

Curriculum Development and Revision Policy
Faculty of Commerce and Management Studies, University of Kelaniya



Approvals:

Faculty Quality Assurance Cell :
Faculty Board FCMS :
University Quality Assurance Center :
Senate of the University :

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Policy Title : Curriculum Development and Revision Policy, Faculty of
Commerce and Management Studies, University of Kelaniya

Policy Number : KLN/FCMS/QA/P/23/3

Effective Date of the Policy : 1st of January 2023

Policy Functional Area : All academic of FCMS

1. Introduction:

This document frameworks the curriculum development policy of the Faculty of Commerce and Management Studies, University of Kelaniya, and describes the procedure to be followed when new/existing study programs and courses need to be introduced/ revised as added, deleted, or amended. The document provides an overview of the curriculum development and revision process and procedures. Accordingly, by-laws, guidelines, and practices shall be formulated based on this policy. In addition, the policy outlines the roles of responsible parties and key committees involved in the curriculum development process. Moreover, the curriculum development and revision policy document outline the learning philosophy, instructional resources, and assessments that comprise a specific educational program. This policy aims to meet the relevant national and international standards.

2. Policy Definitions

Curriculum: A Curriculum is a systematic written document that enables the student to achieve the program learning outcomes. It provides key competencies such as knowledge, skills, attitudes, and mindsets that students should acquire through organized learning involvements, and students should successfully complete the program learning outcomes formulated in the curriculum.

Curriculum Alignment: This refers to the consistency between different levels of curriculum and elements within a curriculum aligning with the learning outcomes and the final product described in the graduate profile. Accordingly, the graduate profile of the study program should be aligned with the Mission of the Faculty of Commerce and Management Studies.

At the macro level, curriculum alignment refers to consistency between the purpose of qualification, qualification outcomes at the exit level, and outcomes for study disciplines/subjects and programs. At a micro level, curriculum alignment refers to internal consistency between course units, that is aims of the course contents, learning outcomes, teaching methodologies and assessment methods.

Program Learning Outcomes (PLOs): A learning outcome describes what students should be able to do by the time they have completed a study program leading to a qualification. Outcomes are complex and symbolize knowledge, skills, attitudes, and practices.

Intended Learning Outcomes (ILOs): An intended learning outcome describes what students should be able to do when they have completed a course unit of the curriculum. The action verbs for the ILOs shall identify using Bloom's Taxonomy Framework.

3. Aims of the Policy:

The curriculum development policy ensures the continuous update of the curriculum, teaching and learning methods, and assessment methods to provide the undergraduate with knowledge, skills, abilities, and mindsets. Therefore, the specific aims of the policy are listed as follows.

- To establish a clear philosophy and goals that guide developing and revising the curriculum of the degree programs of the faculty.
- To contribute to the assurance and enhancement of the quality of curricula at the Faculty of Commerce and Management Studies.
- To ensure the time frame for regular curriculum reviews and/or new curriculum developments with changing disciplinary, educational, and social circumstances.
- To suggest methods of assessing the achievement of the program's goals and objectives.
- To provide direction for obtaining human, material, and financial resources to implement the program.
- To provide a guide to identify and develop a curriculum with the needs of national higher education policies and frameworks.

4. Curriculum Development Process:

The development of an effective curriculum is a multi-step process. The process progresses from evaluating the existing program to designing an improved program, to implementing a new program, and back to evaluating the revised program. Accordingly, the curriculum development process (new and existing) should be undertaken through nine phases.

4.1 New Curriculum Development Process

Phase 1: Identification of the need for the proposed curriculum for the new degree program.

As the first step, the requirement of the proposed curriculum of the new degree program should be identified. Accordingly, the rationale and justification for the proposed curriculum development should be provided.

