

**Good Practices
in
Programme Development**

What are we going to look at today?

- Good practices in programme development
- Sources of evidence for those good practices.

Reference: *Postgraduate Programme Review Handbook of the UGC*

Programme Development

- Relevancy of programmes to the mission, goals and objectives;
- Principles adopted, including due consideration given to relevant policies
- Process of programme development
- Process of approval
- Monitoring and reviewing of the development, approval and delivery of programmes.

Good Practices

Sources of Evidence

- Purpose of the programmes are consistent with the vision, mission, and goals of the institution.
- Programmes are developed/ revised after carrying out a needs assessment
- Programmes are developed using outcome-based education (OBE) approach.

- Strategic plan
- Programme specifications
- Curriculum development policy and procedure
- Evidence for doing a needs survey
- Composition of the Curriculum Development Committee (CDC)
- Minutes of the CDC
- Records of employer surveys and stakeholder consultation
- Evidence and reports from employers that are considered during programme development/revision

Good Practices

- The principles that are to be considered in programme development are documented and communicated to all persons involved.

Sources of Evidence

- Evidence of communicating guidelines to relevant staff;
- Evidence for getting feedback from relevant faculty members, current students, alumni, employers, relevant professionals, industry personnel and community organizations.

Good Practices

- Programmes are developed in a participatory manner by the Curriculum Development Committee
- Sufficient and appropriate academic expertise is available for programme development.

Sources of Evidence

- Curriculum development documents;
- Minutes of Curriculum Development Committee (CDC) meetings;
- Curriculum Development Policy
- List of academic staff members involved in the development of the curriculum including their qualifications and competencies

Programme is designed conforming to the “Purpose and Scope of Qualification” indicated in the SLQF.

Graduate profile of the programme is aligned with the “Attributes of Qualification Holders” indicated in the SLQF.

Programme complies with the “Minimum Admission Requirement” indicated in the SLQF.

- Evidence of compliance with SLQF

Purpose and Scope of Level 10 Qualifications

- To enhance the capacity of graduates/holders of professional qualifications to advance their knowledge and research skills, and other abilities relevant to preparing them for higher degrees and specialized professional employment or enhancing the managerial, administrative and technological capacity.
- Should complete course work aggregating to a minimum of 60 credits including a research project with a minimum of 15 credits.
- The research should be carried out under the guidance of a supervisor holding equivalent or higher qualification and should make an original academic contribution to the discipline.
- The candidate should submit a dissertation which is evaluated and accepted

Attributes of SLQF Level 10 Qualification Holders

- Should be able to demonstrate critical awareness of current issues in the subject area and be able to apply techniques relevant to profession/ area of specialization.
- Should be able to deal with complex issues systematically and creatively and make sound judgments and communicate decisions clearly to specialist and non-specialist groups.
- Should demonstrate self-direction and originality in tackling and solving problems and be able to plan and implement tasks at professional manner.

Minimum Admission requirements

1. A Bachelor's degree including 30 credits in the relevant subject area*
or
2. Bachelor's Honours degree or above in the relevant subject area*
or
3. A professional qualification equivalent to SLQF level 6 or above,
or
4. NVQ level 7 with a minimum GPA of 3.0 on a scale of 0-4.

*The subject area has to be determined by the relevant academic authority.

Good Practices

- Course Learning Outcomes are aligned with the 12 learning outcomes (LOs) of national importance indicated in the SLQF.
- The progression of achievement of the 12 LOs indicated in SLQF during the programme is clearly planned and documented.

Sources of Evidence

- Mapping of course LOs with the 12 LOs indicated in the SLQF;
- Mapping of course LOs with PLOs.
- Identification of suitable teaching, learning and assessment methods for the LOs.
- Programme and course specifications;
- Evidence of compliance with SLQF;

Good Practice

- Programme fulfils the required total volume of learning indicated in the SLQF
- Progression pathways upon successful completion of study programme are clearly stated in the prospectus.

Sources of Evidence

- Programme specifications;
- Table of credits of each course and total for the programme;
- Evidence of compliance with SLQF
- Programme specification;
- Evidence of compliance with SLQF

Good Practices

- Study programmes are developed incorporating the latest findings and practices, and according to the principles of outcome-based education and student-centered learning.
- ILOs of each course and research component are clearly mapped with respective PLOs and SLQF Level Descriptors/Nationally important LOs.

Sources of Evidence

- Programme specification;
- Course specifications;
- Intended Learning Outcomes (ILOs) of each course
- Evidence of course design showing course ILOs aligned with respective PLOs and SLQF Level Descriptors / Nationally important LOs.

Good Practices

Teaching and learning methods and assessment strategies align with the ILOs of the course and ILOs of the research project.

Teaching and learning activities are student-centred, and clearly aligned with assessment tasks and ILOs for each course and research project

Sources of Evidence

- Course Outlines;
- Assessment rubrics

- Course Outlines;
- Assessment rubrics

Good Practice

Sources of Evidence

- Volume of learning in each course and research project can be completed within a specified time frame and is consistent with SLQF requirements.
 - Each course has a credit value, designated number of study hours (notional hours) which include direct teaching hours, learning activities, assignments, tutorials, project work, self-learning, etc. in compliance with the SLQF
- Evidence of using SLQF
 - Course specifications
 - Handbooks
 - Lecture schedules
 - Timetables

Good Practice

- Detailed programme and course specifications are publicly available.
- Annual academic calendar, programme specifications and course specifications are published.

Sources of Evidence

- Annual academic calendar,
- Programme specifications
- Course specifications for taught courses
- Specifications for the research component

Good Practice

- Programme has a balance of taught courses and a research component with appropriate weightage, in compliance with the SLQF.
- Approved formats are used for programme design and course development

Sources of Evidence

- Programme Specifications
- Curriculum development policy;
- Course outlines

Good Practice

- Study programmes are designed according to an annual academic calendar, enabling the students to complete the programme at the stipulated time.

Sources of Evidence

- Evidence of institutional mechanism in setting the timetable;
- Past timetables
- Records of entry and graduation dates of students over the past 5 years.

Good Practice

Programmes and courses are approved/recommended by the relevant Committee/Board considering the following:

- Design principles,
- Academic standards,
- Appropriateness of the learning opportunities available to facilitate achievement of programme learning outcomes,
- Assessment of student achievements,
- Measures taken to maintain academic standards,
- Monitoring and review arrangements
- Contents of the programme.

Sources of Evidence

- Programme approval process;
- Minutes of programme approving Committee/Board;

Good Practice

- Student feedback is used for continuous improvement of the courses/programme.
- Information on students' progression after graduation is collected and used for continuous improvement of the programme.
- Results of programme evaluations are used for continuous improvement of the programme of study.

Sources of Evidence

- End-of-Programme Student survey
- Evidence for incorporating inputs from survey results
- Evidence for collecting information about students' progression after graduation.
- Evidence for incorporating inputs from alumni for improving the programmes.
- Evidence for conducting tracer studies;

Thank You