

RAJARATA UNIVERSITY OF SRI LANKA

GUIDELINE FOR

DESIGNING AND PLANING A COURSE UNDER A SPECIFIC STUDY

PROGRAMME

Prepared By:
Dr. D.K. Hettiarachchi
Center for Quality Assurance
Rajarata University of Sri Lanka
2022

Table of Contents

Useful Definitions.....	3
A Course as part of the curricular of a Degree Programme.....	4
Why Design a course?.....	5
Approaches of Designing.....	5
Backwards Design (Wiggins & McTighe, 2005).....	6
Integrated Design (Fink, 2013).....	7
Delivery mode.....	7
Course Aim.....	8
Identifying Course Learning Outcomes (ILOs).....	8
Writing course ILOs.....	9
Assessment determination.....	9
Teaching/learning methods.....	10
Building the course.....	11
Curriculum Mapping.....	11
References.....	12

This was approved at the 249th Senate meeting held on 19th January 2023.

We won't meet the needs for more and better higher education until professors become designers of learning experiences and not teachers. – LARRY SPENCE (2001)

Useful Definitions

Academic year	Consists of two semesters, each consisting of 15 weeks
Credit	Volume of learning at each level. One credit is equivalent to 50 notional learning hours (SLQF, 2015).
Course	A series of lessons or lectures on a particular subject (Oxford Learners Dictionary). Course is the smallest component for which a student may enroll. A course or collection of courses, if completed successfully, result in the award of a qualification (QAC, UGC)/ A planned block of knowledge, skills and understanding.
Curriculum	description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning. (Source: UNESCO IBE 2011) inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers. (The European Centre for the Development of Vocational Training, 2011).
Curriculum Development	curriculum development is defined as planned, purposeful, progressive, and systematic process in order to create positive improvements in the educational system. (Bilbao et. al 2008)
Intended Learning Outcome (ILO)	what a learner will have acquired and will be able to do upon successfully completing their studies
Graduate Profile	Descriptions of attributes, knowledge, skills and attitudes which the university intend its graduates to demonstrate at the end of a particular degree programme. Specific outcomes can be there for each study programme.
Module	a unit that can form part of a course of study/ one of the separate parts of a course taught (Oxford Learners Dictionary)

Programme	The collection of courses that lead to a qualification (QAC,UGC)
Qualification	An award that recognize the attainment of level of educational achievement. It include degrees, diplomas and certificates (QAC,UGC).
Stakeholders	Any individual, group or organization having a valid intrest in a field or matter. Stakeholders in Higher Education include students, parents, employers, the government, the community, professional associations, graduates, and academic and non-academic atff, etc. (QAC,UGC)
Study Programme	A purposefully structured set of learning experiences that leads to a qualification. All taught higher education programmes should have core and elective elements. This requirement is optional for research-based programmes.

A Course as part of the curricular of a Degree Programme

The process of defining and identifying a new degree programme is complicated and has a top-down and/or bottom-up approach. This involves identifying the graduate attributes/profile that are made up of the things the institute want graduates who follow a specific programme to be able to know, do, achieve or be. This programme specific graduate profile should ultimately be tallying with the institute graduate profile. Therefore, in the individual programme level, identifying the programme specification that aligned with the institutional goals and graduate profile is essential. Programme specifications are standard sets of information that each institution provides about its programme and it clarify the knowledge, skills and other attributes a student will have developed on successfully completing a specific programme together with details of teaching and learning methods, assessments and subsequent career opportunities. The degree programme should align with the SLQF guidelines as well as the specific subject benchmarks.

Programme specification normally contains:

- Aims of the programme
- Learning outcomes of the programme (PLOs)
- Programme structure (courses, lessons, etc)
- Support for student learning
- Admission requirements
- Evaluation, quality assurance and maintenance of standards
- Regulation of assessment
- Mapping of key skills, curriculum skills and assessments, etc.

Once the programme aims and PLOs are identified the courses that leads to achieve these PLOs and programme aims is identified. These courses taken together are called a curriculum.

Simply speaking curriculum is a collection of lessons, assessments and other academic content that is included in a programme by a teacher. This can be collection of courses/modules.