Phase 2: Action for the Curriculum Development

Programme design and development adopts a participatory approach and takes into consideration local and national requirements, stakeholder needs, employment market signals, international trends, UGC-approved reference points such as the Sri Lanka Qualifications Framework (SLQF), Subject Benchmark Statement (SBS) and Code of Practices. In line with this, stakeholder analyses should be conducted to identify the requirements of the proposed curriculum. Stakeholders are the key parties

who directly and indirectly link with tertiary-level education for different purposes such as industry experts, alumni scholars, undergraduates, academics, and other relevant parties. The purpose of the stakeholder analysis is to identify the demand and necessity of a new curriculum in the proposed area. However, introducing a new degree program cannot violate the discipline domains of the other faculties of the University and other departments of FCMS. Moreover, the faculty/ departments should include the areas of intended new degree programs in the University's Strategic Plan. Meanwhile, a survey should be conducted to identify the existing resources of the faculty and university for the proposed degree program. These resources should be physical as well as human required to start the program of the faculty. For example, student-faculty ratio, and classroom facilities. Furthermore, outcome Based Education (OBE) and Student-Centered Learning (SCL) approaches should be considered in the design and development process of the curriculum.

Phase 3: Develop the Graduate Profile and Programme Learning Outcomes (PLOs) for the proposed degree program.

In this step, the graduate profiles and PLOs for each level of the degree Program should be developed. The graduate profile and PLOs should be aligned with the Faculty/University Mission Statement, Institutional Graduate Profile and the SLQF requirements.

Phase 4: Identification of course pillars and credit values

Identification of main sub-pillars for each level of the proposed degree program is a must. If it is a specialized degree program, 50% of the total credit requirement should be related to the degree qualifier.

Example: Bachelor of Business Management Honours in Finance – Total 120 credits



60 Credits

Out of 120 Credits, 60 credits should be covered by the specialization area of Finance.

Table 1: Example for the identification of sub-pillars:

4								30
3								30
2								30
1								30
Year levels	Sub-pillar 1	Credit values	Sub-pillar 2	Credit values	Sub-pillar 3	Credit values	Sub-pillar <i>n</i>	Total credits 120

Phase 5: Identify the progression of the course unit under each sub-pillar from level 1 to level 4.

In this step, the course units, relevant to each sub-pillar should be identified under each level and for each semester. Then the credit values need to be decided. The progression of course units should be designed based on the relative importance of the proposed degree program.

Phase 6: Identify the Intended Learning Outcomes (ILOs) for each course unit.

In this step, the levels should be considered and compared with Bloom's Taxonomy framework.

Phase 7: After identifying the ILOs for each course unit, the notional hours for each course unit should be determined.

Notional hours are calculated based on the structure given below.

1 credit = 50 notional hours

Dissertation/ Internship

1 credit = 100 notional hours

The composition of notional hours should be covered as follows.

Table 2: Example for distribution of notional hours for a 2-credit course unit (100 notional hours)

Teaching, learning and assessment method	Distribution of notional hours
Face to face	30
Self-directed	20
Self-learning	30
Assessment	20
Total hours	100

Phase 8: Development of course units

In this step, the individual course contents should be developed under each pillar. See Annexure1.

Phase 9: Finalization for approval

In the final phase, all the documents should be compiled including graduate profiles, course unit pillars, individual course units, and the action verb checklists to submit for the approval process.

5. Requirements for Curriculum Revision

5.1 Introduction

A curriculum should be revised under two main circumstances as major revisions and minor revisions.

a. Major Revision: Proposals for the major changes of a curriculum should be submitted following the same process followed under a new curriculum development and must be approved by the University Grant Commission (UGC), Sri Lanka. Major changes in the curriculum basically include a name change of an existing degree programme or/ and a major change in the overall study programme.

Major Revisions –Approval of UGC is needed.

- 1 Changes to the number of academic years required for the study program.
- 2 Changes to SLQF qualification type with designators and qualifiers
- 3 Changes to SLQF exit level.
- 4 Adding or removing lateral entry and early exit possibilities.
- 5 Introduction of a specialization/majoring area in an existing degree program
- 6 Deleting or substituting one or more specialization / major or minor areas in an existing degree program.

b. Minor Revision: Minor changes should be undertaken at the Departmental level and finally must receive approval from the Academic Senate and the University Council.

1. Revisions to Assessment Criteria

2. Changes to course units

- Course code and title
- Content
- Credit value
- Semester etc.

In addition, the faculty requirement is to review the curriculum every four years and undertake a curriculum revision. At least one cohort should be graduated from the existing curriculum to introduce the revised curriculum. Revision for level 1 and 2 of the curriculum of the specialized degrees offered can be undertaken through several faculty-level discussions and workshops. However, corporate sector participation (stakeholder consultation) and receiving their insights are needed for revising level 3 and 4 of the curriculum.

5.2 Curriculum Revision Process

In the existing curriculum revision process, as a first step, the existing curriculum should be presented to stakeholders to identify and analyze the need for curriculum revision. Then, it should be checked if any changes need to be made based on the existing graduate profile and PLO review. From here, the steps outlined in the New Curriculum Development Process should be followed.

6. Curriculum Approval Process

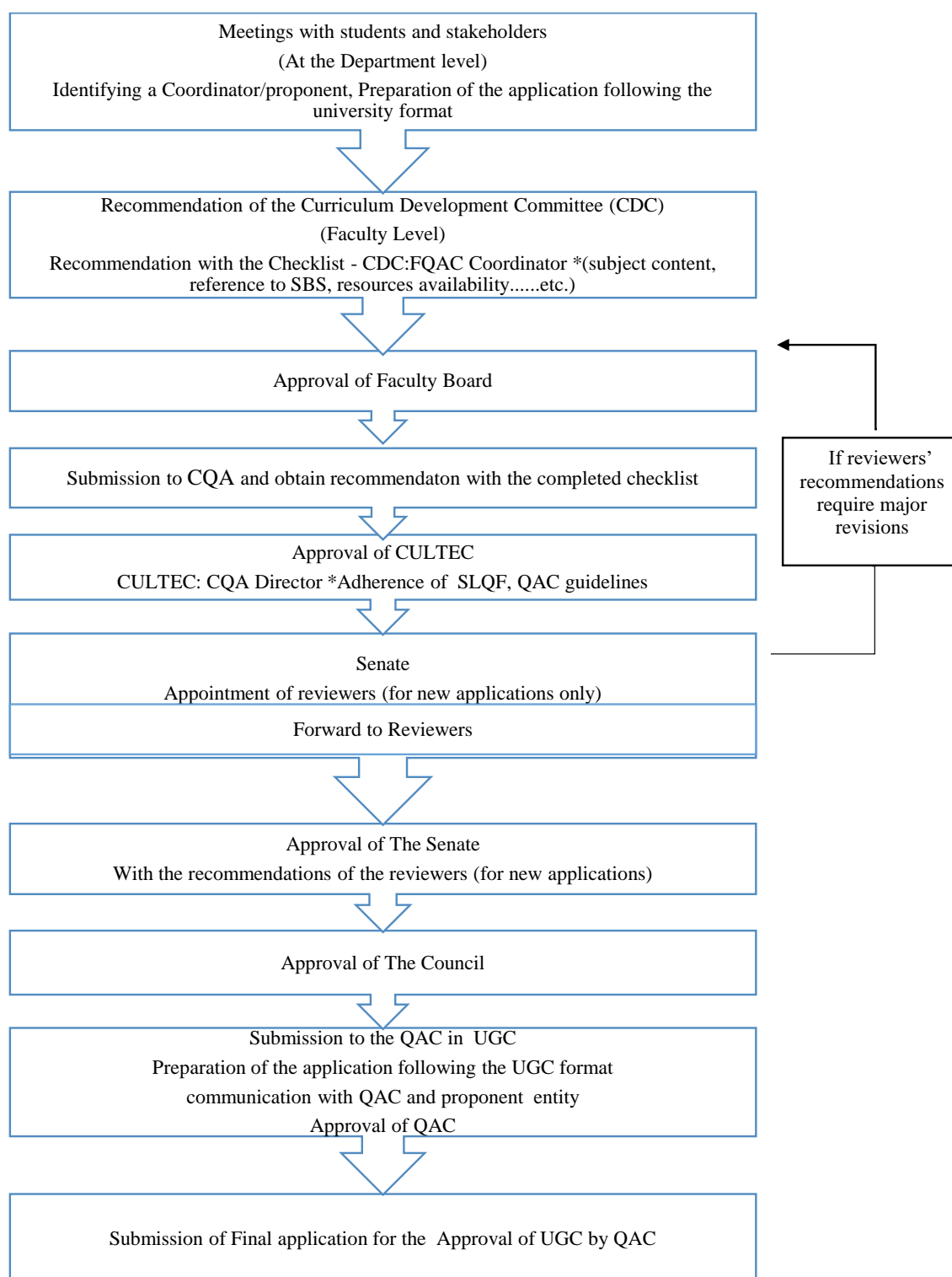


Figure 01: Curriculum Approval Process

7. Composition of Duties and Responsibilities of the Curriculum Development and Revision Committee

Regarding curriculum development and revision, the Head of the respective Department and a team of lecturers are responsible for the preparation of the proposal for curriculum development and revision. The proposal should be recommended by the management committee of the faculty, faculty board, the senate, and the council. The duties and responsibilities of the respective parties are mentioned below.

Table 03: Composition of the curriculum development committee and its responsibilities.

Role	Responsibility
Curriculum Development and Revision Committee	Members of the committee are responsible for designing and reviewing curricula in line with the policy development guidelines. Committee members shall be represented by lecturers from the respective departments. The composition of the committee is as follows; a minimum of two professors, and lecturers of the respective discipline.
Head of the Department	The head of the department shall have the leadership and authority to guide academic staff in relation to curriculum development and decision processes and take responsibility for the revision that takes place within the department. He/she should appoint a chair and members to the curriculum revision committee and, must ensure that the committee is designing and reviewing curricula in line with the policy development guidelines.
Management Committee of the Faculty (Faculty Quality Assurance Cell (FQAC))	FQAC should carry out required checking on conformity to the faculty, university, and UGC/CQA guidelines. FQAC shall forward the documents with their recommendations to the Dean to be tabled at the Faculty Board.
Faculty Board	Members of the faculty board are required to review the developed or revised curriculum and provide comments.
Centre for Quality Assurance (CQA)	CQA is required to provide the recommendation with the completed checklist.
