

# **CURRICULUM DEVELOPMENT POLICY 2019**

## **RAJARATA UNIVERSITY OF SRI LANKA**

On the recommendation of the Senate, the Council of the Rajarata University of Sri Lanka as the governing authority of the Rajarata University of Sri Lanka by resolution adopts the following policy.

Dated: 05.12.2019

Last amended: Not applicable

Signature:

Position: Vice Chancellor, Rajarata University of Sri Lanka

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## **PART 1-PRELIMINARY**

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### **1 Name of policy**

This is the Curriculum Development Policy 2019.

### **2 Commencement**

This policy commences on [Date] .

### **3 Policy is binding**

This policy binds the University (council, senate), staff, student and affiliates.

### **4 Statement of intent**

This policy;

- (a) describes the nature of education at the University;
- (b) sets out the manner in which curricula are structured;
- (C) provides strategy for the curriculum development;
- (d) establishes quality assurance processes for learning and teaching.

### **5 Application**

This policy applies to the learning and teaching of certificate, diploma, undergraduate and postgraduate study programmes involve course work.

### **6 Definitions**

Academic unit	A faculty, or a department
Assessment	The process of measuring the performance of students (as in examinations, assignments and other assessable work) that enables students to monitor their progress and contributes to their academic results in a unit of study
Sri Lanka Qualifications Framework (SLQF)	The national framework for recognition and endorsement of educational qualifications.
Study programme	The resolutions setting out the requirements for the award approved by the Council and the Senate on the recommendation of the Faculty Board.

Bachelor degree	An undergraduate study programme that achieves the outcome specified for Level 5 or 6 of the SLQF.
Core	A set of study that develops required knowledge and skills for a study programme.
Course	A planned block of knowledge, skills and understanding.
Course coordinator	The academic staff member appointed by the Dean or Head of Department with overall responsibility for the planning and delivery of a unit of study.
Taught study programme (Coursework study programme)	All undergraduate award courses, and graduate certificates, graduate diplomas and those Masters degrees that comprise less than 70% research.
Curriculum	The flexible and coherent presentation of the academic content in a unit or program in a series of learning outcomes, assessments and procedures associated with the delivery of the content.
Graduate attributes	The qualities demonstrated by all graduates of award courses on completion of the requirements of the study programme.
LMS	Learning Management System, which is the online learning system used by the University to host units of study.
Learning outcomes	Statements of what Students know understand and are able to do on completion of a unit of study, a major, programme, award course, or other curriculum component.
Specialization	The disciplinary or professional expertise developed for a profession or career in a Professional or Specialist Bachelor degree or Postgraduate degree.
Mode of delivery	Means the manner by which courses and units of study are presented to students, and includes: Face to face classes; Fully online learning; Blends of face to face and online learning; and On or off campus delivery, including off shore deliver.
Postgraduate course	A course leading to the award of a Postgraduate Certificate (SLQL7), Postgraduate Diploma (SLQL8), Master's Degree (SLQL9, 10 & 11) or a Doctorate (SLQL12). Normally a postgraduate award course requires the prior completion of a relevant undergraduate degree or diploma.
Program coordinator	The designated person responsible, at a program, major or degree level, for managing the curriculum and providing coordination and advice to staff and students.

Stream	A version of a degree that can be conceptualized as a separate degree for admission purposes but that is linked to a set of other streams of the degree through shared nomenclature, shared course components and shared rules. In degree nomenclature, streams may be indicated in parentheses following the name of the main degree
Supervisor	The member of the academic staff who is appointed to supervise a dissertation, research project or long essay component of a coursework award program or an undergraduate honours program
Semester	A teaching learning session comprising 15 weeks.

## **PART 2-GRADUATE ATTRIBUTES AND UNIVERSITY EDUCATION**

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### **7 Graduate attributes**

- (1) All undergraduate and postgraduate 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 the mankind.
- (2) All the undergraduate and postgraduate courses should contain (state) aims and learning outcomes and those learning outcomes should be achieved through structured study programme as they are finally promoting under mentioned graduate attributes:
  - (i) **SCHOLARSHIP AND ENLIGHTENMENT**-a mind-set towards knowledge:  
 Graduates of the University will have a scholarly attitude to knowledge and understanding within the context of a rapidly changing environment. As Scholars, the University's graduates will be leaders in discovering and the generation of innovative and relevant knowledge and understanding through research, critical thinking, interpretation and synthesis. Graduates are scientifically, economically, politically, aesthetically, and culturally literate. They should have a sense of history and shared values, and a commitment to moral purpose and personal character.
  - (ii) **SKILLFULNESS AND INNOVATIVENESS**-An attitude or stance towards skills:  
 Graduates of the University will be accomplished with a wide variety of skills to perform well in their specific discipline. They will be curious, creative, and imaginative on whatever they do. They will be able to

apply their knowledge and communicate their knowledge confidently and effectively to solve imperative problems related to their speciality and to generate improvements in existing products, processes, and services, as well as invent new ones.

