UNIVERSITY OF KELANIYA

CURRICULUM DEVELOPMENT, REVIEW AND REVISION POLICY

SECTION A.

Policy Name: Curriculum Development, Review and Revision

Policy No. KLN/P-QA/2025/02

Effective Date: 14th October 2025

Responsible Party: Heads of the Departments

Scope and Audience

This document establishes the curriculum development policy of the University of Kelaniya. It delineates the procedures to be followed when introducing, revising, or amending new or existing study programs and courses. Additionally, it outlines the roles and responsibilities of the key committees and stakeholders involved in the curriculum development process. The policy also details the program learning outcomes, course contents and assessments that constitute a specific educational program. By adhering to this policy, the University aims to ensure that all programs meet relevant national and international standards.

SECTION B

1. Policy Purpose

This Curriculum Development Review and Revision policy serves several major objectives related to Goal 1 of the university's strategic plan. The following objectives are designed to increase the quality and relevance of study programs offered by the University of Kelaniya. The specific objectives of the policy are:

- To establish a clear guide for developing, revising, and implementing curricula across all degree programs, fostering academic excellence and relevance.
- To ensure the continuous improvement and relevance of curricula by integrating rigorous quality assurance standards that align with academic, professional, and industry benchmarks.
- To ensure the time frame for regular curriculum reviews and/or new curriculum developments with changing disciplinary, educational, and social circumstances.
- To suggest methods of assessing the achievement of the program's goals and objectives.
- To provide direction for obtaining human, material, and financial resources to implement the program.
- To provide a guide to identify and develop a curriculum aligned with the needs of national higher education policies and frameworks.

2. Policy Statement

The University of Kelaniya is dedicated to maintaining academic excellence and ensuring the relevance of its curricula. This policy underscores the University's commitment to regularly updating programs to align with industry standards, address societal needs, and meet national education goals. By doing so, we ensure that our graduates are equipped with the knowledge and skills necessary to thrive in a dynamic and evolving world.

3. Definitions

Curriculum: A curriculum is a systematic written document that supports the delivery of a program of study that enables a student to achieve the program learning outcomes. It identifies key competencies such as knowledge, skills, attitudes, and mindsets that students should acquire through organized learning involvements, and students should successfully complete the program learning outcomes formulated in the curriculum.

Curriculum development: developing the curriculum for a new program of study to meet emerging educational needs and goals

Curriculum revision: revision of the curriculum for a previously approved programme of study to enhance its relevance, effectiveness, and alignment with current standards and practices.

Curriculum revision cycle: All study program curricula at the university should be reviewed and revised periodically, at intervals that do not exceed five academic years.

Major curriculum revisions – the following changes in curriculums are treated as major curriculum changes. Approval of the UGC is required prior to implementation of such changes.

1. Changes to the number of academic years required for the study program.

2. Changes to qualification type with designators and qualifiers as per the Sri Lanka Qualification Framework (SLQF)

3. Changes to SLQF exit level.

4. Adding or removing lateral entry and early exit possibilities.

5. Introduction of a specialization/majoring area in an existing degree program.

Minor curriculum revisions -Minor changes should be undertaken at the departmental/ faculty level and must finally receive approval from the University's Senate and Council. Revisions to Assessment Criteria and Changes to course units, such as Course code and title, Content, Credit value, Semester, etc, are treated as minor changes.

Program Learning Outcomes (PLOs): A learning outcome describes what students should be able to do by the time they have completed a study program leading to a qualification. Outcomes are complex and symbolize knowledge, skills, attitudes, and mindset.

Intended Learning Outcomes (ILOs): An intended learning outcome describes what students should be able to do when they have completed a course unit of the curriculum. The action verbs for the ILOs shall be identified using Bloom's Taxonomy Framework.

4. Responsibilities and Procedures for Implementation of Policy

4.1 Development of curricula for new programs

The new curriculum development process consists of the following steps, each of which is explained in Annexure 1 – Curriculum Development Process.

Step 1: Identify the need / demand for the proposed degree program through stakeholder analyses, market survey, needs analyses etc.

Step 2: Develop Objectives of the Degree Programme/Attributes of Qualification Holders (Graduate Profile)/ Programme Learning Outcomes (PLOs)

Step 3: Determine the program duration and total credit load

Step 4: Determine the subject pillars and the course modules

Step 5: Identify the Intended Learning Outcomes (ILOs) for each course unit.

