



Curriculum Development and Revision Policy
University of Ruhuna

Policy Name: Curriculum Development and Revision Policy of the University of Ruhuna

Effective date:

Responsible Party: Centre for Quality Assurance (CQA), University of Ruhuna

Contents

1. Introduction
2. Terminology and Definitions
3. Policy Principles
4. Applicability and Scope
5. Policy Statements
 - 5.1. Development of a New Curriculum/Revision of an existing curriculum
 - 5.2. Termination of the delivery of a curriculum
 - 5.3. Deviations
- Annexure

1. Introduction

University of Ruhuna (UoR) considers curriculum as the foundation of any study programme and thus is committed to adopting systematic approaches in curriculum development, revision and termination. The objective of this document is to introduce a comprehensive policy framework to maintain the quality, validity, and recognition of all study programs offered by the UoR.

All parties, including academics, administrators, non-academics, and reviewers, involved in the curriculum development, revision, and termination process are expected to be guided by this policy document containing the standards to be maintained. The procedural aspects and the duties and responsibilities of the parties involved in the implementation of policies are given as annexures.

2. Terminology and Definitions

Constructive alignment: Constructive alignment:

- a. Establishes PLOs to produce the desired graduate.
- b. Defines proper ILOs for each Course Unit/Module in the curriculum.
- c. Prepares lesson plans for each course unit/module containing proper teaching and learning activities that enable learners to achieve the ILOs and PLOs.
- d. Align assessment strategies to measure the attainment of the ILOs.

Course unit/Module: A planned series of the learning experience of a curriculum. In this policy document, the terms course unit and module are used interchangeably.

Course unit/Module Information Sheet (MIS): The tabular representation of the vital information about a course unit/module (Annex 1).

Curriculum Development Committee: The committee appointed by the Faculty Board to lead the curriculum development and/or revision process. This committee may be identified by different names such as curriculum revision committee or curriculum development and revision committee.

Curriculum development: The systematic process outlined in this policy document for the formulation and introduction of a curriculum of a study programme in line with the SLQF.

Curriculum revision: The systematic process outlined in this policy document for the reviewing and revising of a curriculum of a study programme.

Curriculum: An appropriately designed series of individual course units/modules to meet the PLOs of a study programme of a qualification specified in the Sri Lanka Qualification Framework (SLQF).

Intended Learning Outcomes of a course unit/module (ILOs): Statements that express specific and measurable abilities that a student is expected to have developed at the successful completion of a course unit/module of a study programme.

Programme Learning Outcomes (PLOs): Statements that express the wider attributes (Knowledge, Skills, Attitudes and Mindset) that a student is expected to have achieved/developed at the end of the successful completion of a study programme.

Stakeholders: Stakeholders include, but are not limited to, current students, alumni, employers, professional bodies, policymakers, academics, and the general public.

3. Policy Principles

The University of Ruhuna values following principles in developing and revising the curricula of the study programmes it offers.

- Systematic use of well-recognized curriculum development, revision, and termination approaches.
- Meet national and international standards.
- Ensure accountability and transparency through wider stakeholder consultation.
- Align with the vision, mission, core values and the graduate profile of the University.
- Regular revisions to capture the advancements of the discipline.
- Optimize the learning experience of all, including differently able students.

4. Applicability and Scope

This policy document applies to all study programmes that require the approval of the Council of the UoR. Appropriate teaching learning and assessment strategies, scheme of grading/awards, and relevant by-laws are considered integral components of any curricula offered by the University.