Curriculum Teaching and Evaluation Committee (CULTEC).	CULTEC should carry the required checking and should approve the document to the next level.
University Senate	It is required to appoint relevant reviewers, send the developed curriculum to the reviewers, and provide recommendations.

University Council	It is required to provide the approval for the developed /revised curriculum.
Quality Assurance Council in University Grants Commission	Provide the approval for the compiled document prepared as per the UGC format.

8. Monitoring and Evaluation of the Curriculum

At the end of each semester, evaluation should be done at the department level under the supervision of the head of the department. If there is any issue with the evaluation outcomes, the reasons should be identified, and necessary actions should be taken. (Internal mechanism to regularly monitor and annually review).

Curriculum Development and Revision Policy Development Committee:

Prof. W.M.C.B Wanninayaka

Dr. Madurika Nanayakkara

Dr. Saroja Wanigasekara

Ms. Deepani Wijetunge

Ms. Ganaga Madhushani

Annexure 1: Program structure Outline

Course code	Course unit name	Status	Credit value	Page number
Level 1-Semester 1				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
Level 1-Semester 11				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
Level 2-Semester 1				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
Level 2-Semester 11				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
Level 3-Semester 1				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
Level 3-Semester 11				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
Level 4-Semester 1				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
Level 4-Semester 11				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				
XXXXXX				

Annexure 2: Detailed Course Unit Structure

Course Unit Name :

Course Code :

Credit Value :

Status :

Level :

Semester :

Intended Learning Outcomes:

- 1.
- 2.
- 3.

Topic No	Topic	Learning Outcome	Teaching and Learning Methods	Methods of Assessment

Recommended Reading:

Assessment:

Learning Time:

Being a xx-credit course unit, the notional learning time for the course unit totals xx hours (xx *

50). The learning time can be varied depending on the credit value of the course unit.

Note: The sample course content document issued by the Centre for Quality Assurance can be found at https://units.kln.ac.lk/qac/images/Sample_for_undergraduate_study_programmes.pdf.