(iii) **ENGAGINGNESS AND FLEXIBILITY**-An attitude or stance towards attitudes and mind-set:

Graduates of the University will be ethical and engaged contributors as 'change agent' to more inclusive, sustainable and prosperous communities. They will be flexible, adaptable and receptive to change in an environment with multi-tasking challenges. The range and quality of

their engagement and collaborations will produce mutual benefits for University and our communities.

(3) Each of these encompassing attributes can be understood as a combination of three overlapping domains of 'knowledge', 'skills and competencies' and 'attitudes and mind-set'.

(i) Knowledge

- (a) Subject specialists
- (b) Research and intellectual inquiry

(ii) Skills and Competencies

- (a) Independent and critical thinking
- (b) Thrive in team environment and excel as leaders
- (c) Communication and information literacy
- (d) Resourceful and responsible

(iii) Attitudes and Mind-set

- (a) Lifelong learning
- (b) Professionalism, ambitious and passionate
- (c) Ethically and socially aware
- (d) Autonomy

(iv) In addition, the Graduates of the Rajarata University of Sri Lanka will have following attributes which arises across two or more domains.

- (a) Entrepreneurship
- (b) Adaptability
- (c) Ethical

(4) Ultimately, the Graduates of the Rajarata University will be **WELL-ROUNDED GRADUATES WHO CAN SERVE THE MANKIND**

(5) These qualities should be embedded in the curriculum in a way that enables students to:

- (a) excel by demonstrating a breadth and depth of knowledge within their

- disciplinary area(s).
- (b) respect the values, principles, methods and limitations of their discipline(s).
  - (c) create new knowledge and understanding through the process of experiment and empirical investigation, and apply a systematic and critical assessment of complex problems and issues.
  - (d) identify, define and assess complex issues and ideas in a researchable
  - (e) apply creative, imaginative and innovative thinking and ideas to problem solving.
  - (f) engage with the scholarly community and respect others' views and perspectives.
  - (g) conduct themselves professionally and contribute positively when working in a team.
  - (h) express complex idea clearly and confidently and negotiate effectively with others through formulating, evaluating and applying evidence-based solutions and arguments with respect to the needs and abilities of diverse audiences.
  - (i) manage their personal performance to meet expectations and demonstrate drive, determination, and accountability.
  - (j) continue to enlarge their knowledge, understanding and skills throughout their working lives.
  - (k) demonstrate enthusiasm, leadership and the ability to positively influence others
  - (l) demonstrate practical and contemporary knowledge of relevant professional, ethical, environmental and legal frameworks holding personal values and beliefs consistent with their role as responsible and accountable members of local, national, international and professional communities.
  - (m) think independently, exercise personal judgment and take initiatives.
  - (n) use their skills to bring that new business idea, venture, product or service to life and take risk in order to achieve success.
  - (o) demonstrate flexibility, perseverance and positivity in multi-tasking, dealing with change and meeting new challenges.
  - (p) nurture a reflective awareness of ethical dimensions, and responsibilities to others, in work and everyday life.

## **8 Educational outcomes, experience and environment**

- (1) All courses must be designed towards the achievement of excellence in learning outcomes, learning experience and learning environment.
- (2) To ensure excellent educational outcomes, faculties must;

- (a) design curricula which provide well-co-ordinated teaching learning activities providing enhanced learning experiences to the students and to achieve well defined learning outcomes;
  - (b) develop a process in which students:
    - (i) are actively engaged in learning;
    - (ii) are challenged, guided and supported to reach a high standard of learning; and
    - (iii) become aware of, and responsible for, their learning; and
  - (c) develop a system in which students and staff demonstrate a commitment to working together to achieve excellence in educational experience and outcomes.
- (3) To optimize the learning experience, the University should provide conducive learning environments that must facilitate the all students including specially-abled students to actively and productively engage in learning activities. Appropriate technology should be used to overcome or minimize barriers to learning such as time constraints, limited access to learning resources and such other limitations.

## **9 Academic integrity**

Academic honesty and maintenance of academic standards by staff and students should be reflected in all educational engagements.