In Sri Lankan context, universities have a **credit based system** where the student workload of a study programme is defined as **1500 notional learning hours per academic year** which include direct contact hours, preparation for assignments, carrying out assignments and assessments. For example it is expected to have 4500 hrs for a three year degree programme. Sri Lanka Qualification Framework (SLQF) have 1-12 levels with allocated credit values where the demand for learning outcomes and complexity of learning increases with each level.

Why Design a course?

Proper designing a course **ensure course quality** while **reducing the time and effort it takes to develop a highly effective curriculum**. It is a complex process that requires careful planning and continual revision. It is important to specify:

- a. What is the intend of the course
- b. How does the teacher going to deliver and support this learning
- c. How satisfy the teacher, students and the institution that learning had occur

Course development process is consisting of often overlapping stages: initiation, design, development, implementation and evaluation. It is important to identify the course aim and course ILOs that address the Programme objectives/aims and Programme ILOs. The minimum number of credits per course is one and the number of credits should be decided after computing the workload based on the total amount of learning activities a student is expected to complete in order to achieve the identified course learning outcomes.

Approaches of Designing

Identify the volume of learning, and mode of teaching is the first step. Volume of learning in each level is described in terms of credits and in the SLQF credit system used by Sri Lankan Universities **one credit** is considered equivalent to **50 notional learning hours** for taught course, laboratory studies course or field studies/clinical work. In case of industrial training, research, and internships **one credit** is equivalent to a **minimum of 100 notional hours**. The notional hours can be distributed to address the delivery of theory component, practical component and independent learning component.

In course designing there are three foundational elements:

1. Learning Outcomes: what students should know and be able to do by the end of the course
2. Assessment : Evidence that shows students have met these outcomes
3. Activities: Opportunities for students to learn, practice and become capable to achieve these outcomes

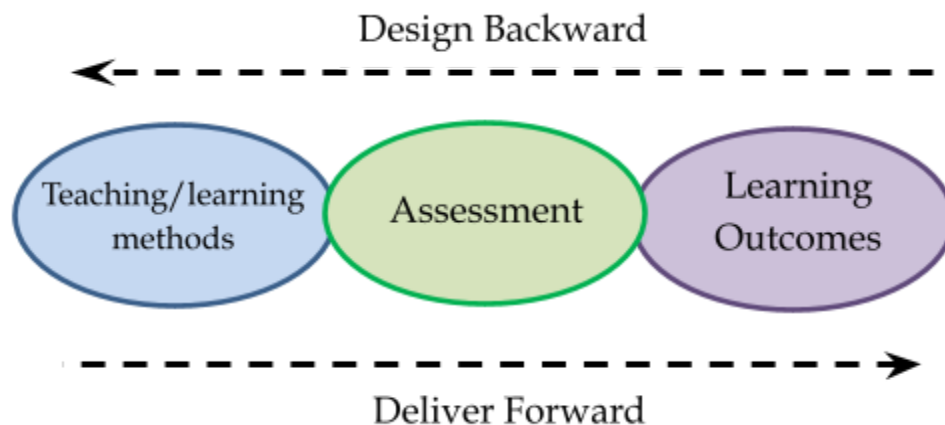
Backwards Design (Wiggins & McTighe, 2005)

Designer of the course start the process by thinking/imagining the time when the course is over.: “what is it I hope that students will have learned, that will still be there and have value several years after the course is over?”. This helps to identify the goals/learning outcomes of the course.

Designer of the course start the process by thinking/imagining the time when the course is over. “What is it I hope that students will have learned, that will still be there and have value several years after the course is over?” This helps to identify the goals/learning outcomes of the course.

The designer moves backward in time. “What would the students have to do to convince me that they had achieved those learning outcomes/goals?” give the answer to the assessment methods along with clarifying the learning outcomes.

“What would the students need to do during the course to be able to do well on these assessment activities? This question gives the answers to teaching and learning methods or the activities to do when delivering the course (Figure 1).



Integrated Design (Fink, 2013)

This is a less linear model and more negotiations are there among the components. The situational factors such as number of students, nature of the course, characteristics of learners, characteristics of teachers, expectations of the society, etc is also considered.

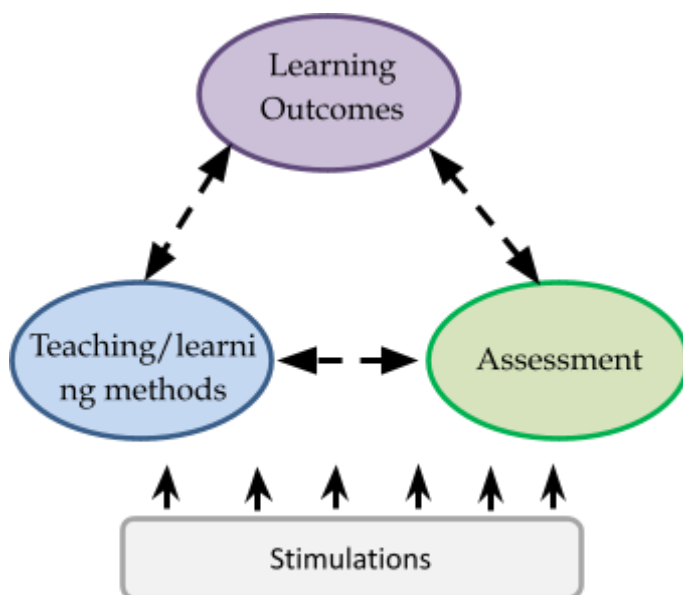


Figure 2: Integrated Design by Fink 2013

Each element interacts with other two (Figure 2). Therefore, choices made by the designer in one area may require adjustment in the other. For example if an assignment requires a particular computer technology it affects the course design. If misalignment occurs between two elements, other two elements disconnect. For example: if the teacher wants the student to be able to think critically about evolution (learning outcome) but only lecturers were delivered (teaching method) with minimal opportunity to converse about evaluation with peers or involved in any activity that revoke the critical thinking about evolution it is not possible to check the students on the exam (assignment) on critical thinking.

These designs can be used when designing and redesigning the courses.

Delivery mode

There are several modes of delivery that needs to be considered as it is connected with the teaching/learning process as well as the assessment strategies adopted for a certain course.

Teaching mode	In person	Online
Face-to Face	Yes	No
Online – Synchronous	No	Yes
Online - Asynchronous	No	Yes
Hybrid	Yes	Yes

Situational factors can be determined by knowing the delivery mode. Context of the teaching and the learning situation of the students help to identify the appropriate instructional mode. Further, it helps to identify the learning outcomes and activities.

Can use teacher-centered or Student-centered approaches but recommended to use student-centered approach when designing the course.

Course Aim

It is a broad general statement of educational intent that indicates the overall desired goal of the course. This aim is derived from broad Programme aims. The course ILOs together should address the PLOs of a Degree programme. This gives an idea as to **what** the student is expected to achieve after following the course.

For example:

Course title: Agrology

Course aim: To improve the mastery of students on interactions and relationships of agroecosystems components for embedding modern and alternative approaches of agriculture for uplifting the sustainability of agroecosystem

Course Title: Ancient Civilizations of the World

Course Aim: To provide students comprehensive understandings of ancient civilizations which enable the students perform effectively at professional level identifying and interpreting the material culture, technology, and distribution of ancient societies.

Identifying Course Learning Outcomes (ILOs)

ILOs explain what student should be able to achieve by the end of the course such as, changes in their knowledge, skills, attitude or behaviours which intrinsically linked to assessment. They are not a description of the process of learning. ILOs are the first element to improve in a course design for assignments and activities/method of teaching will follow.

Defining ILOs for a course, benefit both teacher (make it easier to choose or align teaching/learning methods) and the student (help to understand why and how specific activities will contribute to their understanding).

The ILOs set for a course should be achievable in the amount of work students should be undertaking in the course. Learning Outcomes should have the following attributes:

- each ILO target one specific outcome
- each learning objective relate to the overall aims of the course and of the programme/qualification(s) the course contributes toward

- the set of learning objectives address a range of cognitive levels consistent with the level of the course
- it is feasible to get evidence of the quality of student performance in relation to each learning objective

Writing course ILOs

Learning outcomes reflects a variety of cognitive complexities, and best to use variety of outcomes.