Annexure 3: Program Learning Outcomes of FCMS

Graduate Learning Outcome (GLO)	LO No	PLO	Operational definition
Knowledge	1.1	Knowledge	Ability to demonstrate knowledge and understanding of theories, concepts and principles of the areas of study
	1.2	Applications	Ability to apply knowledge and understanding of concepts.
Skills	2.1	Communication	Ability to present information, ideas, and concepts efficiently and effectively.
	2.2	Teamwork	Ability to work in teams, and Exercise personal/team responsibility in the professional environment/workplace.
	2.3	Problem Solving	Ability to understand and analyse the situation. Construct the alternatives. Use ideas and techniques for problem solving in a given situation.
	2.4	Information Management	Be thorough in transferable skills related to ICT and information management.
Attitudes, Values, Professionalism	3.1	Adaptability and Flexibility	Ability to understand and adapt to changing contexts
	3.2	Professionalism	Exercise initiative, personal responsibility and accountability in tasks performed.
Mind-set and Paradigm	4.1	Vision for Life	Clearly identify one's goals.
	4.2	Learning Orientation	Ability to learn on the job

Annexure 4: Mapping of FCMS PLOs with SLQF learning attributes

GLO	SLQF Graduate Attribute	FCMS PLO
Knowledge	Subject theoretical knowledge	1.1
	Application	1.2
Skills	Communication	2.1
	Network and Leadership	2.2
	Creativity and Problem Solving	2.3
	Managerial and Entrepreneurial skills	2.1,2.2,2.3, 2.4
	Information usage and management	2.4
	Networking and social skills	2.2
Attitudes, Values, Professionalism	Adaptability and flexibility	3.1
	Attitudes, values and professionalism	3.2
Mind set and Paradigm	Vision for life	4.1
	Updating skills/ Lifelong learning	4.2

Annexure 5: Contribution of The Course Unit to Achieve the SLQF Learning Outcomes

Table 1: Mapping the ILOs of courses against the outcomes specified by SLQF

Course Code	Knowledge		Skills				Attitudes, Values, Professionalism and Vision for life		Mindset and Paradigm	
	Theoretical Knowledge	Application	Communication	Teamwork	Problem Solving	Information Management	Adaptability and Flexibility	Professionalism	Vision for life	Learning Orientation
Course Code 1										
Course Code 2										
Course Code 3										
Course Code n										

Table 2: Mapping the ILOs of courses against the outcomes specified by SLQF

ILO of the Course	Knowledge		Skills				Attitudes, Values, Professionalism and Vision for life		Mindset and Paradigm	
	Theoretical Knowledge	Application	Communication	Teamwork	Problem Solving	Information Management	Adaptability and Flexibility	Professionalism	Vision for life	Learning Orientation
ILO 1										
ILO 2										
ILO 3										
ILO n										

Table 3: Mapping Graduate Learning Outcomes, and Program Learning Outcomes with the Mission of the Faculty

		Mission Components				
Graduate Learning Outcomes	Programme Learning Outcomes (Competency Goals)	Futuristic	Applied	Collaborative	Holistic leaders	Making the world a better place
Knowledge	Theoretical Knowledge					
	Applications					
Skills	Communication					
	Teamwork					
	Problem Solving					
	Information Management					
Attitudes	Adaptability and Flexibility					
	Professionalism					
Mind-set and Paradigm	Vision for Life					
	Learning Orientation					

Annexure 4: Levels and List of Action verbs of Blooms Taxonomy

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> Choose Define Find How Label List Match Name Omit Recall Relate Select Show Spell Tell What When Where Which Who Why 	<ul style="list-style-type: none"> Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline Relate Rephrase Show Summarize Translate 	<ul style="list-style-type: none"> Apply Build Choose Construct Develop Experiment with Identify Interview Make use of Model Organize Plan Select Solve Utilize 	<ul style="list-style-type: none"> Analyze Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide Examine Function Inference Inspect List Motive Relationships Simplify Survey Take part in Test for Theme 	<ul style="list-style-type: none"> Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide Deduct Defend Determine Disprove Estimate Evaluate Explain Importance Influence Interpret Judge Justify Mark Measure Opinion Perceive Prioritize Prove Rate Recommend Rule on Select Support Value 	<ul style="list-style-type: none"> Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Happen Imagine Improve Invent Make up Maximize Minimize Modify Original Originate Plan Predict Propose Solution Solve Suppose Test Theory

