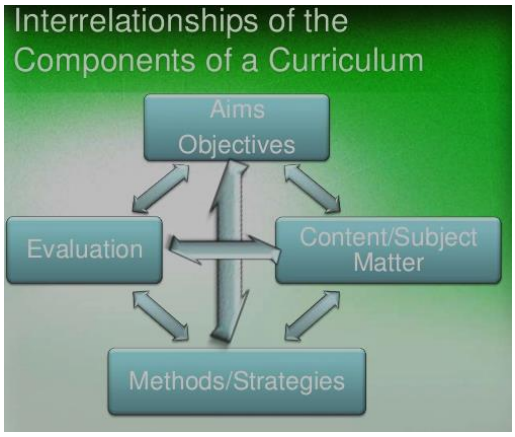
MODULE 5: CURRICULUM DESIGN AND REVISION

E.R. Kalyani Perera, Ph.D.
Emeritus Professor
Senior Professor/ University of Peradeniya (till Feb 2017)
National Quality Assurance Consultant /HETC (2012-2016)
Member/ Quality Assurance Standing Committee / UGC (2014-2016)

PRESSURE TO CHANGE, RESISTANCE TO CHANGE AND SUCCESS FACTORS IN CURRICULUM DEVELOPMENT

CURRICULUM?

COMPONENTS OF A CURRICULUM



CHARACTERISTICS OF A GOOD CURRICULUM

- Reflects the mission of the Institute.
- Meets the needs of the stakeholders
- Psychologically suitable for the students' capacities and diversity in learning styles.
- Provides challenging, active learning experiences that are relevant to real world.
- Planned for continuity of subject matter in a logical order.
- Provide sufficient scope for improving knowledge, cultivation of skills, interest, attitudes and appreciations.
- Enable students to make connections across disciplines and see the world in an interconnected way.
- Has proper balance among different skills to be inculcated

- Employ a variety of assessment techniques that are authentic and promote self-assessment.
- Developed through collective effort and consensus.
- Administratively flexible to incorporate changes as necessary
- Evolve continuously (require continuous monitoring & evaluation)

PRESSURE FOR CURRICULUM CHANGE

External forces

- Changes in HE arena
- University/government regulations
- National/International accreditation bodies (SLQF)
- Academic competition
- Financial pressures - Doing more with less
- New expectations/ demands from stakeholders

  Concern for academic standards

  Acceptance of international standards

  Skills for the knowledge economy and employability

  Adoption of new technologies (IT, SCL)

  Lifelong learning and professional development

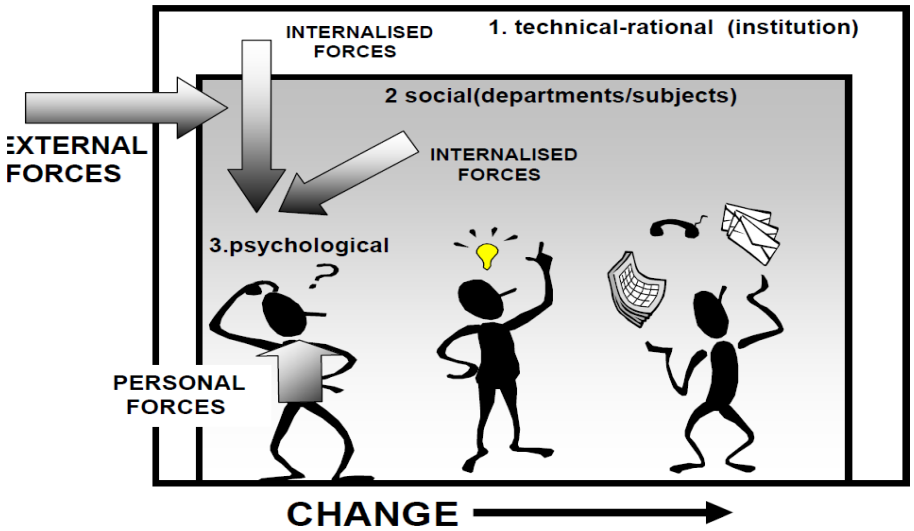
  The market (aspirations of the society)

  Popularizing HE (massification of HE)

  Changes in occupational profiles

  Inadequacies in the present curriculum

- Trigger responses at one or more of the following three 'levels'
  - *Institutional (technical –rational thinking and strategies embedded in management structures/ interventions)*
  - *Departmental/sub-departmental / subject (social)*
  - *Individual (psychological) - own professional expectations for further improvement and adaptation of good practices*



WHAT/WHO WILL RESIST THE CHANGE?

- Formal institutional patterns & organizational arrangements
- Ill defined relationships among teachers, administrators and conflicting perceptions on each other's roles
- Personalities who cannot relate to others

SUCCESS FACTORS IN CURRICULUM CHANGE

CURRICULUM REVIEW

- Assessment of the relevance, quality & effectiveness of a curriculum.

- **PURPOSES:**
  - To improve student learning
  - To identify aspects of curriculum that are effective and that need to be changed
  - To assess the effectiveness of changes that have been made
  - To demonstrate the effectiveness of an ongoing program
  - To meet regular program review requirements
  - To satisfy professional accreditations

- **WHEN TO HAVE A COMPREHENSIVE CURRICULUM REVIEW?**

2. Graduate Attributes and Graduate Profile

Graduate Attributes?

- 'The qualities, skills and understandings an academic community agrees that its students should develop during their time with the institution.
- These attributes include but go beyond the disciplinary expertise or technical knowledge. They are qualities that also prepare graduates as agents of social good in an unknown future.' (*Bowden, Hart, King, Trigwell & Watts, 2000*)
- 'The skills, knowledge and abilities of university graduates, beyond disciplinary content knowledge, which are applicable to a range of contexts' (*Barrie, 2004)*
- The qualities, skills and understandings that a student should develop as a consequence of the learning they engage with on their programme of study.

- Graduate attributes have the potential to outlast the knowledge and contexts in which they were originally acquired.
- Moreover they provide a framework for engaging with the world and with ongoing learning of new knowledge.

Graduate Attributes in context

- Application of graduate attributes to different contexts show how they shape the students and graduates…
    - to academia – the type of students and researchers they are/can be;
    - to society/community – their contribution to society and citizenship;
    - to work and career – their employability.
- Employability therefore reflects the outcome of applying graduate attributes in one context: work and career.
- Graduate attributes in their fullest sense are much broader than just employability – graduate attributes have relevance to all aspects of the student experience.

21ST Century Graduate skills

EXAMPLES OF GRADUATE ATTRIBUTES

- **Asia society –Attributes of 21st century high school graduates**

GRADUATE PROFILE

- DESCRIPTION OF A SET OF GRADUATE ATTRIBUTES OR KSA/ SET OF COMPETENCIES THAT THE UNIVERSITY COMMUNITY INTENDS ITS GRADUATES WILL DEVELOP THROUGH THEIR STUDY TO EQUIP THEM FOR THEIR FUTURE CAREERS.
- A COMPREHENSIVE ROLE DESCRIPTION OF A GRADUATE AT A PARTICULAR LEVEL (INSTITUTION/ QUALIFICATION LEVEL).
- THE THRESHOLD (MINIMUM) LEVELS OF KNOWLEDGE, SKILLS AND ATTITUDES THAT EVERY GRADUATE SHOULD ACHIEVE AS A RESULT OF SUCCESSFUL COMPLETION OF A STUDY PROGRAM/ MODULE
- CORRESPONDS TO THE MINIMUM PERFORMANCE EXPECTED TO EXHIBIT BY ALL GRADUATES AFTER COMPLETION OF THE PROGRAMMME/ MODULE.
- A CLEAR AND EASILY UNDERSTOOD PICTURE OF WHAT A QUALIFICATION CAN DELIVER FOR BOTH EMPLOYERS AND LEARNERS.

GRADUATE PROFILE

DESIRED GRADUATE PROFILE

The expected profile of a Graduate whose knowledge, skills and attitudes fulfill the goals and values of the institute, requirements of the stakeholders, accreditation bodies, attributes specified in benchmark statements etc.

Generic

Subject specific

GENERIC SKILLS

Skills which

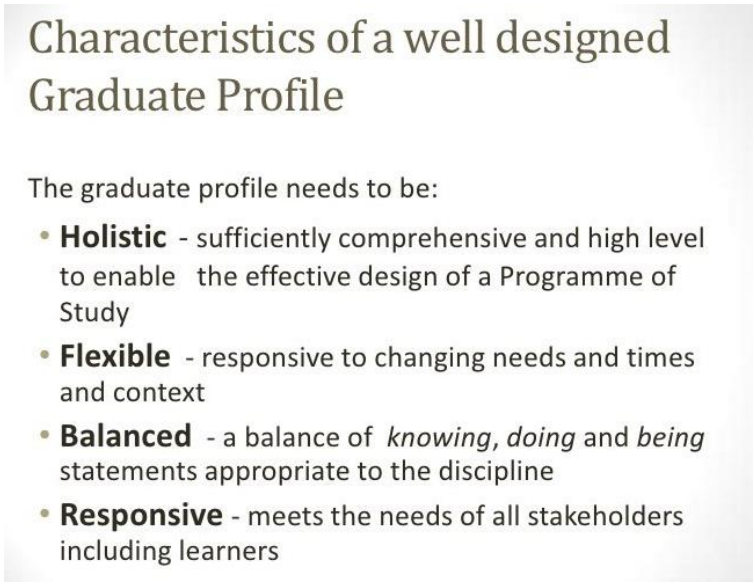
can be applied across a variety of subject domains, and

takes longer to acquire than domain-dependent (subject-specific) skills.

are not specific to work in a particular occupation or industry, but are important for work, education and life generally.

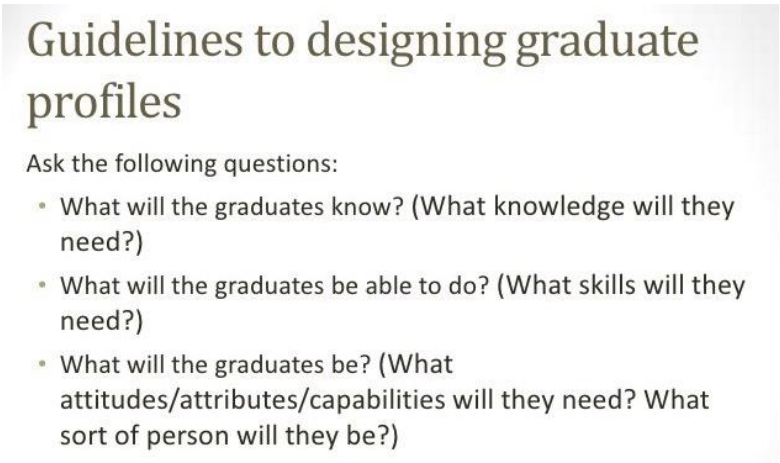
may be applied to a range of different situations, e.g. Internet research skills, self-management skills

the employers look for



CHARACTERISTICS OF A WELL WRITTEN GP

- WRITTEN IN PLAIN EASILY UNDERSTANDABLE LANGUAGE.
- THE ROLE OF GRADUATE IS DESCRIBED IN TERMS OF CORE FUNCTIONS OR ACTIVITIES WHICH ARE DESCRIBED MEANINGFULLY WITHOUT ITEMIZING EACH STEP REQUIRED TO ACHIEVE THE FUNCTION.
- USES DIRECT AND ACTIVE VERBS TO DESCRIBE. E.G. 'PREPARE XX', RATHER THAN 'APPLY SKILLS AND KNOWLEDGE TO PREPARE XX'.
- STATEMENTS ABOUT GRADUATES ARE GENERALLY STRUCTURED AROUND THREE ELEMENTS:
    - VERB/SUBJECT/CONTEXT.
    - E.G. APPLY/INDUSTRY BEST PRACTICE STANDARDS/FROM THE START OF THE JOB TO ITS COMPLETION.
- PROVIDES THE FOUNDATION FOR THE DEVELOPMENT OF THE QUALIFICATION SPECIFICATION AND THE CONDITIONS RELATING TO SPECIFIC OUTCOMES.



TIPS FOR FORMULATING THE GP

CRITIQUE

- Critically examine whether the GP satisfies the following:
    - Responsive
    - Needs of the stakeholders
    - Institute goals
    - HE sector
    - Holistic (comprehensive)
    - Flexible
    - Balanced (KSA)

3: Outcomes-based Curriculum Development Model

CURRICULUM DEVELOPMENT?

Purpose of Curriculum Development

To ensure that the learners receive integrated, coherent learning experiences that contributes towards their personal, academic and professional learning and development.

Reasons for Curriculum Development

Changes in occupational profiles

Inadequacies in the current curriculum

Adoption of new TLA technologies

Adoption of a national Qualification Framework

Acceptance of international standards

Current Scenario

Need for re-engineering CD approaches in HE

Outcomes-based CD Approach

Outcomes?

Culminating demonstration of learning (*Spady, 1993)*

Clear learning results that learners have to demonstrate at the end of significant learning experiences.

Actions/ performances that embody and reflect learner competence in using content, information, ideas and tools successfully.

Synonyms: Learning outcomes (LOs), Programme outcomes (POs); Intended learning outcomes (ILOs)

Outcomes-based Approach

An approach to education in which decisions about the curriculum are driven by the outcomes the students should display by the end of the programme.

A way of designing, developing, delivering and documenting instruction in terms of its intended goals and Outcomes. (*Spady, 1988)*

Outcomes define the Process

'The logic of Outcomes based approach is stunningly obvious: Say what you want students to be able to do, teach them to do it and then see if they can, in fact, do it.'

[J. Biggs & C. Tang, Teaching for Quality learning at University, 3rd Ed, p.177. Open University, 2007.]

OTHER APPROACHES TO CD

Curriculum as a Body of knowledge (Content based)

Curriculum as an attempt to achieve certain ends in students (Product approach)

Ralph Tyler – 1949

Curriculum as a Process – Stenhouse (1974)

OUTCOMES-BASED CD MODEL

Comprises a series of iterative steps.

Each step is linked to CR.

Steps

- Needs Assessment
- Graduate Profile
- Desired Programme Outcomes
- Content
- Teaching Learning Strategies
- Assessment strategies
- Course formulation & Sequencing

Main Components for CD using Outcomes based approach

1. Desired Outcomes

   What should the students know and be able to do?.

2. Teaching learning methods

   What materials and resources are best suited to accomplish these goals?

   What activities will equip students with the needed knowledge and skills?

3. Assessment approaches

   How to determine if students have achieved the desired outcomes?

Desired Outcomes: Major Determinants

21st Century Graduate skills

Intellectual Skills

Practical Skills

Numerical competencies

IT Skills

Communication skills

Teamwork and Interpersonal Skills

Professional Development skills

Self-Management Skills

University of Jaffna

- **Vision**
- *Our vision is to be a leading centre of excellence in teaching, learning, research and scholarship.*
- **Mission**
- *Our mission is to be a leading centre of academic excellence in producing intellectual, professionally competent and capable graduates by providing quality teaching, learning, and carrying out research to meet the emerging needs of the national and international community with special emphasis on the social, economical and cultural needs of Northern Sri Lanka.*

HE sector : SLQF Level 6

Qualification holders of SLQF level 6 should be able to;

Demonstrate an advanced knowledge and understanding of the core aspects of the area of study.

Critically Analyze data, make judgments and propose solutions to problems.

Construct and sustain arguments and use these arguments, ideas and techniques in problem solving.

Use practical skills and enquiry efficiently and effectively within the area of study

Communicate/present information, ideas, issues and solutions efficiently and effectively.

Demonstrate awareness of the current developments in the area of study.

Exercise personal/team responsibility, and leadership in the professional environment/work place.

Construct and sustain arguments and use these arguments, ideas and techniques in problem solving for a given situation.

Take initiative, assume personal responsibility and demonstrate accountability and ability to instill entrepreneurship.

Thorough in transferable skills related to ICT and information literacy.

Able to work in teams, give leadership and promote social engagement.

Analyze and devise appropriate strategies for adapting to changing environments.

Exercise initiative, personal responsibility and accountability in tasks performed.

Demonstrate positive attitudes and social responsibility.

Clearly identify where one wants to be and develop long term goals accordingly

Exercise and further develop the new competencies and assume major responsibilities with confidence.

Undertake further training and develop additional skills that will enable them to make sound decisions. Engage in independent learning using scholarly reviews and secondary sources of information.

1. Programme Learning Outcomes

The knowledge, skills, or behaviors that a **program's** students should be able to demonstrate upon **program** completion.

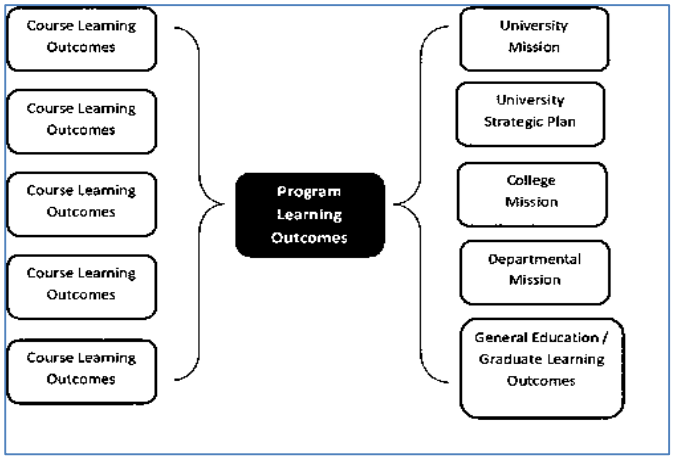
Broad abilities common to all graduates of that discipline.

Few in number.

- What a student **should KNOW**
  be **able to DO**
  under a **given CONDITION** (at graduation).
- Explicit statements of achievement in the context of performance
- Types
  - *Cognitive*
  - *Psychomotor (behavioral)*
  - *Affective*

- Categories
  - Generic
  - Subject Specific

- Defined per qualification level
  - Threshold
  - Modal
  - Excellent



Writing ILOs

ILOs should

be written in future tense

identify important learning requirements

be achievable

Be measurable and assessable (behavioral terms)

Be easily understandable to students and any one.

Proper wording is important. Use Bloom's Taxonomies of learning for writing ILOs.

Components of an ILO

2. Educational Strategies/ Learning Experiences (Learning Activities)

Determinants

Training needs - Programme outcomes - Content

Teaching philosophy

Target population

Learning habits (Learning theories)

Expected levels of learning (Blooms' taxonomy)

Refer to Module 3

Identification of Educational Strategies (Teaching-Learning Activities)

Content *versus* **Process**

Teacher controlled/Peer controlled / Learner controlled

Depend on

ILOs

Concepts of learning (surface /deep)

Student learning styles

Required Depth and breadth

Class size

Availability

Cost

Teaching Learning Activities

- Lectures
- Lab Practical (group size)
- Field practical (group size)
- Field visits
- Industrial training
- Assignments
- Tutorials
- Report writing
- Games
- PBL
- Experiential learning
- Cooperative learning
- Collaborative learning
- Projects
- Role play
- Debates
- Presentations
- Quizzes
- Self study

Outcomes likely to be elicited by Teaching Learning Activities

Teaching/learning activity	A form of learning
Teacher-controlled	
lecture, set texts	reception of selected content
think a-loud	demonstrate conceptual skills
questioning	clarifying, seeking error
advance organizer	structuring, preview
concept mapping	structuring, overview
tutorial	elaboration, clarification
laboratory	procedures, application
excursion	experiential knowledge, interest
seminar	clarify, presentation skill
Peer-controlled	
various groups	elaboration, problem-solving, metacognition
learning partners	resolve differences, application
peer teaching	depends whether teacher or taught
spontaneous collaboration	breadth, self-insight
Self-controlled	
generic study skills	basic self-management
content study skills	information handling
metacognitive learning skills	independence and self-monitoring

3. Assessment Strategies

Assessment

The most important single component in any educational system that serves as a tool which makes students learn

Types

Formative

Summative

- Refer Module 4

Assessment Tools/ Tasks

Written examination	Writing a script
Oral examination	Group projects
MCQs	Peer assessment
Essays	Design project
Short answer questions	Portfolio
Quizzes	Presentation
Portfolio	Performance
Book review	Library research assignment
Problem /Scenario / Situation	Data based project s
Work-based problem	Oral presentation
Case analysis	Discussions /Debates
Role Play	Report/ Lab report
Making a video	Produce a poster

Essential Characteristics

Refer Module 4

Some assessments tasks and the outcomes likely to be assessed

Assessment Mode	Most likely kind of learning assessed
Extended prose, essay-type	
essay exam	rote, question spotting, speed structuring
open book	as for exam, but less memory, coverage
assignment, take home	read widely, interrelate, organise, apply, copy
Objective test	
multiple choice	recognition, strategy, comprehension, coverage
ordered outcome	hierarchies of understanding
Performance assessment	
practicum	skills needed in real life
seminar, presentation	communication skills

posters	concentrating on relevance, application
interviewing	responding interactively
critical incidents	reflection, application, sense of relevance
project	application, research skills
reflective journal	reflection, application, sense of relevance
case study, problems	application, professional skills
portfolio	reflection, creativity, unintended outcomes
Rapid assessments (large class)	
concept maps	coverage, relationships
venn diagrams	relationships
three-minute essay	level of understanding, sense of relevance
gobbets	realising the importance of significant detail
short answer	recall units of information, coverage
letter to a friend	holistic understanding, application, reflection.

4. Constructive Alignment and Integrated Course/Program Design

CONSTRUCTIVE ALIGNMENT

- Original notion by *Tyler (1949)*
    - *'Learning takes place through the active behavior of the student: it is what he does that he learns, not what the teacher does' (Tyler, 1949)*
- Model introduced by *John Biggs(1996).*
- Based on the *Constructivist learning theory* (student constructs his or her own learning through engaging in relevant learning activities) and *Instructional design literature* (selecting the most appropriate teaching and learning activities and assessment tasks)
- *Constructive* refers to what the learner does.
    - Students construct meaning through relevant learning activities
- *Alignment* refers to what the teacher does
    - Create appropriate learning environment that supports the learning activities appropriate to achieving the desired learning outcomes.
    - Specifically involves selecting the most appropriate teaching and learning activities and assessment tasks for each of the learning outcomes.
- In Constructive alignment the two concepts are combined.
- CA is a principle used for devising teaching and learning activities, and assessment tasks, that directly address the intended learning outcomes (ILOs) in a way not typically achieved in traditional lectures, tutorial classes and examinations *(Biggs and Tang, 2011).*

- An outcomes-based methodology for designing, promoting and assessing deep student learning.
- Refers to the process of creating a learning environment that supports the learning activities appropriate to achieve the desired learning outcomes.

Advantages

Ensures that the aims of an education program, the ILOs, TLAs and AMs complement each other.

Ensures fulfilling of ILOs and goals of the programme by the used TLAs.

Optimizes the opportunities for quality learning.

Makes the learner responsible for learning.

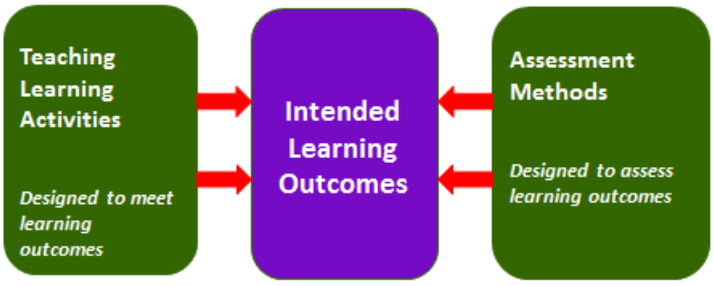
Promotes learning.

Important in outcomes based approach.

Steps

1. Clearly describe the intended outcomes in the form of ***Standards*** that the students are expected to attain using appropriate Verbs
2. Identify & create the most appropriate ***learning environment*** (and TLAs) that are likely to facilitate the acquisition of the stated ILOs.
3. Identify and use appropriate ***assessment tasks*** that will enable you to judge if and how well students' performances meet the ILOs.
4. Develop ***grading criteria (rubrics)*** for judging the quality of student performance
5. Match (align) the TLAs and AMs with ILOs

Constructive Alignment of Intended Learning Outcomes, Teaching Learning Activities and Assessment Methods



Adapted from Biggs (1999)

5. Sri Lanka Quality Assurance Framework (SLQF) - 2015

Nationally consistent framework for all higher education qualifications offered in Sri Lanka

A structure within which all SL HEIs can position their qualifications and awards.

Recognizes the volume of learning of students and identifies the learning outcomes that are to be achieved by the qualification holders.

The number of credits that should be earned by students for each qualification is also given

Comprises twelve levels and the descriptors of each of these levels are comprehensively defined

Combines descriptors of qualifications/awards at each level with credit measures that indicate the levels and volume of learning that a student is expected to achieve for each type of qualification.

Facilitates vertical as well as horizontal mobility between programs both nationally and internationally.

Latest version in Dec 2015

Objectives of the SLQF

i) enhance the quality of higher education and training at all levels;

ii) facilitate access to higher learning and thereby contribute to full personal development of learners and to social and economic development of the country;

iii) enhance equity in higher education, training and employment opportunities;

iv) assist employers to identify the levels of knowledge, skills and competencies of qualification holders;

v) develop positive attitudes in qualification holders;

vi) facilitate lateral and vertical mobility, and progression within higher education and career pathways;

vii)provide guidance in comparing qualifications offered by different institutions;

viii) **help in developing higher education and vocational training programmes at appropriate levels;**

ix) recognize prior learning; and

x) promote lifelong learning.

GENERAL PRINCIPLES

1. Levels of Qualifications

12 Levels of Qualifications

Levels 1 -2:	Senior Secondary (O/L and A/L)
Levels 3- 6 :	UG
Levels 7-12:	PG

Each level has minimum credit requirement. (Levels are not necessarily related to years of study)

2. Naming of Qualifications

Qualification type (The first name given to a qualification.

Qualification types:

Senior Secondary Level: - Certificate, and Advanced Certificate

Undergraduate Level: - Diploma, Higher Diploma, Bachelors, and Bachelors Honours

Postgraduate Level: -Postgraduate Certificate, Postgraduate diploma, Masters, and Doctorate

D**esignator (**The second name given to a qualification).

This indicates the broad area of study or discipline.

All degrees, i.e., Bachelors, Masters and Doctoral degrees have designators.

The examples are Bachelor of Arts, Bachelor of Science, Master of Commerce,

Doctor of Philosophy and Doctor of Science.

No designators for Diplomas and Certificates.

The linking word between the qualification type and designator is 'of', which is omitted when abbreviating. E.g. BA, BSc, MCom.

Q**ualifier (**The third name given to a qualification).

Used to indicate the field of specialization of a qualification.

May be used in most qualification types.

The linking word between the qualifier and the qualification type or its designator, as the case may be, is 'in'.

Examples:

Bachelor of Science Honours in Chemistry, Postgraduate Certificate in Library Science, Master of Philosophy in Environmental Science.

When abbreviating, the word 'in' is dropped and the qualifier is placed within brackets. E.g. PG Cert (Lib Sc), MPhil (Env Sc), BSc Hons (Chemistry).

Some qualifications may include a second qualifier.

This second qualifier qualifies the first qualifier.

Examples:

Bachelor of Science in Engineering in Mechanical Engineering.

When abbreviating both qualifiers are placed within brackets and the words 'in' are dropped. E.g. BSc (Eng) (Mech Eng).

To use a qualifier, at least 50% of the minimum total credits for the qualification and at least 50% of the minimum number of credits at the exit level of the qualification must be in the field of specialization denoted by the qualifier.

The same applies to the second qualifier as well.

3. **Volume of Learning**

The volume of learning at each level is described in terms of **credits**.

In the SLQF credit system, the student workload of a study programme is defined as 1500 **notional learning hours** per academic year.

Notional learning hours include direct contact hours with teachers and trainers, time spent in self-learning, preparation for assignments, carrying out assignments and assessments.

One credit = 50 notional learning hours for a taught course, laboratory studies course or field studies/clinical work.

In case of industrial training, including time allocated for assessments and in case of research, including time allocated for literature survey, one credit is considered equivalent to a minimum of 100 notional hours.

Minimum volume of learning required for each Level of SLQF

SLQF Level	Qualification Awarded	Minimum Volume of Learning for the Award
12	Doctor of Philosophy /MD with Board Certification/Doctor of Letters/Doctor of Science	Minimum 3 years of fulltime or equivalent time of original research after SLQL 6 or above
11	Master of Philosophy	Minimum 2 years of fulltime or equivalent time of original research after SLQL 6 or above
10	Masters with course work and a research component	60 credits after SLQL 5 or SLQL 6 including a research component of minimum 15 credits
9	Masters by course work*	30 credits after SLQL 5 or SLQL 6
8	Postgraduate Diploma*	25 credits after SLQL 5 or SLQL 6
7	Postgraduate Certificate*	20 credits after SLQL 5 or SLQL 6
6	Bachelors Honours	120 credits after SLQL 2 of which 90 credits after SLQL 3, of which60 credits after SLQL 4, of which 30 credits after SLQL 5
5	Bachelors	90 credits after SLQL 2 of which 60 credits after SLQL 3, of which 30 credits after SLQL 4
4	Higher Diploma	60 credits after SLQL 2 of which 30 credits after SLQL 3
3	Diploma	30 credits after SLQL 2
2		Advanced Certificate (GCE A/L or equivalent)
1		Certificate (GCE O/L or equivalent)

4. Learning Outcomes

In SLQF, the learning outcomes are stated in two parts.

The first part, called the **attributes of the qualification holders**, is a set of *general* statements of the wider abilities that the typical student is expected to have developed by the end of the course or study programme.

The second part, called the **level descriptor**, is a set of *specific* outcome statements, achievement of which is assessed and which a student should be able to demonstrate for the fulfilment of requirements of the qualification

i.e. the specific broad abilities that the graduate should be capable of, for award of the qualification.

This part will be of significance to the HEIs to systematically design and review courses or study programmes.

5. Qualification descriptors

The qualification descriptors stated in the SLQF for each level provide the specifications such as

the SLQF exit level,

the qualification type with designators and the qualifiers,

the number of credits required at each level,

the purpose and scope, and the generic outcomes and attributes expected for the award of each qualification,

the minimum admission requirements and

the possible progression opportunities

For each qualification, the generic outcomes and attributes signify the expected capabilities from qualification holders defined in terms of the four main domains of learning:

knowledge; skills; attitudes; and mind-set and paradigm, known as the **K-SAM** model.

Knowledge: *what the qualification holders know*

Skills: *what the qualification holders can do*

Attitudes, Values, Professionalism and Vision for life: *how the qualification holders think and behave*

Mind-set and Paradigm: *how the qualification holders perceive the world*

6. Level Descriptors

The level descriptors identify the learning outcomes at each level.

In describing each level, the degree of intellectual abilities, cognitive skills and soft skills are considered.

The purpose of the level descriptors for the SLQF levels is to guarantee consistency across learning in achieving the expected attributes of

The level descriptors may also be used as a guideline to develop course materials of a particular study programme having several course units or modules in order to make sure that the learners' could progressively meet the expected attributes of the relevant qualification type at the end of the course.

