

Center for Quality Assurance
Eastern University, Sri Lanka
Checklist for the Recommendation of the Curriculum Revision

Faculty:

Name of the Degree Programme:

Intake Batch applicable this revised Curriculum:

Year of the Curriculum Revision:

The Chairman of the Faculty Curriculum Development Committee to mark this checklist and submit it with the revised curriculum and all supporting documents to CQA for it's recommendation.

No	Activity / Document	Faculty's Response	CQA's Response
1	Training schedules of staff development centre/ Faculty/ Department on the use of OBE-SCL approaches for curriculum design and development		
2	Participation of relevant stakeholders (students, graduates, employers/professional bodies) for Curriculum Revision		
	Letters of invitation sent to stakeholders		
	Feedback reports from stakeholders		
3	Course/ module/ subject teams comprising internal and external subject experts		
4	Faculty-approved, SLQF-conformed standard formats/templates for programme/ course/ module design and development		
5	The name of the qualification awarded for the programme complies with the SLQF guidelines with respect to the Type, Designator, Qualifier, and Abbreviation.		
6	The programme is designed to conform to the "Purpose and Scope of Qualification" requirement of the relevant SLQF Level.		
	Minutes of the CDC on designing the 'purpose and scope' of the programme		
	Compliance of purpose and scope of the qualification indicated in programme specification/ prospectus with the relevant SLQF level		
7	The Faculty ensures that the aims of the programme conform to the mission, goals and objectives of the institution and national needs		
	Needs assessment documents		
	Table showing conformity of programme aims with the mission, goals and objectives of the institution, national needs and global trends		
	Minutes of the CDC on developing aims of the programme		
8	Programme design is guided by external reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies while incorporating relevant previous internal and external programme review recommendations.		
	Requirements of relevant Subject Benchmark Statements or professional bodies		
	Previous internal and external programme review recommendation		
	Relevant Minutes of the CDC and FQAC		
	Programme specification highlighting relevant Subject Benchmark Statements and professional requirements and relevant previous programme review recommendations.		

9	The graduate profile is developed considering the goals and values of the institute, requirements of the stakeholders, accreditation bodies, and aligned with 'attributes of qualification holders' specified in SLQF at the relevant level and those indicated in relevant benchmark statements		
	Graduate profile of the study programme in Faculty Handbook/Prospectus/website		
	Mapping/alignment of graduate profile with goals and values of the institute, requirements of the stakeholders, accreditation bodies, 'attributes of qualification holders' specified in SLQF at relevant level and those indicated in relevant benchmark statements.		
	Minutes of the CDC on Graduate Profile formulation		
10	The programme learning outcomes are designed to achieve the graduate profile of the study programme		
	Mapping/alignment of programme learning outcomes with the graduate profile of the study programme		
	Minutes of the FQAC and CDC on Programme Learning Outcomes formulation		
11	The Programme Learning Outcomes (PLOs) are realistic, deliverable and feasible to achieve		
	List of Programme Learning Outcomes		
	Student feedback on PLOs		
	Graduate feedback on rate of achievement of PLOs		
	Employer feedback on level of knowledge, skills and attitudes of graduates against PL		
	Mapping of PLOs with 12 SLQF Learning outcomes for the relevant level		
12	Mapping of core course/ module intended learning outcomes with Programme Learning Outcomes which are aligned with 12 SLQF learning Outcomes at relevant level		
13	Summary of course/ module content evaluation (peer) reports on the breadth, depth and balance of course module contents		
14	During course development and revision, emerging knowledge and current developments in the relevant field of study/ subject areas, and/or appropriate and up-to-date technologies relevant to the discipline are incorporated into the course contents: Course specifications highlighting relevant contents		
15	Constructive alignment of course Intended Learning Outcomes with respective Teaching Learning strategies and assessment strategies.		
16	The learning experience is enhanced through work-based placement/Industrial Training/ Internship with defined Intended Learning Outcomes, and operationalized through formal partnerships with relevant institutes/ organizations		
17	The programme design accommodates supplementary, mandatory courses such as vocational, professional, semiprofessional, inter-disciplinary & multi-disciplinary to broaden the outlook of students.		
18	Credit and notional hours calculation table for each module/course and the entire programme		
19	Conformity of total Volume of Learning of the Programme with relevant SLQF level and per academic year		
20	The programme have an approximately equal credit distribution among the semesters without over-loading with compulsory non-GPA courses/modules		
21	Sequence of courses highlighting progressive advancement in knowledge, skills and attitudes, autonomy of learning and achievement of Programme Learning Outcomes relevant to 12 SLQF outcomes over the programme		

22	The programme has the appropriate proportions of taught courses and a research component (SLQF Level 6 programmes) or guided independent study component (SLQF Level 5 programmes), in compliance with the SLQF at the relevant level		
23	Proportion of taught causes, research component or guided independent study component of the programme of study		
24	The entry of the students to the programme through any UGC-approved pathway other than the direct intake by the UGC complies with the “Minimum Admission Requirement” for the appropriate SLQF Level		
25	The programme provides specific details relating to lateral entry (if relevant)		
26	The programme provides fallback options.		

.....

Chairman

Curriculum Development Committee

Faculty of

Date:

Observation of CQA

Recommendation of the Director/CQA

.....

Director/CQA

Date: