

## University of Peradeniya

Policy name:	Policy on Curriculum Planning, Development and Revision
Policy number:	UoP-P 009
Date of Approval:	04.04.2021 (approved at the 403 <sup>rd</sup> Council)
Supersedes:	Not relevant
Approving Authority:	The Council, University of Peradeniya
Administrative Responsibility:	Vice-Chancellor, Senate, ADPC, Deans of Faculties, Faculty Boards, Directors of PGIs, Board of Studies of PGIs, Directors of Centers and Units, Heads of Departments, Heads of Faculty Units and Divisions
Monitoring responsibility:	The Senate and Council, University of Peradeniya

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### Overview:

The Policy on Curriculum Planning, Development and Revision provides a basic framework to undertake activities related to the planning, development, monitoring and evaluation of curricula at both degree and non-degree levels across the University of Peradeniya.

This policy shall be reviewed and confirmed after five years to maintain its relevance.

### Scope and Application:

The policy applies to the following key areas:

- A. Planning
- B. Design and Revision
- C. Fallback options and Discontinuation
- D. Approval
- E. Dissemination
- F. Monitoring and Improvement

### Key Policy Principles:

#### A. *Planning*

1. 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/PGI/Centre/Unit which is mandated to offer the said programme. The composition of the body shall be determined by the relevant Faculty/PGI/Centre/Unit.
2. While the development of new curricula shall be undertaken as and when a need for such curricula arises, the revision of existing curricula shall be undertaken at regular intervals as decided by the relevant Faculty/PGI/Centre/Unit. Such developments and revisions to the curricula shall fall within the national guidelines/framework of that time.
3. The development of new curricula and the revision of existing curricula shall be undertaken

4. considering (i) the trends in the specific field/s; (ii) the academic integrity of the discipline/s in question; (iii) the vision and mission of the University; (iv) the relevant Subject Benchmark Statements and national and international level quality standards; (v) the national needs; and (vi) the views of internal and external stakeholders.
5. The individuals who are responsible for designing and development of curricula shall be made aware of university policy on curriculum planning, development and revision and adequate training on curriculum planning, development and design.

**B. Design and Revision**

6. The curricula shall be Outcome-Based (OB) and shall aim at promoting Student-Centred Learning (SCL). The curricula shall be designed in a manner where delivery of the content shall make use of the technological advancements in pedagogy as appropriate. Adequate opportunity for innovation shall be encouraged by allowing reasonable degrees of autonomy as required in different capacities in specific fields.
7. Maximum transparency shall be maintained in the process of planning, development and improvement of the curricula ensuring a participatory approach.
8. The content of a given curriculum shall be aligned with the predetermined graduate profile of the study programme and the institutional graduate profile.
9. Intended Learning Outcomes (ILOs) of the study programmes shall be realistic, feasible, measurable and achievable within the stipulated period. Course content shall be organized/designed in such manner that it can be effectively delivered within the stipulated time period.
10. Course ILOs shall be constructively aligned with level descriptors and ILOs of the study programme, the discipline-specific graduate profile and institutional graduate profile.
11. 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.
12. 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.
13. Strategies shall be in place to ensure that the volume of learning for each semester is achievable by every student, and that they are not overburdened at any point of the course.
14. Curricula shall be designed to accommodate supplementary courses such as professional and interdisciplinary courses, through electives, to broaden the capabilities of graduates and equip them to find employment and gain professional advancement.
15. Strategies shall be adopted to cater to a diverse student population with minimum potential disadvantages for the students with special needs and those who are differently-abled.

16. In designing curricula, measures shall be taken to ensure that the ILOs and/or the methods of delivery and/or assessment do not in any way create/justify/promote, directly or indirectly, any form of discrimination based on gender, race, ethnicity, religion, economic status, sexual orientation and social class.
17. Curricular design shall incorporate methods to ensure smooth transition from secondary to tertiary education and be structured promoting progression.
18. Work-based placements or other such opportunities which provide exposure to the world of work shall be incorporated into the curriculum where applicable at appropriate times and levels within the duration of the study programme.
19. Opportunities to use and explore the most contemporary aspects of modern technology available to the University shall be considered in the process of designing and delivering the curriculum.
20. Opportunities shall be made available for credit transfer among different programmes of study both at local and international level.
21. Wherever possible and relevant workplace-based assessments shall be incorporated into curricula.
22. Entry and exit criteria of the study programme shall be clearly stated.
22. All assessments (summative/formative) shall be structured and constructively aligned to determine attainment of course and in turn programme ILOs.

**C. Fallback options and Discontinuation**

24. Fallback options shall be carefully designed for those who are not progressing as expected.
25. 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. The specific measures shall be determined by the respective Faculty/PGIA/Centre/Unit.

**D. Approval**

26. The responsible bodies for the recommendation/approval of new or revised curricula shall be the body relevant to curriculum development of the Faculty/PGI/Centre/Unit, Faculty Board/Board of Management, the ADPC, the Senate, the University Council and the UGC.
27. When new or revised curriculum is submitted for recommendation or approval, evidence related to adherence to the rules and regulations governing curriculum development shall be provided along with the curriculum document.

**E. Dissemination**

28. The detailed curriculum, by-laws and other regulations governing the curriculum shall be made available to students in the institutional website/student handbook at the commencement of the study programme.

**F. Monitoring and Improvement**

29. Feedback shall be obtained from students, staff and the other stakeholders at regular intervals and appropriate remedial action be taken for further improvement.
30. Curricula shall be reviewed at regular intervals as decided by the relevant mandated authority, taking into consideration changes/developments in the relevant discipline and stakeholder views.

**Definitions:**

*Programme:* Structured teaching and learning opportunities which lead to an award; Refers to all activities that engage students in learning.

*Curriculum:* The combination of instructions, learning experiences, and assessments that are designed to bring out and evaluate the target learning outcomes of a particular study programme.

*Course:* A planned series of learning experiences in a particular subject offered by an institution.

**Related policies if any:**

- Policy on Teaching and Learning
- Policy on Assessments and Awards

**Related Acts, Rules, Regulations, Key Circulars (if any available):**

n.a.

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**For Further Reference and Development** (*These suggestions from the committee are only as a guidance for the university to work on this area further and not be included in the finalized policy document*)

- A. Relevant by-laws proposed to be developed under this policy:** (*List with adequate details*)  
n.a.
- B. Relevant Guidelines/SoPs proposed to be developed under this policy:** (*List with adequate details*)
  - Institutional graduate profile
  - Policy on credit transfer

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