## **10 Academic governance**

- (1) The purpose of academic governance is to regulate and facilitate:
  - (a) continuous improvement and innovation;
  - (b) an effective framework to achieve educational excellence; and
  - (c) the achievement of graduate qualities and learning outcomes to a high standard by each student.
- (2) All courses must be overseen by Teaching & Learning Committee (TLC) of the relevant Faculty or Board of Studies.
- (3) TLC / Board of Studies responsible for study programmes may:
  - (i) make comment/recommendations to the faculty and Dean on:
    - (a) learning outcomes;
    - (b) Course specifications
    - (c) curricula;
    - (d) units of study;
    - (e) assessment;
    - (f) educational excellence;
    - (g) academic integrity; and
    - (h) program monitoring and review; and

- (ii) take such decisions on these and other matters related to learning and teaching within study programmes as delegated by the Faculty Board.
- (4) Faculties, or their relevant standing committees, must ensure that study programmes are internally and externally reviewed periodically and must forward a report of the review to the Faculty Board.
- (5) Study programs must be developed by **Curriculum Development Committee (CDC)**, approved by the Senate (and UGC as appropriate) and managed through a formal process which must:
  - (i) be evidence based (using academic expertise, research, benchmarking, and, where appropriate, market appraisal); and
  - (ii) build on consultation with stakeholders.
- (6) Senate is the apex body which governs the academic regulations and quality standards.

### **PART 3 - CURRICULUM STRUCTURE**

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#### **11 Statement of intent:**

This part;

- (a) prescribes the structure of the curriculum for courses and units of study,
- (b) describes the components of courses and the broad structure of undergraduate and Postgraduate taught courses.
- (c) periodical reviewing, evaluation and updating curriculum

#### **12 Title of qualification**

The title of an award course must include:

- (a) The discipline or area of discipline
- (b) The title of a course may include one or more optional components, such as a descriptor or stream.
- (c) All qualifications awarded by the University must comply with Sri Lanka Quality Framework (SLQF),



### **13 Learning outcomes**

- (1) Learning outcomes must be aligned with graduate attributes and must be assessed as part of the curriculum.
- (2) Learning outcomes should be informed to the students.
- (3) Learning outcomes specified for the components of a course should be aligned with each other and with the learning outcomes of the course.
- (4) Demonstrate achievement, at a minimum, of the learning outcomes specified for the qualifications type and Level as given in the SLQF.

### **14 Curricula**

- (1) A study programme must follow a curriculum which:
  - (1) takes a student-centered approach to the achievement and assessment of learning outcomes in a coherent fashion;
  - (2) is regularly reviewed (at least every five-seven/ one cycle year) by faculties consistently with this policy, in the light of student outcomes and the student experience, the growth of knowledge, changes in the learning environment and stakeholder input.
- (2) Curricula must enable students to achieve the graduate attributes and learning outcomes of a study programme or component of a study programme. A curriculum sets out, in a progressive and cumulative manner.
- (3) Curricula should be designed to enable a combination of disciplinary depth and breadth of learning appropriate to the aims of the study programme.

### **15 Curriculum framework for undergraduate programmes**

- (1) The curriculum framework for new and revised undergraduate study programmes must include the following components:
  - (i) a program, major, stream or specialization in at least one field of study
  - (ii) a structured approach to the development of knowledge, skills and attitudes
  - (iii) collaborative and group-based learning activities and assessments
  - (iv) interdisciplinary and inter-professional learning experiences
  - (v) authentic problems and assessments;
  - (vi) an open learning environment for the extension of knowledge and skills; and
  - (vii) project based learning.

### **16 Curriculum framework for postgraduate taught programmes**

- (1) The curriculum framework for postgraduate study programme must include;
  - (i) advanced specialization in a field of knowledge,
  - (ii) research skills;
  - (iii) a structured approach to the development of knowledge and skills,
  - (iv) a project / component to gain experience in research, scholarship or

professional project

- (2) The curriculum framework for postgraduate coursework units may include one or more of the following:
  - (i) teaching learning components comprise of a defined sequence of units
  - (ii) taken by a student that develop depth of expertise in a field of study;
  - (iii) interdisciplinary study,
  - (iv) exchange and work based projects:
  - (v) professional or industry experience,
  - (vi) authentic problems and assessments;
  - (vii) elective units. and
  - (viii) project-based learning.

### **17 Teaching sessions**

- (1) Teaching and learning in a study programme must take place in standard teaching sessions, or in special teaching sessions determined by faculties in a faculty calendar.
- (2) The standard teaching sessions are two semesters of an academic year.
- (3) A semester comprises 15 weeks of programmed learning, 1-2 study week and end-semester examination and assignment preparation.
- (4) Faculty semester academic calendar must be approved by the Senate.

### **18 Assessment framework**

- (1) Assessment is the means by which students demonstrate graduate qualities and learning outcomes in a course and in a study programme.
- (2) Learning outcomes for course must be assessed either within the unit of study or within an assessment framework for the study programme.
- (3) The assessment framework of award courses and course must promote student learning and engaged enquiry, and be designed to ensure that key milestones in the achievement of learning outcomes are met to a standard sufficient to allow progression.
- (4) Faculties must design the assessment framework of a study programme to ensure that all students who successfully complete the award course demonstrate the graduate attributes and specified learning outcomes for the award.
- (5) Course co-ordinators/in-chargers must design the assessment framework of a course to ensure that all students who successfully complete the unit of study demonstrate the graduate qualities and learning outcomes of the unit of study and are assessed to the same standard.
- (6) The University's policy and procedures on assessment are set out in Student Assessment Policy 2019.

## **PART 4-MANAGEMENT OF LEARNING AND TEACHING**

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### **18 Statement of intent**

The purpose of this part is to set out the framework, and specific responsibilities, for the management and evaluation of learning and teaching at unit of study, degree and University level. This includes academic governance authorities, roles and responsibilities, and quality assurance processes.

### **19 Roles and responsibilities in managing learning and teaching**

Delegations of authority for the management of learning and teaching are set out as follows:

(1) The senate

- (i) approves the undergraduate study programme curriculum which is developed by Faculty Curriculum & Academic Development Committee and recommended by the Faculty Board.
- (ii) approves the postgraduate study programme curriculum which is developed by Faculty Curriculum & Academic Development Committee and recommended by a Board of Study / Faculty Higher Degrees Committees and Faculty Board.
- (iii) approves requirements and other elements of study programmes as set out in the SLQF, including:
  - (a) determining the type of degree;
  - (b) the structure of a study programme
  - (c) the inclusion of compulsory units, and barrier/progression assessments;
  - (d) the curriculum of streams/specializations/majoring within a study Programme;
- (iv) admission requirements and pre-requisites for study programmes;
- (v) approves, on the recommendation of the relevant faculty;
  - (a) addition and deletion of study programmes, streams, , specializations/ majors and
  - (b) changes to the degree core;
- (vi) approves changes to the mode of delivery of a course;
- (vii) determines teaching periods and commencement and conclusion dates of the academic year;
- (viii) Is responsible for;
  - (a) aligning the range of University's academic programs so that all graduates demonstrate graduate qualities set out in Part 2 a high standard;
  - (b) reviewing education programmes within faculties in a five year cycle;
  - (c) monitoring program outcomes and reports of review committees and accrediting bodies to promote educational excellence;
  - (d) considering, if appropriate, approving the name and abbreviation used for each award course on recommendation of the Faculty Board; monitoring breaches of academic integrity, reviewing processes to minimise or eliminate them and taking appropriate action;

- (e) developing and maintaining institutional systems and strategy to achieve excellence in outcomes, experience and environment.
- (f) developing and maintaining quality and educational excellence as set out In Part 5.

Note: Curriculum Development Committee (CDM) is the standing committee of the Senate to advice the Senate regarding above matters if and when Senate refers them.

## (2) Faculties

Faculties, and their committees, are responsible for standards, assessment and quality throughout the faculty.

Faculties:

- (i) establish a standing committee or committees with responsibility for excellence in outcomes and experience in study programme;
- (ii) consider and, if appropriate, recommends curriculum of a study programme;
- (iii) determine learning outcomes for courses of study programmes;
- (iv) determine assessment for courses of study and other curriculum components as appropriate;
- (v) decided pre-requisites and co- requisites for courses and honours components;
- (vi) determine the curriculum and learning outcomes for streams for recommendation to the Senate;
- (vii) determine integration between units of study to meet the learning outcomes of specializations, streams and programmes of studies and to achieve graduate qualities;
- (viii) develop and maintain alignment of curricula and the quality of learning and teaching to achieve high standards in award course outcomes;
- (ix) Where appropriate, monitor alignment with standards set by professional and accrediting bodies;
- (x) advise the Senate of any changes to degree level curricula. This includes creation, variation and deletion of courses and changes to curricula;
- (xi) ratify assessment results;
- (xii) monitor and maintain standards in the quality of assessment practices and academic integrity;
- (xiii) review and act on educational quality data each semester as set out in Part 5;
- (xiv) monitor breaches of academic integrity within the faculty;
- (xv) review the assessment framework of course and other curriculum components to eliminate or minimise the possibility of such breaches;
- (xvi) report breaches of academic integrity to the Senate and
- (xvii) monitor the framework for the management of learning and teaching within the faculty and the processes for ensuring educational excellence in all programs as set out in Part 5.