Annexure 5: Content for the new/ revised curriculum proposal

1. Introduction
2. Rationale
3. Structure of a Degree Program/s
4. Selection of the Course Units
5. Course Structure, Delivery, and Evaluation
6. Graduate Profile
7. Program Learning Outcomes
8. Mapping Graduate Learning Outcomes, and Program Learning Outcomes with the Mission of the Faculty
9. Mapping of PLOs with SLQF Learning
10. Course Structure of the Proposed Degree Program
11. Detailed Course Units
12. By-Laws Applicable to the Proposed Degree Program

Annexure 6: Check List for the Recommendation of New/Revised Study programs Curriculum Development Committee (CDC)

Check List No: CQA/A/C/02

Department/s:

In order to maintain the standards and the quality of the study programmes offered by the Faculty, check the submitted proposal according to the list below.

	Components	√/x	Remarks
1.	The course contents are aligned with the Graduate profile		
2.	The course contents are aligned with the Intended Learning Outcomes (ILOs)		
3.	In designing and developing the curricula of the study programme /course units / modules, scope for encouraging and developing; <ul style="list-style-type: none"> • creative and critical thinking, • independent and lifelong learning, • interpersonal and communication skills • independent learning skills, and appropriate learning strategies such as; <ul style="list-style-type: none"> • experiential learning, • collaborative learning, • personal learning have been considered.		
4.	The course contents are designed and developed in complying with the Subject Benchmark Statement (SBS)		
5.	The course content is in compliance with SLQF guidelines; Description of the study programme and course curricula include; ILOs at the programme and course level, defined credit values, course contents, teaching and learning strategies, assessment and evaluation details, and recommended and supplementary readings.		
6.	Curriculum structuring and assigning credits to the course units and study programmes are based on SLQF guidelines.		

	Components	\sqrt{x}	Remarks
7.	Teaching and learning activities are consistent with Student-Centered Learning (SCL) and Outcome Based Education (OBE) approach.		
8.	Teaching and learning activities are in consistent with appropriate assessment methods to measure the attainment of ILOs.		
9.	Availability of teaching learning resources, library and ICT facilities		
10.	The Faculty/ Department (s) adopts a participatory approach to reach consensus on ILOs, curriculum alignment, teaching, learning strategies and assessment.		
11.	Collaborations with institutions of reputation in nationally and internationally and consultations with external stakeholders such as experts, professional bodies, employers, industry, private sector.....etc. to maintain academic standards.		
12.	Commitment to, <ul style="list-style-type: none"> • enhance graduate employability • opportunity to develop independent learning skills and • encourage innovations. 		

Prepared by Center for Quality Assurance (CQA) – UoK

Recommended by the CDC on:

Meeting No.

Date:

Annexure 7: Check List for the Recommendation of New/Revised Study programmes Curriculum Teaching and Evaluation Committee (CULTEC)

Check List: CQA/A/C/01

Department/s:

Faculty/s:

In order to maintain the standards and the quality of the study programmes offered by the University, check the submitted proposal according to the list below

No.	Components	√/x	Remarks
1.	The course contents are aligned with the Graduate profile		
2.	The course contents are aligned with the Intended Learning Outcomes (ILOs)		
3.	<p>In designing and developing the curricula of the study programme /course units / modules, scope for encouraging and developing.</p> <ul style="list-style-type: none"> • creative and critical thinking, • independent and lifelong learning, • interpersonal and communication skills • independent learning skills, <p>and appropriate learning strategies such as.</p> <ul style="list-style-type: none"> • experiential learning, • collaborative learning, • personal learning <p>has been considered.</p>		
4.	<p>The Curriculum structure and the course contents are in compliance with SLQF guidelines.</p> <p>Description of the study programme and course curricula include ILOs at the programme and course level, defined credit values, course contents, teaching and learning strategies, assessment and evaluation details, and recommended and supplementary readings.</p>		
5.	Teaching and learning activities are consistent with Student-Centered Learning (SCL) and Outcome Based Education (OBE) approach with appropriate assessment methods to measure the attainment of ILOs.		

No.	Components	√/x	Remarks
7.	Commitment to, <ul style="list-style-type: none"> • enhance graduate employability. • opportunity to develop independent learning skills and • encourage innovations. 		

Prepared by Center for Quality Assurance (CQA) – University of Kelaniya

Recommended by the CULTEC on:

Meeting No.

Date: