



**POLICY ON
PLANNING, DESIGNING/REVISING, AND OBTAINING APPROVAL
FOR CURRICULA**

BHIKSU UNIVERSITY OF SRI LANKA

Approval authority	The Council of Bhiksu University of Sri Lanka
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Date of Revision	
Description in Brief	This document details the policies on all activities pertaining to a curriculum offered by the Bhiksu University of Sri Lanka.

SECTION 1

Rationale

The curriculum of any educational institution plays a significant role in the process of building a knowledge-rich nation. The curriculum needs to be imaginative, flexible, and inclusive for enabling creative combinations of various disciplines and creating possibilities for life-long imaginative learning. The curriculum shall enable the students to compete and establish themselves locally, nationally, regionally, and globally. All undergraduate, postgraduate, and other courses must be designed, developed, and assessed so as to acquire the graduate attributes that the University has agreed upon and, in a way finally it contributing to the well-being of mankind. The Policy on Curriculum Planning, Designing/Revising Development, and obtaining approval provides a basic framework to undertake activities related to the planning, development, monitoring, evaluation, and approval of curricula at both degree and non-degree levels across the Bhiksu University of Sri Lanka.

SECTION 2

Scope

This policy outlines the procedure to be followed in developing/revising curricula and obtaining approval from appropriate authorities under the University regulations. This policy includes necessary steps to align programmes with the Sri Lanka Qualification Framework (SLQF), other national requirements, and requirements stipulated by the University Grants Commission (UGC). This policy shall apply to all undergraduate, postgraduate courses, Diploma, and extension courses offered by the University, that are evaluated by any form of assessment.

SECTION 3

Definitions

“Assessment” means any form of student activity in a Course to which a grade is to be granted by the instructor.

“Course” means any educational activity for which credit may be earned by a student.

“Curriculum” means the content of courses and subjects.

“Graduate Attributes” means the high-level qualities, skills and understandings that a student should gain as a result of the learning and experiences they engage with, while at University.

“Graduate Profile” means that a University uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate.

“Learning outcomes” means statements of the knowledge, understanding and skills students are expected to achieve as a result of engagement with the content of the Degree/Subject or course.

“Outcome Based Education” means education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do.

“Programme” means structured teaching and learning opportunities which lead to an award; Refers to all activities that engage students in learning.

“Student” means a person who is studying at the University.

“Student Centered Learning” means methods of teaching that shift the focus of instruction from the teacher to the student.

“University” means the Bhiksu University of Sri Lanka.

SECTION 4

Purpose and objectives

Purpose

The purpose of this policy is to adhere to the graduate attributes, course outcomes, content selection and organization, pedagogical strategies, evaluation criteria, and learning resources when planning, developing, revising curricula, and approving by following the University regulations. Programme development or review is driven by the needs of learners and society with the aim of promoting knowledge, skills, competencies, and attitudes that would transform both the learners and society by compliance with the relevant SLQF level.

Objectives

- To develop a curriculum having relevance to the local, national, regional, and global needs.
- To prepare the curriculum focusing on Graduate Attributes, and Course Learning Outcomes with a view to reflect the vision, mission, goals and objectives of the University through curriculum into action.
- To integrate cross-cutting issues relevant to the environment and sustainable human values and professional ethics into the curriculum.
- To enable learners to be self-reliant by developing entrepreneurial skills.
- To approve the curriculum by encompassing the relevant regulations enforced by the University and higher authorities.

SECTION 5

Principles leading to planning, designing, and approval of curricula (New/ Revise)

Design curricula at all levels that are responsive to the study discipline/subject/course units, to the students' learning needs, and the social context taking into account the responsibilities to the country as a whole. The curriculum should be relevant, up-to-date, and align with the teaching and assessment approaches in the discipline. The curricula shall be Outcome-Based (OB) and shall aim at promoting Student-Centred Learning (SCL). It should be designed in a manner where delivery of the content shall make use of the technological advancements in pedagogy as appropriate.

