

## Format & Guidelines for Submitting New Courses to the ADPC & Senate

<b>Semester:</b>						
<b>Course Code:</b>						
<b>Course Name:</b>						
<b>Credit Value:</b>	# (Notional hours: ###)					
<b>Pre-requisites:</b>						
<b>Core/Optional</b>						
<b>Hourly Breakdown</b> <i>This should be provided as hours assigned for lectures, practical classes or independent learning etc., such that a total of 50 or 100 notional hours of learning are required for each credit (see guidelines below)</i>	<b>Lecture hrs</b>	<b>Tutorial hrs</b>	<b>Practical class hrs</b>	<b>Etc.</b>		<b>Independent Learning &amp; Assessment hrs</b>
<b>Course Aim:</b>						
<b>Intended Learning Outcomes:</b> ➤ ➤ ➤						
<b>Course Content:</b> <i>(Only Main topics, Subtopics)</i>						
<b>Teaching /Learning Methods:</b>						
<b>Assessment Strategy:</b>						
Continuous Assessment .....%			Final Assessment .....%			
Details: quizzes %, mid-term %, other % (specify) ..... % .....% .....%			Theory (%) .....	Practical (%) .....	Other (%) (specify) .....	
<b>Recommended Reading:</b>						
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## Guidelines

### 1. Aim of the course:

The aim of a course is what the teacher intends to do. It is the main purpose of conducting the course as seen from the perspective of the teacher

#### Examples

- (i) This course aims to introduce the students to the basic principles of scientific research.
- (ii) This course deals with in-depth analysis of causes of the second World War.

### 2. Intended Learning Outcomes:

The Intended Learning Outcomes (ILOs) of a course are the main abilities, attributes, competencies or advantages the students may expect to gain from following the course described from the perspective of the student.

These are similar to objectives in that they are also stated from the point of view of the student but are broader than objectives. Usually, one outcome will encompass several objectives learning domains.

#### Examples:

On successful completion of the course the students should be able to:

- (i) carry out .....
- (ii) analyze .....
- (iii) describe .....
- (iv) perform .....
- (v) explain .....

### 3. Course content:

Hourly breakdown of the delivery mechanism should not be included in the ADPC template.

### 4. Prescribed Texts:

The year of publication and the edition should be given.

### 5. Hourly breakdown/Contact hour allocation for different teaching-learning activities per credit:

	Hours per credit	Notional hours per credit (by SLQF 2015)
Lectures	15 hours	50 hours
Tutorials	15 hours	50 hours
Demonstrations	15 hours	50 hours
Practical Classes	30 hours	50 hours
In-Class Assignments	30 hours	50 hours
Clinical work	45 hours	50 hours
Small Group Discussions	15 hours	50 hours

Field Studies	45 hours	50 hours
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	<b>*Notional hours per credit (by SLQF 2015)</b>
Industrial Training	100 hours
Research Project	100 hours
Clinicals (by observation)	100 hours
Work Place-Based Learning (in suitable settings)	100 hours
Internships	100 hours

- Notional learning hours include direct contact hours with teachers, time spent in self learning, preparation for assignments, carrying out assignments and assessments.
- FAQ on SLQF web page under UGC for more information on notional learning hours and credits (from items 1.23 to 1.27) <https://eugc.ac.lk/qac/slqf-faq.html>

**Note:** Additional details regarding delivery/assessment could be made available at the faculty level.

*Approved by the Senate at its 463<sup>rd</sup> meeting held on 22.09.2021*