

Communique

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WUSL

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Communique #2022/1

Common course specification / course overview

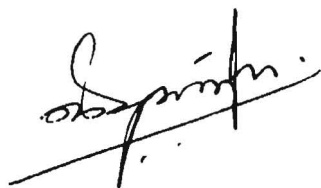
To: Deans of the Faculties

The Senate approved a common template for course specification / course overview for all faculties of the University at its 184th meeting held on 17 February 2021.

The document has the key components that should be included in all course overviews across different faculties.

I am sending herewith the approved course specification / course overview template and guidelines for adapting in your faculty as a good practice in quality assurance.

You can contact your Faculty Quality Assurance Cell Coordinator for assistance in adapting this to the courses offered in your faculty.



Professor Renuka Silva
Director | Centre for Quality Assurance

28 March 2022

*Scan & emailed to
All the Academic staff.
Hans L.
2022-03-31*



Wayamba University of Sri Lanka

Faculty of <.....>

<Name of the Degree Programme>

<Course code> <Course Title>

<Academic Year> Semester <No.> (Month – Month, Year)

Course Overview

1. STAFF CONTACT DETAILS

Position	Name	Email	Availability: times and location	Phone
Lecturer-in-charge				
Teaching panel #1				
Teaching panel #2				
Tutor / Demonstrator				

2. COURSE DETAILS

2.1 Teaching Times and Locations

Contact sessions

{Specify time and venue}

Tuesdays 2.30 pm – 3.30 am (LT1)

Thursdays 8.30 am – 10.30 am (LT2)

Practical/Tutorial

{Specify time and venue}

Fridays 10.45 am – 12.45 pm Group FN2 (Nutrition Lecture Theatre)

Fridays 1.30 pm – 3.30 pm Group FN1 (Nutrition Lecture Theatre)

2.2 No. of Credits

{Indicate no o credits; if applicable credits for theory and practical}

4 credits (3T/1P)

2.3 Description of the Course

{Give a brief description about the course}.

2.4 a. Course Aims {List the course aims}

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

b. Relationship to other courses: *This course unit deals with the theoretical knowledge obtained from the courses on, and*

2.5 Intended Learning Outcomes {List the ILOs}

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2.6 Graduate Attributes {Map the ILOs with broad graduate attributes specified for the degree programme}

This course contributes to the development of the following Graduate Attributes, which are the qualities, skills and understandings expected of the students at the time of graduation.

Learning Outcomes # - # aim to enhance the knowledge and understanding; Learning Outcome # aims to develop some practical skills in planning a healthy, nutritionally balanced diet.

Graduate Attributes	ILOs				
	1	2	3	4	5
1. Intellectual skills	√				
2. Practical and professional skills		√	√		
3. Generic and transferable skills – ability to use			√	√	
4. a. library and online search facilities					
5. b. communicate effectively in both oral and written forms					
6. c. work effectively in small groups					
7. d. work independently					
8. e. solve problems related to the subject					
8. In-depth engagement with relevant disciplinary knowledge					√

2.7 Course contents {Outline the units of the course}

- Unit 1:
- Unit 2:
- Unit 3:
- Unit 4:
- Unit 5:
- Unit 6:
- Unit 7:

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course {This is a broad statement on teaching and learning and teaching approach or strategy}

Students are expected to read the provided texts and reference materials during the course. Students should also involve in active learning in the classroom inquiring about facts and applying the knowledge gained in the previous courses in Level 1. Most of the teaching learning materials are available in the course site of the e-Ed Learning Management System (LMS).

3.2 Learning Activities and Teaching Strategies

Detailed explanation about the delivery strategies / methods of the course unit (Eg; Lectures, Tutorials, Practical, Field visits, Presentations etc)

A variety of teaching learning methods would be used during the course. In addition to lectures, there will be video shows, slide shows, case studies, classroom and web-discussions, tutorials and some practical in the laboratory as well as in the field. Students will undertake group work, debates, take home assignments, web-search and some on-line discussions through blogs. These activities will help them to achieve the learning outcomes and related graduate attributes. Opportunities will be given to enhance writing abilities, verbal communication skills, teamwork, problem solving ability, critical thinking and creativity.

Online learning-teaching: {Outline the online components in the course; It is a good practice to conduct at least some components as blended learning-teaching}

4. LEARNING ACTIVITIES {OUTLINE THE WEEKLY LESSON PLAN INDICATIONS HOURS FOR TEACHING-LEARNING ACTIVITIES (COLUMN 4) AND INDEPENDENT LEARNING ACTIVITIES (COLUMN 5); SPECIFIC ANY FORMATIVE/CONTINUOUS ASSESSMENTS TAKE PLACE IN A SPECIFIC WEEK}

Week	Topic	Learning outcomes	Teaching/Learning activities	Independent learning	Assessment
Week 1	Topic 1:		Lecture		
Week 2	Topic 2:		Practical		
Week 3					
Week 4			Field visit		
Week 5					
Week 6					
Week 7					
Week 8	Mid-semester Examination				
Week 9					
Week 10					
Week 11					
Week 12					
Week 13					
Week 14					
Week 15					

[Note: The hours assigned in this Table must tally with total number of notional hours; eg 2 credits= 100 notional hours including time for assessments]

5. ASSESSMENT

5.1 Formal Requirements {As specified in the by-laws or student handbook}

In order to pass this course a student must

- ☐ achieve a composite mark of at least 55% and
- ☐ take all continuous assessment tasks (see below).