Learning outcomes should:

1. be specific, measurable, achievable and relevant
2. reflect the changes in students' knowledge, skills and attitudes
3. show what students are able to do independently after following the course

Usually it is good to have 5 – 7 ILOs per course. Primarily the statement is student-centered and it state what students will do to demonstrate their achievement.

Eg: After completing the course, student should be able to describe the characteristics of a counselor

When writing ILOs it is best to refer the Bloom's Taxonomy with the six levels of cognitive complexities (Annex 1) starting from the basic level remembering to the highest level of creating. It is best to include higher order skills such as application, evaluation and creating when creating the ILOs of a course rather only using lower cognitive levels.

Assessment determination

Assessments measure student achievement. These can be traditional activities such as exams, or quizzes or be part of the learning process such as group projects or presentations. Assessments do not occur only at the end of units or courses. To align with teaching and learning process assessments should occur regularly throughout the course.

There are two main types of assessments; Formative and Summative.

Formative assessment: student learning is monitored to provide ongoing feedback that is used by the instructor/teacher to improve their teaching and by the students to improve their learning. The marks may not be included in their final evaluation. Eg: drawing a concept map in class, turn in a research proposal for early feedback, etc.

Summative assessment: use to evaluate student learning at the end of the course. Therefore the marks will be used to assess or give a grading to student. Eg: a mid-term test, final project, quiz, presentation, portfolio, etc.

When determining the appropriate assessment strategy following should be considered:

1. complexity of the learning outcomes
2. weight of the assessment
3. time for grading and feedback
4. delivery mode
5. prerequisites and post learning
6. class size
7. time and length of the course
8. practice opportunity
9. accessibility to necessary resources

When choosing the assessment type review the learning outcomes and match the assignments to them align to the cognitive complexity or type of learning. For example: multiple choice questions are good to measure memorize or understanding of Blooms' taxonomy where as a project would assess creating and evaluating components.

Teaching/learning methods

These are the border techniques used to help students achieve learning outcomes while activities are different ways of implementing these methods (Annex II). It is best to have outcome-Based Education (OBE) that used learner centered approach. Student centered learning (SCL) transform students from passive receivers of information to active participants in their own discovery process letting the teacher be a facilitator or a coach. This may involve creative and effective use of technology to meet students learning goals which enable students to develop the essential digital skills. Thus, it is encouraged to move from the conventional lecturer methods and adapt student centered teaching-learning methods when designing a course.

Example:

Learning outcome: critically analyze the nature of tourism in Sri Lanka

Teaching method: Experiential learning. First, the teacher can facilitate learning by giving an overview and provide with necessary referencing materials. Next, can form two groups of students and go into a debate and make student analyze the situation independently provoking their critical thinking.

Building the course

After the designing and identifying ILOs, teaching/learning methods with incorporated activities and assessments next step it to structure and outline the elements of the course ensuring content accessibility and organize and create content. Use the given format (Annex III)

when structuring and presenting the course. After this step evaluate the course before teaching to ensure that the course is constructed effectively. This can reduce problems before they occur and reduce complexity in troubleshooting during teaching.

Curriculum Mapping

In course mapping, each programme learning outcome is mapped against each course learning outcomes, that constitutes the programme. This mapping focus on the extent to which the content and activities of each course address the attributes of the programme outcomes.

SN	Course code	Course Title	Programme Intended Learning Outcomes					
			01	02	03	04	05	06
1	ZOO 1203	Invertebrate Diversity	1,2			4	3,5	6
2	BOT 1201	Plant Diversity	1	2,3	4		5	
3	BIO 2304	Vertebrate Diversity	1		2,3	4		5,6

Objectives of this mapping are;

1. to ensure that the programme addresses all aspects of the graduate attributes
2. to make awareness of the expectations of the programme
3. to identifying prerequisites and enable healthy communication among teachers and students
4. to enable the programme to accurately and completely articulate the expectations

References

- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., ... & Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives, abridged edition*. White Plains, NY: Longman
- Bilbao, P. P., Lucido, P. I., Iringan, T. C., & Javier, R. B. (2008). Curriculum development. Philippines: Lorimar Publishing, Inc.
- The European Centre for the Development of Vocational Training (Cedefop), <https://www.cedefop.europa.eu/en/publications/4115> (Accessed on 10/09/2022)
- Fink, L. D. (2013). *Creating significant learning experiences: an integrated approach to designing college courses* (Revised and updated edition). San Francisco, CA: Jossey-Bass.
- Oxford Learners Dictionary. https://www.oxfordlearnersdictionaries.com/definition/english/course_ Retrieved on 03rd September 2022.