I. Planning

1. Expression of interest in the Strategic Plan of the Faculty/ Unit in line with the University need to be stated.
2. Expression of interest in the Annual Action Plan of the Faculty/ Unit needs to be stated.
3. Before developing or revising a curriculum a needs analysis should be performed by surveying the relevant stakeholders.
4. Multiple stakeholders (i.e, faculty, student representatives, external experts, representatives from the industry, alumni, etc.) should be involved in the curriculum development process.
5. The development of a curriculum for a new study programme or the revision of a curriculum of an existing study programme shall be initiated by the body vested with the responsibilities related to curriculum development within the Faculty/Centre/Unit etc. which is mandated to offer the said programme. The composition of the body shall be determined by the relevant Faculty/centres etc.
6. The university-approved, SLQF-conformed standard formats/templates should be used for programme/course design and development.

II Designing and revision

7. The design of the curriculum shall be mapped with the University's vision, mission, goals and objectives in a way that the content of the curriculum reflects achieving excellence in teaching-learning and research.
8. All graduates' attributes need to be categorised under a combination of four overlapping domains of 'Knowledge', 'Skills', 'Attitudes', and 'Mindset' (KSAM modal).
9. At the time of designing curricula, Subject Benchmark Statements (SBS) and Sri Lanka Qualification Framework (SLQF) specified by the University Grants Commission, Sri Lanka, need to be considered. Mainly to be considered the volume of learning (credit value), learning hours (adhere to notional hours), type of designator, qualifier, and abbreviation of the degree. Apart
10. The curricula shall be Outcome-Based (OB) and shall aim at promoting Student-Centred Learning (SCL) by approaching student-centred teaching, learning, and assessment principles.

11. The content of a given curriculum shall be aligned (mapped) with the predetermined graduate profile of the study programme and the institutional graduate profile.
12. The graduate profile should be mapped with the goals and values of the University, attributes of qualification holders requirements of the stakeholders, accreditation bodies
13. Programme Learning Outcomes (PLOs) should be developed based on the graduate profile which needs to be mapped with the level Descriptors (learning outcomes) in the SLQF.
14. Course unit/module/course learning outcomes (CLOs) are to be constructively aligned (mapped) with the PLOs and teaching and learning strategies and assessments.
15. Intended Learning Outcomes (ILOs) of the study programmes shall be realistic, feasible, measurable, and achievable within the stipulated period.
16. Curricula shall be designed and developed to integrate strategies to promote self-directed learning, critical thinking and collaborative learning related to the field of study.
17. Lesson learning outcomes (LLOs) should be mapped with the CLOs, PLOs, and delivery methods (teaching methods) and assignments.
18. The workload of a study programme shall comprise of direct contact hours and learning activities to develop competencies such as self-motivation, self-directed learning, collaborative learning, creative and critical thinking for problem-solving, communication skills, team spirit, and a passion for lifelong learning.
19. The volume of learning for each semester is achievable by every student.
20. Curricula shall be designed to accommodate supplementary courses such as professional and interdisciplinary, multidisciplinary courses through electives, apart from the mandatory courses.
21. The curriculum should include a mandatory and adequate number of elective courses.
22. Work-based placements or other such opportunities that provide exposure to the world of work shall be incorporated into the curriculum where applicable.

23. Ethical values, equity, social justice, social and cultural diversity, and sustainability should be integrated into the courses where appropriate.
24. The curricula should be designed with an appropriate proportion of taught courses and a research component (SLQF 6) or guided independent study (SLQF 5) component.
25. Creative and critical thinking, independent learning, interpersonal and communication skills (soft skills) to be promoted when designing courses.
26. The sequence of courses should be progressive; from basic to advanced courses.
27. The development of the contents of the curriculum includes the following aspects: Graduate Attributes, Credit Distribution, Course Structure, Course Learning Outcomes (CLOs), Selection of contents for each course, Distribution of learning Hours, Teaching strategies, Criteria of Evaluation, Suggested readings. Besides, pre-requisite courses, if any, shall be mentioned.
28. The naming of the degree programme, attributes of the qualification holder, admission criteria, learning outcomes (i.e., level descriptors), fallback options, and progression pathways of the programme are clearly delineated and conform to the prescriptions of the SLQF.
29. Opportunities shall be made available for credit transfer among different programmes of study both at the local and international levels.
30. All summative and formative assessments shall be structured and constructively aligned to determine the attainment of the course learning outcomes and in turn programme learning outcomes.
31. By-laws and Regulations that govern curriculum should be clearly and explicitly stated.