5. Policy Statements

5.1. Development of a New Curriculum/Revision of an existing curriculum shall

- comply with National Policies and Regulations that have been approved and communicated by the UGC.
- comply with the Vision, Mission, Core Values and the Graduate Profile of the University.
- consider the societal needs, availability of resources, global trends and sustainability of the study programme.
- foster graduate employability both locally and internationally and promote the development of entrepreneurial skills.
- promote and facilitate outcome-based education and student-centered learning.
- comply with and promote appropriate accreditation requirements, where applicable.
- have clearly-stated and constructively-aligned graduate profile/a set of programme learning outcomes that is in line with University Graduate Profile and appropriate for the qualification.
- have all course units/modules be described using Course/Module Information Sheets.
- have comprehensive programme specification document which is publically available.
- ensure a systematic progression of course units/modules during the programme.
- Incorporate necessary foundation courses, learn-by-doing/practical experiences/optional/elective courses and industrial trainings/in plant trainings/internships/vocational trainings/work camps at appropriate progression levels of the curriculum.
- ensure diversity and multidisciplinary/ interdisciplinarity.
- not substantially overlap with an existing curriculum.
- have appropriate fallback options and exit points as applicable.
- be reviewed by subject expert/s and educational expert/s and be properly approved before being implemented.
- pay due attention to the national and university policies on differently-abled students.
- promote and be in line with the credit transfer policy of the university.

- be subject to a major revision at least in every ten years and a minor revision in every five years. Nevertheless, each curriculum shall undergo revisions if deemed necessary, irrespective of the regular revision cycles.

5.2 Termination of the delivery of a curriculum

- The University of Ruhuna may terminate or suspend study programmes that are irrelevant or do not meet the needs of stakeholders.
- No study programme be terminated or suspended without the approval of the Council or UGC as the case may be.
- On the request of the relevant Faculty/Department/Unit/Center, the University, with the approval of the Council the University may deactivate/suspend study programmes for a maximum of five-year period, on justifiable reasons such as poor student enrolment. If the programme can not be reactivated within the five year period, the relevant Faculty/Department/Unit/Center shall inform the Council before the expiry of five year period and take appropriate actions to terminate the programme.
- Study programmes that have obtained the approval of UGC, shall take the approval of the UGC for the termination.
- Before the termination of a study programme, arrangements shall be made to ensure that all students registered under that particular program, graduate within the eligible time period (such as conducting assessments based on the terminated curricula).

5.3. Deviations

Terms such as Course Unit, Module and Module Information Sheet need to be used appropriately and as applicable to the Programmes that do not follow the course unit system. However, the development, revision and termination of such programmes shall also follow the policy principles and policy statements outlined in this document. It is expected that relevant committees consider those terminological differences and make appropriate adjustments in adopting this policy.

Annexure

Annex 1. Sample Course Information Sheet.

Annex 2. The situations that are categorized under major and minor revisions.

Annex 3. Procedure for the introduction/revision of an internal undergraduate programme

Annex 4. Procedure for the introduction/revision of an internal postgraduate programme.

Annex 5. Procedure for the introduction/revision of programmes-Offered through Distance and Continuing Education Unit.

Annex 6. Duties and responsibilities of the parties involved in curriculum development and revision.

Annex 7. Application for the introduction of Certificate/Advanced Certificate and Diploma Courses.



Faculty of

(Study Programme)