## (3) Deans

Deans have overall responsibility for standards, quality, strategic leadership and Resource allocation to achieve educational excellence within faculties.

Deans:

- (i) exercise strategic oversight of faculties and their committees,
- (ii) set operational parameters for teaching and curricular, including teaching workloads, staff profile, course fees and student numbers;
- (iii) make appropriate arrangements for quality assurance of teaching and learning within the faculty as set out in Part 5;
- (iv) direct the appropriate allocation of resources for educational excellence;
- (v) direct that student representatives be elected or appointed as members of committees;
- (vi) direct faculty offices to keep current and available relevant documentation relating to the faculty's academic programs, including documentation for course;

(4) Heads of Department

- (i) Appoint a course in-charge / co-ordinator for each course for which the department is responsible;

(5) Course co-ordinators

- (i) Each course must have a course in-charge/co-ordinator, appointed by the relevant Head of Department.
- (ii) The course co-ordinator:
  - (a) is appointed for the whole of a teaching period during which a course is being provided;
  - (b) should inform the relevant Head of Department of any intended or foreseeable absence, at least four weeks in advance;
  - (c) develop and implement learning activities with slight modification as needed, monitor and assess the course subject to approval by the faculty;
  - (d) align learning outcomes between a course and an award course, and implement, at the unit study level, strategies and policies for educational excellence;
  - (e) review course curriculum design, including learning outcomes, teaching and learning activities and assessment, and, where appropriate, align with programme learning goals and graduate qualities;
  - (f) document and communicate the course curriculum as a course outline in the LMS, and make a course description, including pre-requisites, co-requisites and assessment, available for inclusion in the faculty handbook;
  - (g) review assessment tasks and standards in relation to policy and report to the Faculty and the TLC;
  - (h) review the academic integrity of each assessment task and the assessment matrix of the course each time it is offered to eliminate or minimise the risk of breaches of academic integrity;
  - (i) design the assessment framework for the course to ensure the academic integrity of each assessment in the course. report incidents of potential academic dishonesty or plagiarism in line with university policy;
  - (j) gather, review and act on data on educational quality, in consultation with the, Head of Department, Faculty Quality Assurance Cell and the Dean;
  - (k) administer surveys of educational experience and provide reports to students and the faculty on the quality of the student experience as set out in Part 5;
  - (l) make recommendations to the faculty, or a relevant committee of the faculty, about changes to learning outcomes, curriculum, or assessment for a course; and

(m) manage access to lecture recordings.

(6) Individual teachers

- (i) Support and lead student learning of the curriculum, as specified and to the agreed standards;
- (ii) Prepare the educational content of course;
- (iii) Design and prepare assessment tasks as specified in the curriculum, and consistently with relevant policy;
- (iv) Monitor and act to support academic standards and academic integrity; and

(7) Students

- (i) An essential component of educational excellence is that students gain increasing understanding of, and take responsibility for, their learning. To this end, students must:
  - (a) Be familiar with the degree resolutions, relevant policies and other requirements for the degree programme as set out in the faculty handbook, course outline and other published guidelines; and
  - (b) Satisfy attendance and assessment requirements.
- (ii) In addition, students should participate in any evaluations of their experience, so that educational excellence is monitored and improved.

## **20 Documentation and communication**

(1) This part of the policy sets out appropriate standards for:

- (i) communicating with students and staff;
- (ii) managing the development of course, curricula and award courses; and
- (iii) institutional record keeping.

(2) Course co-ordinators, together with the faculty, must provide a course website on the LMS which contains, at a minimum:

- (i) the course outline (course overview);
- (ii) relevant curriculum resources; and
- (iii) any other materials

(3) Course outlines and the LMS website must be available to students enrolled in the course no later than one week prior to the commencement of the teaching session in which the unit is offered.

(4) After publication of the course outline, changes may only be made to the nature, weighting or due date of assessment tasks in exceptional circumstances and changes must be informed to the students at appropriate time.

(5) Each faculty must publish a Student Handbook, containing the minimum information about the study programme.

(6) The Senate may make award course resolutions.

- (7) Subjects to Senate approval, Faculties may make resolutions applying to all degrees within a certain category awarded by the faculty.
- (8) Upon each student's graduation the University will provide each of the following documents
  - (i) a transcript
  - (ii) a certificate of graduate status

## **PART 5 - QUALITY ASSURANCE**

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### **21 Quality Assurance processes**

- (1) Quality assurance ensures that learning outcomes at the required standards are demonstrated by students and assures that, for each learning activity, a quality teaching environment exists.
- (2) Quality of Excellence in **educational outcomes** is measured through systematic assessment which ensures that students achieve course learning outcomes at a high standard, and through the assessment of graduate attributes.
- (3) Excellence in **educational experience** is measured through students' reports of their experience. Feedback should be formal and informal and captured at course, program or degree level. Surveys should be used to collect formal feedback.
  - (a) Internal Quality Assurance Unit (IQUA) and Faculty Quality Assurance Cells (FQAC) must conduct surveys of students' experience of their learning at a University and Faculty-wide level, respectively at least annually.
- (4) Excellence in **educational environment** is measured through students' responses to University/Faculty surveys, and targeted *ad hoc* assessments of learning spaces.
  - (a) IQUA and FQAC must implement surveys of educational environment at a University and Faculty-wide level, respectively at least annually.
- (5) At course level
  - (i) Standards for educational outcomes must be determined by the faculty with reference to the discipline.
    - (a) These standards are generated through scrutiny of results data, and align with awards.
    - (b) The Course Co-ordinator must assess whether educational outcomes are meeting agreed standards, including those for academic integrity.
  - (ii) Standards for educational experience include the student experience of learning and teaching, information obtained through relevant student surveys and peer observation of teaching where appropriate.
    - (a) Course co-ordinator must provide annual reports on students' experience in a course and feedback from surveys to students and

- the faculty.
- (iii) Educational environment is measured in the provision of formal, informal and virtual learning spaces. Physical learning spaces are measured against:
    - (a) accepted learning space standards; and
    - (b) student and teacher evaluations, including the effective use of existing resources for teaching course
- (6) At the programme / faculty level
- (i) Educational outcomes must:
    - contribute to student qualifications;
    - meet accreditation requirements; and
    - be aligned with institutional, industry, professional and community expectations
  - (ii) Standards and outcomes must be determined by the faculty and managed by the faculty or its relevant committee.
    - (a) Student survey results and analysis of educational outcomes must be used to set standards and targets.
    - (b) Benchmarking and aligning with standards across the faculty, and other comparable institutions, and with professional disciplinary and industry expectations, must be used to measure excellence.
  - (iii) Learning experience is provided through a well-designed teaching and learning activities coherent with learning outcomes. Evaluation methods include student surveys, reports from accrediting bodies, and programme review reports.
    - (a) Dean must provide annual reports on students' educational experience to the faculty.
    - (b) Deans must provide copies of accreditation reports from external organisations to the Senate on receipt.
    - (c) Dean must provide Program Review (external) reports to the Senate on receipt.
  - (iv) The quality of the educational environment is measured by the provision of formal and informal learning spaces (facilities and resources). Physical learning spaces are measured against:
    - (a) accepted learning space standards; and
    - (b) student and teacher evaluations, including the effective use of existing resources,
- (7) At the University level
- (i) Educational outcomes prepare the student for learning, life and work experiences, including success in accessing further study opportunities, rewarding career paths, and contribution to the community,
  - (ii) Educational experience is acquired through engagement and enquiry which challenges students with novel problems and issues at every stage of the educational process.
  - (iii) Educational environment is measured in terms of the provision of physical spaces and equipment, and virtual learning environments. The environment should support working together to achieve excellence.



- (iv) The University must evaluate the quality of outcomes, experience and environment using methods which include:
  - (a) using study survey results to Set of targets and benchmarks at faculty and University level;
  - (b) accreditation reports; and
  - (c) Faculty reviews.

## NOTES

Curriculum Development Policy 2019

Date adopted: 05.12.2019

Date commenced:

Administrator: Senate, CDC, IQAU

Review date: [This date must be no more than 5 years from the date of commencement.]

Rescinded documents: Not applicable

Related documents: Codes of practice in learning and teaching  
 Student Assessment Policy;  
 Examination By-Laws

SLQF

## AMENDMENT HISTORY

<b>Provision</b>	<b>Amendment</b>	<b>Commencing</b>
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