Step 6: Determine the program assessment procedures

Step 7: Curriculum Mapping (Mapping of course units and ILOs with PLOs)

Step 8: Develop detailed course contents and credit allocation

Step 9: Determine the exit points at different levels

4.2. Curriculum Revision

At periodic intervals which should not exceed five academic years, the academic staff responsible for conduct of a program of study should undertake a comprehensive review of the curriculum and identify those areas that need revision. The steps are as follows.

Step 1: Identify aspects that need revision through a comprehensive stakeholder survey, including recent graduates and their employers, current students, teachers, and other stakeholders

Step 2: Revisit objectives of the Degree Programme/Attributes of Qualification Holders (Graduate Profile)/ Programme Learning Outcomes (PLOs)

Step 3: Revisit the credit load

Step 4: Revisit the subject pillars and the course modules

Step 5: Revisit the program assessment procedures

Step 6: Identify Intended Learning Outcomes (ILOs) for each course unit.

Step 7: Curriculum Mapping (Mapping of course units and ILOs with PLOs)

Step 8: Develop detailed course contents

Step 9: Determine the exit points at different levels

4.3. Approval of new or revised curricula

The university Council approved “Stepwise process of Design and Development of a Curriculum and Obtaining Necessary Approval”
(Refer to https://units.kln.ac.lk/qac/media/attachments/2023/09/04/stepwise-process-of-design-and-development-of-a-curriculum.pdf)

4.4. Role and Responsibilities of the Committees Involved in Curriculum Development Review and Revision

The role and responsibilities of the committees and boards involved in the curriculum development process are explained in the Annexure 04.

5. Forms

Application for Approval of New/revised Undergraduate Degree Programme

https://units.kln.ac.lk/qac/index.php/contact-us

6. Frequently Asked Questions

FAQs and Answers are available at the CQA website.

7. Related Information

Sri Lanka Qualification Framework: https://units.kln.ac.lk/qac/images/SLQF_2016_en

University of Kelaniya Qualification Framework:
https://units.kln.ac.lk/qac/media/attachments/2023/10/20/revised-university-of-kelaniya-qualifications-framework-council-approved1.pdf

Revision History

(Revision Dates: Month, Year)

Annexures to the Curriculum Development Policy

Annexure 01: Curriculum Development Process

The development of an effective curriculum is a multi-step process. Accordingly, the curriculum development process should be undertaken through the following steps.

Step 1: Identification of the need for the proposed curriculum for the new degree program.

As the first step, the requirement of the proposed curriculum of the new degree program should be identified. The justification must be evidence-based and supported by data obtained through a survey, tracer study, or other suitable research instruments or published reports. Stakeholder evidence is essential and must be documented. Acceptable forms of evidence include:

- Written requests from current students and graduates.
- Directives from relevant ministries and regulatory bodies.
- Industry recommendations or reports highlighting workforce needs.
- If a survey is conducted, a minimum of 100–200 questionnaires should have been administered to ensure reliable findings.

Additionally, if a similar program is already being offered by another department or faculty within the same university or by other universities/institutes, a clear rationale for introducing a duplicated or overlapping program must be provided. This should include an analysis of differentiation, demand, and added value to justify the necessity of the proposed program.

Step 2: Develop Objectives of the Degree Programme/Attributes of Qualification Holders /Programme Learning Outcomes (PLOs)

In this step, the graduate profiles (GP) and program learning outcomes (PLOs) for each level of the degree program should be developed. These should be aligned with the Sri Lanka Qualifications Framework (SLQF) requirements, ensuring that degree programs define specific learning outcomes in relation to Knowledge, Skills, Attitudes, and Mindset. The graduate profile can be a statement/s or a graphical representation of the expected graduate attributes. For example, the graduate profile, PLOs, and their alignment with SLQF attributes for the B.Sc. Honours in Supply Chain and Logistics Systems (SCLS) degree program are provided below.

Ex: **Graduate Profile of B.Sc. Honours in Supply Chain and Logistics Systems**

GP 01*: Skilled and Knowledgeable Learners*

Who demonstrate high standards of performance in applying knowledge and concepts gained through the degree programme to resolve industry issues. Apart from being multilingual, they will demonstrate a high level of standard in analytical skills, understanding theories and practices in the field of Supply Chain and Logistics Systems, design and development of high end solutions integrating knowledge in IT and other Management disciplines.

GP 02*: Self-directed Individuals*

Those who are in pursuit of personal and career goals, display strong work ethics, initiative, are responsible, reliable and are committed to lifelong learning while maintaining a good work life balance in their lives.

***GP 03**: Entrepreneurial and Quality Contributors*

Who contributes to the development of quality, products and performance through learning, talent, creativity, flexibility, critical thinking and problem-solving skills. Due to their entrepreneurial nature, innovativeness and creativity will be embedded in all their actions.

***GP 04**: Collaborative Workers*

Who demonstrate effective communication skills and commitment to pursuing group goals and purposes. They would be good leaders as well as team players and are adaptable to any situation.

***GP 05**: Ethical and Socially Responsible Citizens*

Who act in caring, principled and responsible ways, respecting the diversity, gender, age, race, ability and cultural heritage of all people and the rights of others to hold different ideas and beliefs. They would take into consideration the impact one's actions have on the natural environment and are encouraged always to behave ethically and professionally.

Program Learning Outcomes (PLOs)

Programme Learning Outcomes must be aligned with the SLQF-level attributes. A mapping should be included in the curriculum document when there is a deviation from SLQF 12 attributes.

Ex: Program Learning Outcomes of B.Sc. Hons in SCLS Degree are as follows.

By the end of the B.Sc. Hons in SCLS degree program, graduates will be able to:

***PLO 01**:* Demonstrate high standards of performance in applying knowledge and concepts to resolve industry issues, especially in the areas of Supply Chain and Logistics.

PLO 02: Demonstrate sound knowledge in analysing, designing and developing information systems integrating IT with Management areas in Supply Chain and Logistics within the industry and within this function in the company.

PLO 03: Identify and implement processes, tasks, and transactions that are required to successfully operate in Supply Chain and Logistics.

PLO 04: Re-engineer business processes with world-class management best practices, enabled by the use of IT to exploit these business opportunities.

PLO 05: Apply analytical business skills to address SC and Logistics challenges, address complex real-world problems to identify and define industry requirements and apply technology-enabled solutions to the problem-solving processes.

PLO 06: Collaborate and communicate with relevant departments in an organization to evaluate and communicate the appropriateness of new technologies to improve performance.

PLO 07: Promote new products and exploit new business opportunities.

PLO 08: Live and work as an ethical independent lifelong learner who contributes as a well-rounded member of society.

Table A: Mapping PLOs with the attributes of the graduate profile

Program Learning Outcomes(PLO)	PLO 01	PLO 02	PLO 03	PLO 04	PLO 05	PLO 06	PLO 07	PLO 08
Graduate Profile (GP)	GP 01	GP 01	GP 01&03	GP 01&03	GP 01,03 &04	GP 04	GP 01,02 &03	GP 05

Table B: Mapping of PLOs with the SLQF learning outcomes

	Categories of Learning Outcomes of SLQF	**PLOs**
1	Subject / Theoretical Knowledge	01, 02, 05
2	Practical Knowledge and Application	01, 02
3	Communication Skills	06
4	Teamwork and Leadership	06
5	Creativity and Problem Solving	03, 04, 05,07
6	Managerial and Entrepreneurship	04,07
7	Information Usage and Management	01, 02, 04, 05
8	Networking and Social Skills	06, 08
9	Adaptability and Flexibility Attitudes, Values, Professionalism and Vision for life	08
10	Attitudes, Values and Professionalism	08
11	Vision for Life	08
12	Updating Self / Lifelong Learning	08

Step 3: Programme Duration and Credit Load

The duration of a bachelor's degree program is three years, while a bachelor's honours degree program extends to four years. The minimum credit requirement for a bachelor's degree is 90 credits, whereas a bachelor's honours degree requires a minimum of 120 credits. Additionally, bachelor's honours degree programs must include a research component in the field of specialization, carrying a minimum of six credits. For specialized degree programs, at least 50% of the total credit requirement must be directly related to the degree qualifier (Refer to Table C in Step 4).

Step 4: Determine subject-pillars and the course modules

The subject pillars of a degree program are the core academic disciplines or knowledge domains that form the foundation of the program. These pillars ensure that students acquire a well-rounded education while developing specialized expertise. The following table shows the key pillars and their credit distribution of the Bachelor of Commerce Honours in Business Technology degree programme.

Table C: Subject pillars of the BCom Honours in Business Technology degree program

Subject Pillars	Commerce / Management	Business Technology	Economics	Finance/ Accounting	Quantitative Techniques	Regulatory Environment	Entrepreneurship	Business Communication
Credits	21	69	08	10	11	02	03	02
Percentage of total credit requirement in the specialization area		**57.5%**						

Furthermore, the course units and their respective credit values for each sub-pillar should be clearly identified for each level and semester.

Step 05: Develop the Intended Learning Outcomes (ILOs)

ILOs, which explain the outcomes the students should achieve at the end of the course unit, should be developed for each course unit. ILOs should be measurable and should be mapped with the degree programme's PLOs. Action Verbs in Bloom's Taxonomy can be used in developing measurable ILOs.

How to write ILOs:

Each ILO should describe what students will be able to do upon completing the module/course, using appropriate action verbs (e.g., "At the completion of this module/course, students will be able to..."). The complexity of ILOs should be determined based on the course level and aligned with Bloom's Taxonomy (Please refer to Annexure 02).

Step 6: Determine the program assessment procedures

Under assessment procedures, Formative and Summative examinations and their percentage marks should be determined.

Step 7: Mapping ILOs and Course Units with PLOs

Course Units and ILOs of each course unit should be mapped with the PLOs developed (Table D and Table E). If the PLOs are not the same as the SLQF 12 attributes, the mapping of PLOs with SLQF also should be presented in the curriculum document (Refer to Table B of this document).

Table D: Mapping Course units with PLOs

Course Code	Knowledge		Skills				Attitudes, Values, and Professionalism		Mindset and Paradigm	
	Theoretical Knowledge	Application	Communication	Teamwork	Problem Solving	Information Management	Adaptability and Flexibility	Professionalism	Vision for life	Learning Orientation
Course Code 1										
Course Code 2										
Course Code 3										
Course Code n										

Table E: ***Mapping the ILOs of courses against the outcomes specified by PLOs***

ILO of the Course	Knowledge		Skills				Attitudes, Values and Professionalism		Mindset and Paradigm	
	Theoretical Knowledge	Application	Communication	Teamwork	Problem Solving	Information Management	Adaptability and Flexibility	Professionalism	Vision for life	Learning Orientation
ILO 1										
ILO 2										
ILO 3										
ILO n										

Step 8: Develop Detailed Course Contents

For each course module, detailed content should be developed, including the following information.

- The semester/ trimester in which the course is offered
- Course code, course title and credit value
- Teaching and Learning methods: appropriate teaching and learning methods should be selected in order to achieve ILOs
- Recommended readings
- The hourly breakdown should be specified.
  The hourly breakdown must include hours allocated for lectures, practical classes, and independent learning, ensuring that each credit corresponds to 50 notional learning hours. For industrial training and research projects, one credit should account for 100 notional learning hours.

The composition of notional hours should be covered as follows.

Example for distribution of notional hours for a 2-credit course unit (100 notional hours)

Teaching, learning and assessment method	Distribution of notional hours
Face to face	30
Self-directed	20
Self-learning	30
Assessment	20
Total hours	**100**

Please refer to Annexure 03 for the specimen detailed course outline.

Step 9: Determine the exit points at different levels

The Eligibility criteria for the award of the fallback qualifications should be provided with the program By-Laws. Early exist qualifications applicable only for the postgraduate programs. The university is permitted to award fall-back qualifications below the SLQF levels 5 on a case-by-case basis by the institution itself. All early exist and fall-back qualifications at the SLQF level 5 or above should be approved by the UGC. Refer to:

1. University of Kelaniya Qualification Framework (UOK-QF) revised in May 2023 and
2. University Grants Commission Application for Approval of an Early Exit or Fall-Back Qualification for an Existing Undergraduate/Postgraduate Degree Program (Introduced in January 2024)
3. Commission circular No 2/2024: Introduction of early exist or fall-back qualifications for an Existing undergraduate/ postgraduate program study.

Annexure 02: Levels and List of Action verbs of Blooms Taxonomy

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	• Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why	• Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate	• Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize	• Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme	• Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate	• Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution

					• Recommend • Rule on • Select • Support • Value	• Solve • Suppose • Test • Theory

Annexture 03: Detailed course outline

Course Code	INTE 22283		
Course Name	Mobile Applications Development		
Prerequisites	INTE 12213 – Object Oriented Programming; INTE 21233 – Web Applications Development – 1		
Credit Value	3		
Compulsory/ Optional	Optional		
Hourly Breakdown	Theory	Practical	Guided Self-study
(Notional Hrs.)	30	45	75

Course Aim/Intended Learning Outcomes:

After completing this module, the students should be able to,

1. Describe the significance of mobile application development,
2. Choose a suitable mobile development platform based on requirements.
3. Design a proper flow of user interfaces for a mobile application.
4. Develop mobile applications.
5. Identify proper security requirement for mobile applications.
6. Test mobile applications.

Course Content:

Mobility of computers, significance of mobile applications, mobile operating systems, mobile application development platforms, mobile architecture, Integrated Development Environments for mobile application development, introduction to mobile UI design patterns, SOAP and REST services integration, introduction to location services, mobile application monetization, mobile application testing, use of smartphone sensors, database Connectivity, hybrid mobile apps, mobile app frameworks

Teaching /Learning Methods:

Lectures, supervised practical sessions and guided self-study assignments

Assessment Criteria:

End of course unit examination and continuous assessments

Continuous Assessment 50%	Final Assessment 50%		
Details: Assignments 10 %, Group Project 40 %	y (%) 100%	al (%) 0%	%) (specify)

Recommended Reading:

1. Reza B'Far and Roy T. Fielding, (2004), Mobile Computing Principles: Designing and Developing Mobile Applications with UML and XML, Cambridge University Press.
2. Asoke K Talukder, Hasan Hasan Ahmed and Roopa R Yavagal, (2011), Mobile Computing: Technology, Applications and Service Creation, 2nd Edition, McGraw-Hill.
3. Jeff McWherter and Scott Gowell, (2012), Professional Mobile Application Development, Wrox.
4. Dawn Griffiths, David Griffiths, (2017), Head First Android Development, 2nd Edition, O'Reilly.

Annexure 04: Role and Responsibilities of the committees involved in Curriculum Development Review and Revision

Regarding curriculum development, the Head of the respective Department and a team of lecturers are responsible for preparing the curriculum revision proposal. The revision proposal should be recommended by the relevant faculty board, the senate, and the council. The duties and responsibilities of the respective parties are mentioned below.

Table 01: Composition of the curriculum development committee and its responsibilities.

Decision authority	Responsibility
Curriculum Revision Committees of departments	Members of the committee are responsible for designing and reviewing curricula of the respective departments in line with the Curriculum Development Review and Revision policy of the university. Faculty from the respective departments shall represent committee members. The committee is composed of a minimum of two professors (if available) and senior lecturers of the respective discipline.
Head of the Department	The Head of the department shall have the leadership and authority to guide academic staff in curriculum development and decision processes and take responsibility for the revision within the department. He/she should appoint a chair and members to the curriculum revision committee and must ensure that the committee is designing and reviewing curricula in line with the university policy.
Faculty Curriculum Development Committee (CDC)	CDC should check conformity of the revisions to the faculty, university, and UGC/CQA guidelines. CDC shall forward the documents with their recommendations to the Dean to be tabled at the Faculty Board. This committee consists of Dean, HoDs and Professors.
Faculty Board	Faculty board members are required to review the developed or revised curriculum and provide comments.
Centre for Quality Assurance (CQA)	CQA is required to provide the recommendation with the completed checklist and should forward the documents to CULTEC with their approval.
Curriculum Teaching and Evaluation Committee (CULTEC).	CULTEC should carry the required checking and approve the document to the next level.
University Senate	Requires appointing relevant reviewers, sending the developed curriculum to the reviewers, and providing recommendations.
University Council	It is required to provide approval for the developed /revised curriculum.
Quality Assurance Council in University Grants Commission (UGC)	Provide approval for the compiled document prepared as per the UGC format.