III Discontinuation/ fallback

32. Fallback options shall be carefully designed for those who are not progressing as expected.
33. Specific criteria for discontinuation of courses and/or study programmes shall be explicitly stated and measures shall be taken to safeguard the interests of students enrolled in the programmes.

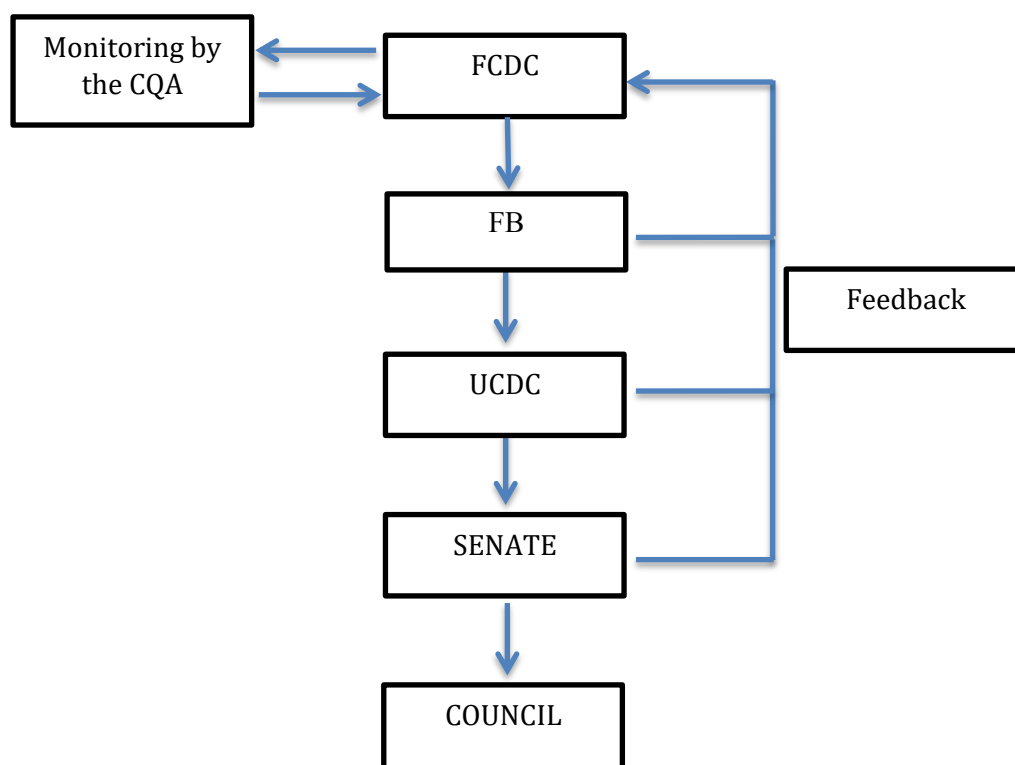
IV. Approval

34. The Faculty Curriculum Development Committee (FCDC) should submit the curriculum to the Faculty Board and forward to the University Curriculum Development Committee (UCDC) for recommendations.

35. Upon the recommendation by the University Senate the Council shall be responsible for the approval of all academic curricula at the University.

36. The new and major revisions of the curriculum should be sent to the UGC for approval.

The following schematic diagram shows the approval procedure for a curriculum.



Legend:

CQA Centre for Quality Assurance

FB Faculty Board

FCDC Faculty Curriculum Development Committee

UCDC University Curriculum Development Committee

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