Categories of Learning Outcomes	**Core Area**
1. Subject / Theoretical Knowledge	Knowledge
2. Practical Knowledge and Application	
3. Communication	Skills
4. Teamwork and Leadership	
5. Creativity and Problem Solving	
6. Managerial and Entrepreneurship	
7. Information Usage and Management	
8. Networking and Social Skills	
9. Adaptability and Flexibility	Attitudes, Values, Professionalism and Vision for life
10. Attitudes, Values and Professionalism	
11. Vision for Life	
12. Updating Self / Lifelong Learning	Mind-set and Paradigm

Learning activities recommended for achieving each type of outcome also given.

Categories of Learning outcomes	Student-centred teaching and learning methods
1. Subject / Theoretical Knowledge	Independent learning activities, interactive lectures, team-based learning, and other small group activities
2. Practical Knowledge and Application	Problem-based learning, team-based learning, inquiry-based learning, practical classes, laboratory sessions, role play
3. Communication	Student presentations, role play, debates, dramas
4. Teamwork and Leadership	Group projects, industrial training, small group learning; e.g. problem-based learning, games
5. Creativity and Problem Solving	Assignments, projects, small group learning activities; e.g. problem-based learning
6. Managerial and Entrepreneurship	Group projects, industrial training, small group learning; e.g. problem-based learning, games, simulated training, industrial (workplace-based) training
7. Information Usage and Management	Assignments, presentations, projects, case studies
8. Networking and Social Skills	Student presentations, role-play, debates, dramas
9. Adaptability and Flexibility	Group projects, industrial training, small group learning; e.g. problem-based learning, role plays, portfolios
10. Attitudes, Values and Professionalism	Group projects, industrial training, small group learning; e.g. problem-based learning, role play, portfolios
11. Vision for Life	Portfolios, reflective practice
12. Updating Self / Lifelong Learning	Portfolios, reflective practice

Use SLQF level descriptors and credit values in curriculum revision and formulation.

Thank You

ACTIVITY 1

- What are the external forces that pressurize for a change in the curriculum offered by your faculty at present?.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- List the existing success factors for changing the curriculum offered by your Faculty.

.....

.....

.....

.....

.....

.....

- Name the impediments/ factors that resist curriculum change.

.....

.....

.....

.....

ACTIVITY 2

- List the attributes that you expect from the graduates produced by you faculty. indicate the desired Generic attributes and Subject specific attributes separately.

Generic Attributes

Knowledge	Skills	Attitudes
....	....	....
....	....	....

Subject Specific Attributes

Knowledge	Skills	Attitudes
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....
....	....	....

Formulate the Desired Profile of the .....(name of the degree) graduates produced by your faculty

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ACTIVITY 3

What are the attributes desired by the other stakeholders (employers, society, parents graduates etc) from the graduates produced by your faculty.

Parents/ Society	Employers	Graduates
Knowledge .... .Skills .... Attitudes	Knowledge .... Skills .... Attitudes	Knowledge .... Skills .... Attitudes ....

ACTIVITY 4

- Considering the needs of the stakeholders, Goals and values of UWU University and your Faculty and level descriptors adopted by the HE sector, write two Desired Generic Programme Outcomes and three Desired Subject Specific Programme Outcomes related to your discipline/ course for the graduates produced by your Faculty
- Use Bloom's Taxonomy

Generic Outcomes

.....

.....

.....

.....

.....

.....

.....

.....

.....

Subject Specific Outcomes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

ACTIVITY 5

Identify relevant content and the most appropriate learning activities that are likely to help students to achieve the desired subject Specific learning outcomes you have stated.

Desired Subject Specific Outcome	Relevant Content	Most appropriate learning activities
1		1. 2. 3. 4.
2		1. 2. 3 4
3		1. 2. 3 4
4.		1. 2. 3 4

ACTIVITY 6

Identify the most appropriate assessment tools that can help you to decide whether the students have achieved each of the desired outcomes you have indicated.

Desired Outcome	**Learning Activity**	**Assessment tools**
1		1. 2. 3. 4.
2.		1. 2. 3. 4
3		1. 2. 3. 4
4		1. 2. 3. 4
5		1. 2. 3. 4

ACTIVITY 7

Align the TLAs and AMs that you suggested for the ILOs of your course.

Teaching Learning Activities	Intended Learning Outcomes	Assessment Methods
1	1	1
2		2
3		3
4		
1	2	1
2		2
3		3
4		4
5		
1	3	1
2		2
3		3
4		4
5		
1	4	1
2		2
3		3
4		4
5		

ACTIVITY 8

DEVELOP OUTCOMES-BASED CURRICULA FOR THE COURSES THAT YOU TEACH BY IDENTIFYING THE DESIRED OUTCOMES AND APPROPRIATE TEACHING, LEARNING AND ASSESSMENT STRATEGIES.