

Center for Quality Assurance
Eastern University, Sri Lanka
Required Documents for Curriculum Approval

Please specify whether the following activities are done during the curriculum revision process and submit the evidences (where applicable) with the revised curriculum for the approval of CQA.

No	Activity / Document	PR Standard	IR Standard
1	Faculty policy/plan on curriculum development	3.1	
2	The Faculty /Institute ensures external stakeholder participation at key stages of programme planning, design and development and review. <ul style="list-style-type: none"> • Employer survey; • Stakeholders' survey; • Reports for feedback from employers 	3.2 3.3	3.1
3	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice. <ul style="list-style-type: none"> • Corporate/strategic plan; • programme specification; • needs survey instruments and feedback 	3.4	3.2
4	Programme design complies with the Sri Lanka Qualification Framework (SLQF)	3.5	3.1
5	SBS/requirements of professional bodies in programme/course development	3.5	
6	Programme/ course specification template approved by the faculty	3.6	
7	Programme design and development procedures include specific details relating to entry and exit pathways including fallback options; Intended Learning Outcomes (ILOs); qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external reference points such as SLQF, and SBS.	3.6	3.7
8	Faculty Handbook/Prospectus with graduate profile;	3.7	
9	Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.	3.7	

	<ul style="list-style-type: none"> programme/course specifications reflecting constructive alignment. 		
10	<p>ILOs of study programmes are realistic, deliverable and feasible to achieve.</p> <ul style="list-style-type: none"> Programme specification listing ILOs 	3.8	
11	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	3.9	3.4
12	<p>The programme design accommodates supplementary courses such as vocational, professional, semiprofessional, inter-disciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.</p> <ul style="list-style-type: none"> Curriculum of the programme; Programme/course specifications. 	3.10 3.11	3.5 3.6
13	<p>Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.</p> <ul style="list-style-type: none"> evidence of core and elective courses in the curriculum; student feedback on choice of courses. 	3.12	
14	Curriculum matrix showing courses at different levels layered according to demands in the skills;	3.13	
15	<p>The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the programme.</p> <ul style="list-style-type: none"> Graduation rates, employment rates, admission rates to advanced degree programmes, participation rates in fellowships, internships, and special programmes. 	3.14	
16	<p>Faculty ensures that programme approval decision is taken after full consideration of</p> <ul style="list-style-type: none"> design principles, academic standards, appropriateness of the learning opportunities available, monitoring and review arrangements content of the programme specification. <p>(Faculty criteria for programme approval process; minutes of programme approval committee)</p>	3.16	
17	The Faculty/Institute ensures that appropriate ILOs are clearly identified for work based placement/Industrial Training/ Internship	3.18	3.9
18	Programme design and development integrates appropriate learning strategies for the development of	3.19	

	self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork into the courses.		
19	Programmes are monitored routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application. <ul style="list-style-type: none"> • Adoption of policies and procedures in curriculum design, monitoring and improvement of programmes 	3.21	3.11
20	The Faculty/Institute annually collects and records information about students' destination after graduation <ul style="list-style-type: none"> • conducting tracer studies annually 	3.23	3.12
21	Published Programme Specifications: The University/HEI requires every study programme maintains a comprehensive document of 'programme specification' which is publicly available. <ul style="list-style-type: none"> • University approved programme specification template; • Circulars/guidelines on programme specification; 		3.3
22	Monitoring, Reviewing, and Revising Academic Programmes: The University/ HEI has in place a policy and an internal mechanism to regularly monitor and annually review the effectiveness of academic programmes, take appropriate action to remedy the identified shortcomings, and revise all study programmes periodically.		3.11
23	Course design and development is by a course team with the involvement of internal and external subject experts <ul style="list-style-type: none"> • Faculty course design and approval policy and procedures 	4.1	
24	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas. <ul style="list-style-type: none"> • evidence of course design showing course ILOs aligned with the programme ILOs. 	4.2	
25	University approved standard formats/templates/ guidelines for course/module design and development are used <ul style="list-style-type: none"> • Senate/Faculty approved course design templates; 	4.4	
26	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are aligned with the programme outcomes (constructive alignment).	4.5	
27	The courses have a clear course specification that provides a concise description of the ILOs, contents, teaching learning and assessment strategies and learning resources, made accessible to all students.	4.7	