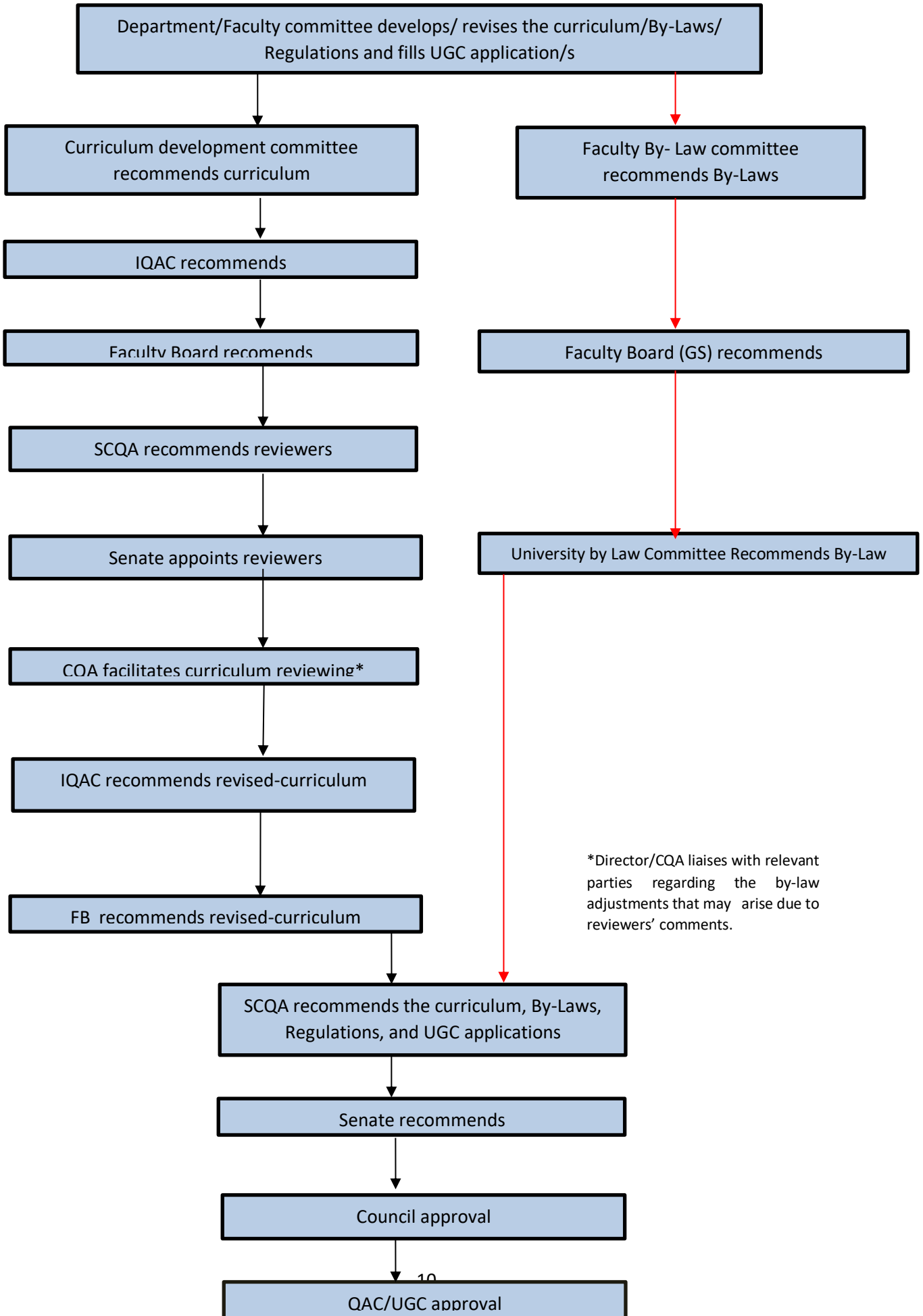
Course Unit/Module Information sheet

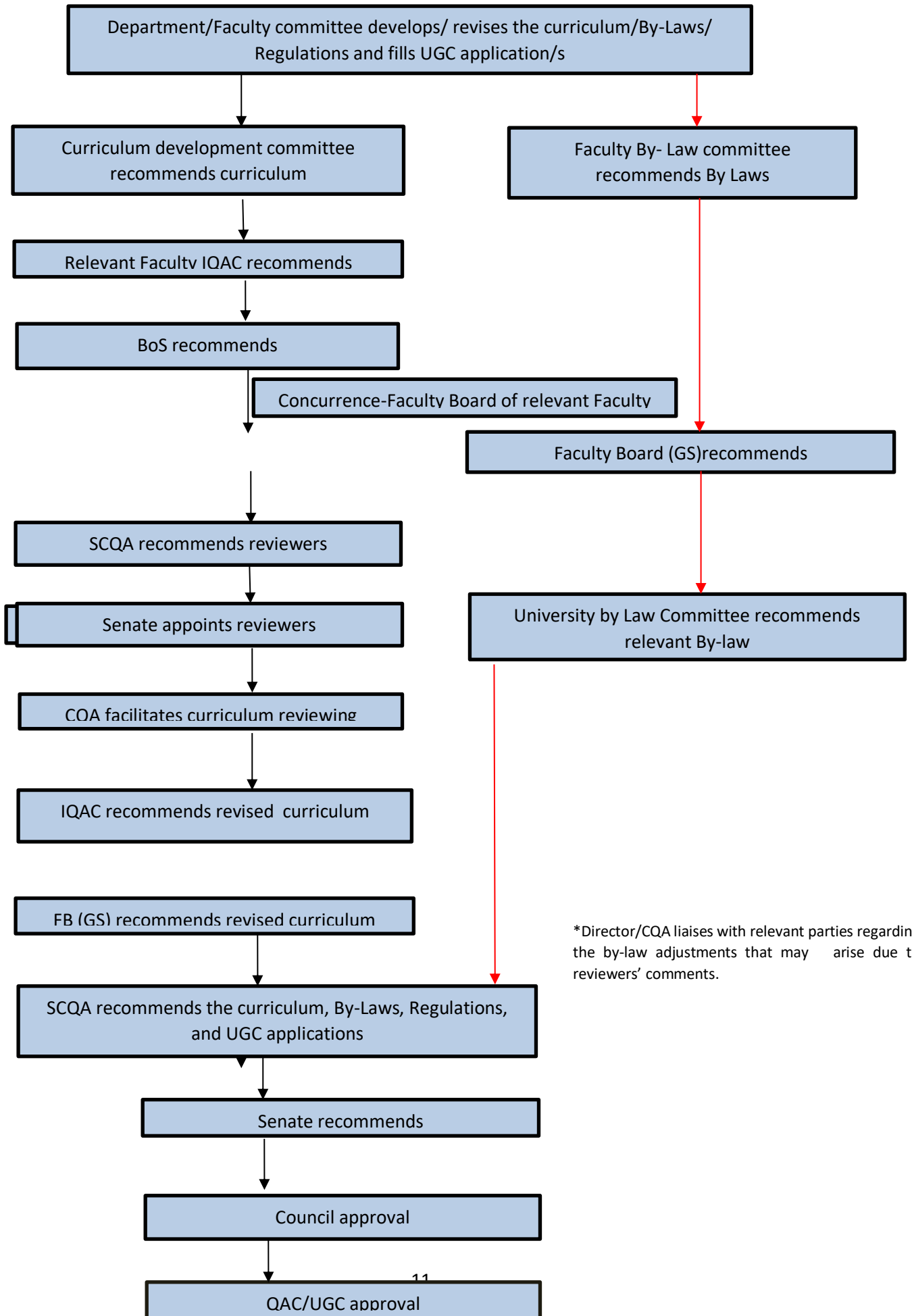
Course unit code		Course unit Name			
Credits					
GPA/NGPA		Lectures(hr)(total)		Practical(hr)(total)	-
		Lectures (Hours/week)		Practical (Hours/week)	-
Prerequisites		Assignments(hr)(total)	-	Independent Learning(hr)(total)	
Course unit/Module Aim					
Intended Learning Outcomes					
Course unit/Module Outline					
Marks Allocation(% values for each component)					
Eligibility requirements to Appear for End Semester Evaluation,if applicable					
Necessary Conditions to pass the course					
Recommended Readings					