- Sri Lanka Qualification Framework, 2015.
- Wiggins, G. P., & McTighe, J. (2005). Understanding by design (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- UNESCO International Bureau of Education, <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/c/curriculum-plural-curricula> (Accessed on 12/09/2022)

Note:

This guideline was prepared in alignment with the Curriculum Development Policy 2019 which is adapted by the Rajarata University of Sri Lanka from 05th December 2019.

ANNEX I - BLOOMS TAXONOMY WORDS

Category	Description	Verbs		
Remember	Basically shows the students' knowledge	Arrange	List	Reproduce
		Choose	Label	Review
		Cite	Match	State
		Copy	Name	Select
		Draw	Outline	Spell
		Define	Order	Tabulate
		Describe	Quote	Tell
		Duplicate	Read	Underline
		Find	Record	Write
		Identify	Recall	
		Indicate	Relate	

		Locate	Repeat	
Understand	Show the ability to determine meaning	Arrange Articulate Associate Characterize Cite Clarify Classify Compare Convert Defend Demonstrate Describe Explain	Grasp Generalize Give Identify Illustrate Indicate Interpret Locate Organize Outline Recognize Rephrase Restate	Report Represent Review Select Summarize Tell Translate Paraphrase Predict Recognize Express Explain
Apply	Ability to carry out or use a procedure	Act Adapt Apply Backup Breakdown Calculate Change Choose Classify Complete Compute Demonstrate Determine Develop	Discover Employ Experiment Explain Generalize Give examples Implement Interpret Interview Make use of Manipulate Modify Operate Organize	Practice Prepare Predict Produce Schedule Stimulate Sketch Solve Translate Use Utilize Write
Analyze	Examining something in detail in order to explain and interpret	Analyze Appraise Break Calculate Categorize Classify Compare Conclude Correlate Contrast Criticize Infer Inspect Debate Detect	Identify Diagnose Differentiate Discover Discriminate Discover Discuss Dissect Distill Distinguish Evaluate Examine Experiment Group Induce	Figure Inspect Inventory Investigate Model Organize Predict Prioritize Question Separate Solve Survey Test

Evaluate	Based on a certain criteria or standard coming to a judgment	Appraise Argue Arrange Agree Assess Compare Conclude Create Criticize Decide Defend	Design Determine Discriminate Dispute Estimate Evaluate Grade Invent Judge Justify Manage	Mediate Prioritize Rate Reconcile Rewrite Supervise Synthesize Test Value Verify Weigh
Create	Forming a novel, coherent whole or make an original product	Adapt Arrange Assemble Build Categorize Collect Combine Compile Compose Construct Create Design Devise Estimate	Facilitate Formulate Generate Hypothesize Improve Integrate Invent Manage Modify Organize Originate Plan Predict	Prepare Produce Propose Rate Rearrange Reconstructed Revise Role play Specify Synthesize Theorize

Adapted from Anderson, L.W. (Ed.), Krathwohl, D.R. (Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

ANNEX II - TEACHING METHODS

These are a few examples of teaching methods. But these are not confined to only these methods.

Teaching method	Delivery/ Outcome	Activities	Level of Testing
L - Lectures	Instructor presenting material and answering student questions that arise. Students receive, take in and respond	Demonstration, modeling, questions (convergent), presentation, slideshow, note-taking	Knowledge
IL - Interactive Lecture	A lecture that includes 2-15 minute breaks for student activities every 12-20 minutes.	Multiple-choice items, solving a problem, comparing and filling in lecture notes, debriefing a mini case study,	Knowledge and Comprehension

		pair-compare, pair-compare-ask, reflection/reaction paragraph, solve a problem, concept mapping activities, correct the error, compare and contrast, paraphrase the idea, answer knowledge and comprehension questions	
D – Discussion	Class discussion that follows a pre-determined set of questions to lead students to certain realizations or conclusions, or to help them meet a specific learning outcome	Direct, specific, or open-ended questions that are connected to learning outcomes and include varied cognitive processes	Comprehension
CS – Case Study	Students apply course knowledge to devise one or more solutions or resolutions to problems or dilemmas presented in a realistic story or situation	Case study analysis, collaborative scenario-based discussions	Application, Analysis, synthesis, evaluation
GW – Group work/learning	Students doing a learning activity or creating a product in small groups of two to six in or out of class. This is carefully managed by the instructor/teacher	Small projects, case studies and scenario-based evaluation	Comprehension
EL – Experiential Learning	Students focus on their learning process through application, observation and reflection	Debates, panel discussions, press conferences, symposia, reflection journals, lab experiments	Knowledge, Comprehension, Application, Analysis, synthesis, evaluation
PBL –Problem-Based Learning	Student groups conducting outside research on student-identified learning issues (unknowns) to devise	Review and critique research studies, work in groups/teams to solve a specific open-ended problem, labs	Knowledge, Application, Analysis, synthesis, evaluation

	one or more solutions or resolutions to problems or dilemmas presented in a realistic story or situation		
PBL – Project Base Learning	Students applying course knowledge to produce something; often paired with cooperative learning	Group work/team project – design or create something – e.g., a piece of equipment, a product or architectural design, a computer code, a multimedia presentation, an artistic or literary work, a website, research study, service learning	Knowledge, Comprehension, Application, Analysis, synthesis, evaluation
RP – Role Play	Students acting out roles or improvising scripts, in a realistic and problematic social or interpersonal situation. Students playing out, either in person or virtually, a hypothetical social situation that abstracts key elements from reality	Real-life situations and scenarios, debates, interviews, frame simulation	Comprehension, Application, Analysis, evaluation
FW -Fieldwork and C - Clinical	Students learning how to conduct research and make sound professional judgments in real-world situations	Internships, assistantships, community service, shadowing or experiment work conducted outside of the classroom	Knowledge, Application, Analysis, synthesis, evaluation
WSE - Writing and speaking exercise	Usually in-class, to help students learn the material, clarifies their thinking or make progress on formal assignments. Especially for language subjects	Can do speaking and writing assignments, listen to audio tracks and repeating	Comprehension, Application, Analysis, synthesis, evaluation

Nilson, L. B. (2016). Teaching at Its Best: A Research-Based Resource for College Instructors (Fourth). John Wiley & Sons.

ANNEX III – TEMPLATE COURSE PLAN

<In the first page (only) should mentioned the name of the degree programme>

Course Title: <Name of the Course>

Course Code: <course code eg: MGT 1103> (<notional hours L:P:IL eg: 15:10:25 for one credit course>)

Course Capsule: <titles that the course is supposed to cover>

Course Aim: <what is delivered to students/what is the understanding a student will have after taking this course>

Course ILOs:

After completing this course, students should be able to:

1. define
2. describe
3. explain
4. apply.....

ILOs should be in the ascending order of verbs mentioned in Bloom's taxonomy (ex: 1. Understand; 2. Apply; 3. Evaluate; etc.

Best if the number of ILOs are limited to maximum 7

Lesson Sequence:

ILOs mentioned for this course. More than one ILO can be addressed delivering a single lesson

How the teacher/instructor deliver the lesson to have an effective learning.

This can be summative or formative. Include the week and the method of assessment. Starting and ending weeks should be mentioned

Week	Lesson No.	Related ILO	Lesson Title	Time (hours)			Teaching/Learning Methods	Assessment Methods
				T	P	IL		
1	1.1	1	<Lesson titles should be included here. Explanation as to how it is being delivered using verbs such as explain, describe should NOT be written>					
2								
.....								
14								
15								
Total Notional Hours								

The hours mentioned here should total up to be same as the notional hours mentioned at the beginning of the course

Teaching methods: <abbreviations for teaching /learning methods eg: L=Lectures, FV=Field visit>

Assessments methods: <abbreviation for assessment method eg: V = Viva examination, AS=Assignment>

Continuous Assessment		Assessment methods mentioned in the Lesson sequence. Cumulative marks should not be mentioned here as the weight of the assessment should be visible
End Semester Examination		
Total		

Assessment Strategy:

If there are End Semester Theory Exams and End Semester Practical Exams can split it and allocate marks

If delivered by visiting/Temporary staff, do not mention it. Can leave the section blank

Course Coordinator	Teaching Panel
Prof/Dr/Mr/MS <name with Initials> (.rjt Official email address)	Prof/Dr/Mr/MS <name with Initials> (.rjt Official email address)

Resource Requirements: <for example: Handouts, Multimedia, Computers, Laboratories, Lecture Theatres>

Transport Requirements: <if required only>

Course ILOs mapped in to Educational Domains

SLQF Level Descriptors (1 – Subject/Theoretical Knowledge; 2 – Practical Knowledge; 3 – Communication, etc.)

Out come	KNOWLEDGE					SKILLS						ATTITUDE						MIND SET	
ILO No.	01			02		03	04	05	06	07	08	09	10		11			12	
	PLO 1	PL O 2	PL O 3	PL O 4	PL O 5	PLO 6	PL O 7	PL O 8	PL O 9	PL O 10	PL O 11	PL O 12	PL O 13	PLO 14	PLO 15	PLO 16	PLO 17	PLO 18	PLO 19
1	√																		
2	√																		
3	√																		
4	√																		
5	√																		
6	√																		
7	√																		
8	√																		
9	√																		

Put ticks if the course ILO address the PLO

Study Programme Learning Outcomes according to the KSAM and Level descriptors

Number of total ticks included in this column. Let's put some value

Cumul-ative	6	5	2	3	3	3	6	4	0	3	5	3	2	2	1	0	1	6	2
Score	33.3% (19)					36.8% (21)					15.7% (09)					14.0% (08)			

Total of the values in the column (6+5+2+3+3)

Percentage proportion. Eg: the total ticks in the table 61. Skills accounts for = $(21/57)*100 = 36.8\%$

(NOTE: These individual tables for each course can amalgamate to show how the programme address the PLOs)

Organization of the course:

This table should agree with the scheduled lesson sequence

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															
Practical															
Independent Learning															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

•

- Use APA style referencing
- Should be presented in bullet form.
- References in alphabetical order
- English reference material should be cited first as the document language is English
- Try limiting the number of materials to 5-6

General Instructions:

- Font – English □ Times New Roman; Sinhala □ FMAbhaya (for references)
- Font Size – 12
- Spacing – Multiple (1.15)
- Only the titles should be bold; text in the body should not be bold
- The colours of the table bordered should be ash NOT black
- The organization chart should be shaded with ash colour. DO NOT use any other colour.
- Referencing style APA style referencing
- If the Faculty can come up with a labeling system for Teaching/Learning methods that is better. For example; TLM1: Lecturers, TLM2: Discussion, TLM3: Group Work, TLM4: Field work, etc.
- In case of reading materials used in the lesson sequence can include the Author: year and chapter on the lesson sequence table

Course Specification without instruction

<Name of the Degree Programme>

Course Title:

Course Code:

Course Capsule:

Course Aim:

Course ILOs:

After completing this course, students should be able to:

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson Sequence:

Assessments methods:

Assessment Strategy:

--	--

Resource Requirements:

Transport Requirements:

Course ILOs mapped in to Educational Domains

Out come ILO No.	KNOWLEDGE					SKIILS						ATTITUDE						MIND SET	
	01			02		03	04	05	06	07	08	09	10		11			12	
	PLO	PL	PL	PL	PL	PLO	PL	PL	PL	PL	PL	PL	PL	PLO	PLO	PLO	PLO	PLO	PLO
	1	O 2	O 3	O 4	O 5	6	O 7	O 8	O 9	O 10	O 11	O 12	O 13	14	15	16	17	18	19
1																			
2																			
3																			
4																			
5																			
Cumul -ative																			
Score	% ()					% ()						% ()						% ()	

Organization of the course:

Activity	Week of the Semester														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Theory															

Practical															
Independent Learning															
Assignments															
End Semester Examination	After 2 weeks of study leave														

Recommended Reading:

- <APA Style referencing: font 12>
-