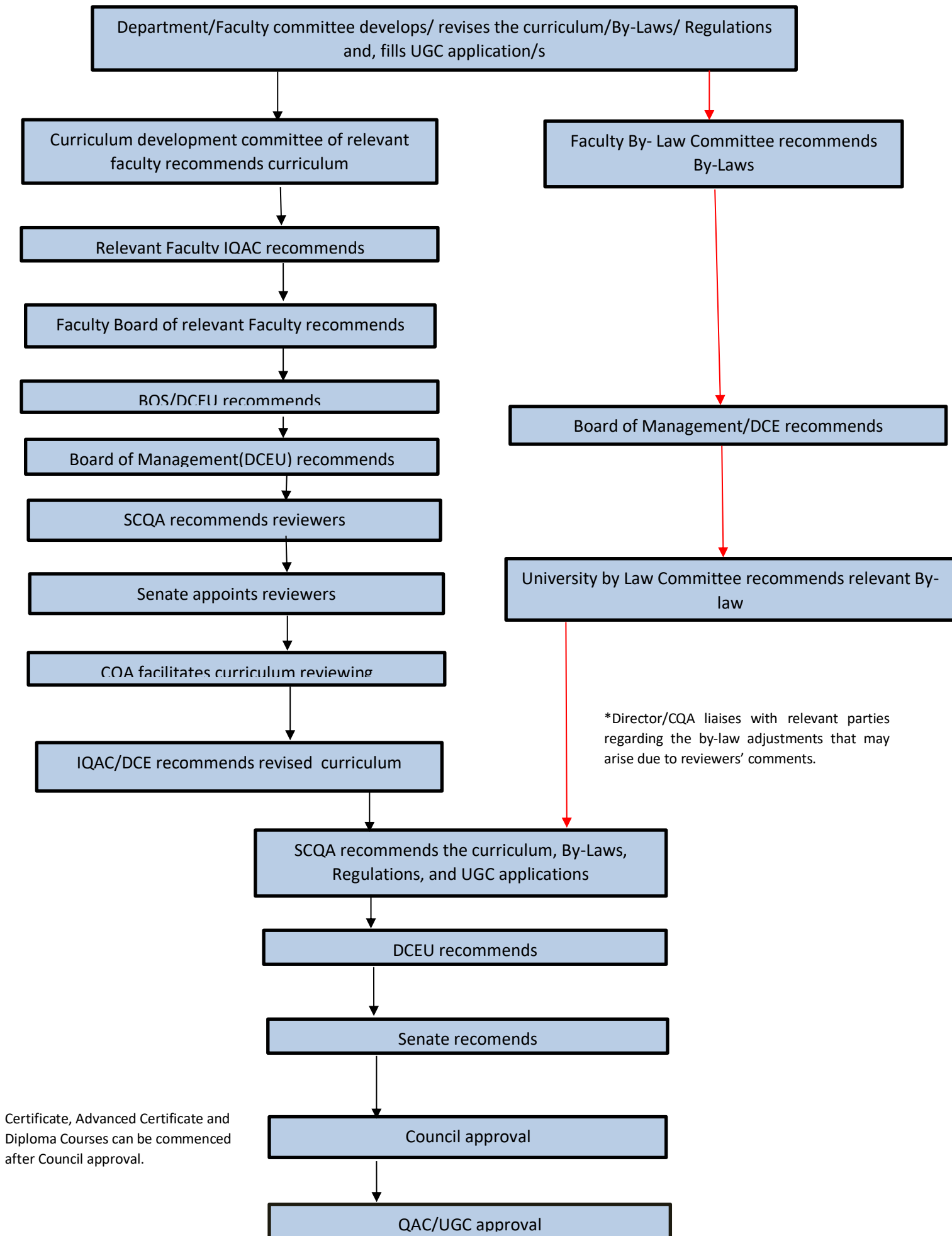
Annex 2. The situations that categorized under major and minor revisions.

Programme	Examples of major revisions	Example of minor revisions
A course unit/module within a curriculum	<p>Change of credit value. Change of status of compulsory or optional. More than 25% Change in the list of ILO. Major change in assessment methods. Major change in assessment weightage. or Any other change as determined by the relevant IQAC</p> <p><i>Need the approval of the council, on the recommendation of SCQA.</i></p>	<p>changing course contents in line with ILOs. Change in teaching learning strategies, Change of the place (semester) of offer. Less than 25%changes in the list of ILO, Minor changes in assessment methods. Minor changes in assessment weightages within the range stipulated in by-law. Or Any other change as determined by the IQAC.</p> <p><i>Need the approval of the FB on the recommendation of the IQAC</i></p>
Diploma Certificate Adv.Certificate course	<p>Change of name. Change of qualifier. Change of mode of delivery. Deletion or addition of a course/s. Change in PLO. Introduction of early exit point/s. Introduction of fallback option/s. Or Any other change as determined by the relevant IQAC.</p> <p><i>Need the approval of the Council, in the recommendation of SCQA.</i></p>	<p>Changes in course contents in line with ILOs. Change in teaching learning strategies or Any other change as determined by the relevant IQAC.</p> <p><i>Need the approval of the FB on the recommendation of the IQAC.</i></p>
Undergraduate programme	<p>Changes to the number of academic years required for the study program, Changes to SLQF qualification type with designators and qualifiers, Changes to SLQF exit level,</p>	<p>Any other alteration that is not identified as a major change needs the approval of the Council on the recommendations of the SCQA and the Senate.</p>

	<p>Adding or removing lateral entry and early exit possibilities, Adding/deleting or substituting one or more specialization/major in an existing degree program.</p> <p>Changes to admission criteria Recognizing prior learning/credit transferring.</p> <p>Or</p> <p>Any other change as determined by the SCQA.</p> <p><i>Need the approval of either Council and/or UGC.</i></p>	
<p>Taught-postgraduate programme</p>	<p>Changes to the number of academic years required for the study program,</p> <p>Changes to SLQF qualification type with designators and qualifiers,</p> <p>Changes to SLQF exit level.</p> <p>Adding or removing lateral entry and early exit possibilities.</p> <p>Adding/deleting or substituting one or more specialization/major in an existing degree program.</p> <p>Changes to admission criteria or any other change determined by the SCQA.</p> <p>Recognizing prior learning/credit transferring.</p> <p>Or</p> <p>Any other change as determined by the SCQA.</p> <p><i>Need the approval of either Council and/or the UGC.</i></p>	<p>Any other alteration that is not identified as a major change needs the approval of the Council on the recommendations of the SCQA and the Senate.</p>







Certificate, Advanced Certificate and Diploma Courses can be commenced after Council approval.

Duties and responsibilities of the parties involved in curriculum development and revision.

Dean of a Faculty or Director/Distance and Continuing Education Unit or the Head of any other entity that offers a programme of study.

- Ensures that curriculum development and revision activities are incorporated into the strategic plans of the Faculty/Unit/Center.
- Appoints appropriate Faculty/Unit/Center-level committees with TOR.
- Provides required resources.
- Ensures that curriculum development and revision follow the approved policies and procedures.
- Ensures that all curricula of the study programmes are reviewed at specified intervals.

HoD

- Nominates suitable persons for Faculty-level committees (appointment shall be done by the faculty board).
- Appoints appropriate Department-level committees/teams/groups, where applicable.
- Arranges Department-level facilities.
- Maintains relevant records such as date of introduction and earlier revisions about the curricula.
- Informs the Faculty Board when a scheduled revision is due or un-scheduled revision is deemed necessary.

Curriculum Development Committee (CDC)

- Initiates/Leads the curriculum development and revision process.
- Ensures that curriculum development and revision processes follow policy principles.
- Ensures that all documents are systematically stored.

Internal Quality Assurance Cell (IQAC)

- Educates relevant parties on curriculum development and revision.
- Reviews curricula to ensure that they have been systematically formulated and are in line with the relevant policies and regulatory frameworks.
- Liaises with Centre for Quality Assurance (CQA) and the CDC.

CQA

- Formulates relevant University level policies and procedures.
- Develops reviews and revises operational procedures for curriculum development and revision processes.
- Ensure that all curricula meet the required standards and are in line with the policy.
- Ensure that systematic curriculum development and curriculum revision processes are incorporated into the strategic plans of the University.
- Liaise with IQACs and QAC.
- Liaise with relevant parties to ensure that By-Laws of all programmes are appropriate and properly approved.
- Ensures that up-to-date information (policies/regulations/procedures/SOPs) related to curriculum development/revision and evaluation are communicated to all stakeholders.

UNIVERSITY OF RUHUNA

Application for the introduction of the

1	Type of qualification (Certificate/ Advanced Certificate/Diploma)	
2.1	SLQ level (SLQL 1, 2 or 3)	
2.2	NVQ level (if relevant)	
3.1	Mode of delivery – please state whether online (100%), blended (% online &% in person), or in person (100%)	
3.2	Name of qualification	
3.3	Abbreviated name of the Qualification	
4.1	Faculty (proposer's)	
4.2	Department (proposer's)	
4.3	5. Other entities involved	
4.4	To be offered by (whether DCEU or proposer's faculty/department)	
4.5	Language(s) of delivery	
5.	6. Background, need and justification (any supporting documents can be given as annexes)	
6.1	Entry requirements	
6.2	Selection procedure	
7.	Qualification attributes (Please refer to K-SAM model in SLQF handbook and state which attributes you expect students to achieve at the completion of the course)	

8.1	Volume of learning in terms of credits (certificate – 10, Adv. Certificate – 15, Diploma – 30)																																																																						
8.2	Course structure (please fill the tabular format given below)																																																																						
	<p>Indicate core (C)/optional or elective (O) course units/modules appropriately. Indicate course units/modules that are conducted jointly with other programmes.</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Semester/ (Months or Weeks)</th> <th>Module Code</th> <th>Module name</th> <th>Credit Value</th> <th>Core (C)/ Optional (O)</th> <th>Hour allocation (T/P/IL)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td colspan="4">Total</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	No.	Semester/ (Months or Weeks)	Module Code	Module name	Credit Value	Core (C)/ Optional (O)	Hour allocation (T/P/IL)																																																									Total						
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	Any other		
8.5	Conditions for the award of qualification and academic concessions.		
8.6	Progression opportunities		
8.7	Physical facilities available		
8.8	Module information sheets (please use following table format to give necessary details for each course unit/module – not as annexes)		

	Module/Course unit code		Module/course unit Name			
	Credits					
	GPA/NGPA		Theory (hr) (total)		Practical (hr) (total)	
			Theory (Hours/week)		Practical (Hours/week)	
	Prerequisites		Assignments (hr) (total)		Independent Learning (hr) (total)	
	Module Aim					
	Module Learning Outcomes					
	Module Outline					
	Marks Allocation (% values for each component)					
	Eligibility requirements to Appear for End Semester Evaluation, if applicable					
Necessary Conditions to pass the Module						
Recommended Readings						
10.	Financial analysis					

Present a budget indicating all income, applicable fees, and expected cost items.

Expected minimum number of students for the study program:

(please fill the following table using the minimum number of students – add/delete items as necessary)

Item	Cost per student (Rs)	Minimum number of students	Income (Rs)
Income			
Registration Fee			
Course Fee			
Examination Fee			
Library-Non refundable			
Any other (please specify)			
Total income			
Direct costs (Ex.)			
Teaching			
1. Preparation of Course material			
2. Conduct lectures, labs, etc.			
3. Hiring charges, if any			
4. Consumables			
5. Any other (specify)			
Examination			
1. Supervision			
2. Invigilation			
3. Other assistances			
4. Marking answer scripts			
5. Any other (specify)			
Coordinator fee			
Other costs (specify)			
Total direct cost			
Indirect costs			
1. University funds, etc.			
2. Administrative costs			
Total Cost			
Net Income (Total income – Total Costs)			

11	Observations and recommendations as applicable	
11.1	Date of the IQAC of the Faculty Recommendation	
11.2	Date and Meeting number of the Faculty Board Recommendation	
11.3	Date and Meeting number - IQAC of DCEU Recommendation	
11.4	Date of the BOS with BOS meeting number (if applicable)	
11.5	Date and meeting number for the Senate Standing Committee on Quality Assurance (SSCQA) Recommendation	
11.6	Senate Approval (Senate meeting number and date)	
11.7	Council Approval (Council Meeting number & date)	

Annex:(Any additional/supporting documents