5.2 Assessment Summary {Give the proportion of marks assigned for continuous assessment and summative assessment}

Course assessment comprises the following components:

Assessment Task	Weighting
Continuous Assessment	40%
assessment 1	20%
assessment 2	20%
End semester Assessment	60%

5.3 Assessment Details {This section indicates the detailed assessment marks}

Assessment Task	Weighting	Learning Outcomes assessed	Graduate Attributes assessed	Length	Due Date
1. Assignments	15%	1, 2, 3	1	1,500 words	Week 10 & 14
2. Quizzes and tutorials / Presentations	15%	1, 2, 3, 4, 5	1	-	Throughout the semester
3. Viva-voce examination	10%	1, 2, 3, 4, 5, 6	1, 2, 3, 4	10-15 minutes	End semester
4. Final examination	60%	1, 2, 3, 4, 5, 6	1, 2, 3, 4	3 hrs	End semester

6. COURSE POLICIES {PLEASE MODIFY THIS SECTIONS ACCORDING TO THE FACULTY POLICIES AND SPECIFIC COURSE POLICIES}

6.1 ACADEMIC HONESTY AND PLAGIARISM

Plagiarism: The University & Faculty regards plagiarism as a form of academic misconduct and has very strict rules regarding plagiarism. Hence, any type of plagiarism will not be tolerated See WUSL examination by-laws for further details. All students' work must be authentic work of the particular student.

6.2 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in the Student Handbook. See, especially, information on 'Attendance and Absence', 'Academic Concessions', 'Course Assessment' etc.

6.3 Workload {This section guide the students about the effort that they have to put on the course-related work}

It is expected that at least **six (6) hours** per week of study time is spent on this course in addition to the contact hours. This time should be used for reading, research, working on exercises and problems, and attending classes. In times where when assignments have to be completed and submitted and when preparing for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. The required workload should be taken in to account when planning how to balance study with employment and other activities.

6.4 Attendance

Regular and punctual attendance at lectures and seminars is expected in this course. University regulations specify that if students attend less than eighty percent of scheduled classes they may not be permitted to sit the final assessment. Failure to attend class could result in missed quizzes. In general, higher the days absent lesser would be the performance.

6.5 Special Consideration and Supplementary/Makeup Examinations

All assignments must be submitted and all examinations scheduled for the course should be attended. Assistance should be sought early suffering from illness or accident which would affect the progress in the course. The topics given in the assignments will be discussed with the students, but only those who submit the assignments can attend such sessions.

Discussion/tutorial/practical classes: One must take an active responsibility towards learning and is expected to read the Study Guide. It is recommended that the reading materials provided is used effectively. There are also tutors available for the course. However, if assistance is needed, they have to be approached by the student/s. A pro-active approach should be taken early in the semester. Waiting until the last several weeks of the semester, will be too late!

6.6 General Conduct and Behaviour

Students are expected to conduct themselves with consideration and respect for the needs of fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, inappropriate dress, is not acceptable and students may be asked to leave the class. Students are always expected to wear decent casual dress in the class and laboratories. Appropriate footwear and lab coats must be worn in the laboratory for safety.

6.7 Keeping Informed

Students should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University/Faculty will make important announcements and displayed on the notice board without providing a printed version. It would be deemed that students are received this information. It is also the responsibility of students to keep the University informed of all changes in their contact details.

7. COURSE RESOURCES {PLEASE LIST THE ESSENTIAL RECOMMENDED READING MATERIALS}

BOOKS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Course website: Visit LMS of the course <web address>

Other useful websites:

- *Recommended Internet sites;*
 - *http://www.*
 - *http://www.*
 - *www.*
 - *www.*

8. COURSE EVALUATION AND DEVELOPMENT {THIS SECTION SPECIFIES THE DEVELOPMENT AND IMPROVEMENTS OF THE COURSE BASED ON THE FEEDBACK GIVEN BY THE PREVIOUS BATCHES OF STUDENTS}

- How the feedback is taken.....Each year feedback is sought from students about the courses offered in the Faculty and continual improvements are made based on this feedback. Formal feedback from the students will be obtained in this course at mid-semester and at the end of the semester. Also, informal feedback is always welcome by directly speaking or emailing the teacher -in -charge. It will improve the learning experience through modifying the way of teaching and providing more resources.
- Previous student feedback indicated that this course unit has substantial theory, hence the students feel that this course unit is 'bulky'. However, understanding the concepts in nutrition is very essential to follow later course units in nutrition successfully. Students suggested to have more tutorials and field experience. As a result of this feedback, this time the course will have some practical and additional tutorials.

Instructions to fill the course overview/specification

Specific instructions to complete the template are given within parentheses { } in blue colour. The user must delete them after completing the sections. Edit the text given in brown colour fonts fitting to your course.

Texts given in brown colour are examples. The users may modify them according to their needs.

1. Section 1 gives the information on teaching panel and general information about the course. Fill the appropriate places (Faculty, Name of the degree programme, Course code, Course Title, Academic Year, Semester, duration etc in the heading.
2. Section 2 provides Course Details including teaching times, no of credits, brief introduction to the course, course aims (what teacher expects from the course), ILOs (what is expected from the students after successful completion of the course), how the course matches with the graduate profile or the course learning outcomes and course contents. Fill the section 2 (2.1 to 2.7)
3. Section 3 gives information on learning and teaching activities – approach and board description about learning and teaching activities. Edit the sections given in brown colour fonts and fill the Section 3
4. Section 4 provides detailed weekly lesson plan, which elaborates topics, learning outcomes of each topic or unit, learning-teaching activities such as lecture, tutorial, practical etc., independent learning activities assigned to the students, and any assessments. Please provide the time allocation in hours. The hours assigned in this Table must tally with total number of notional hours; eg 2 credits= 100 notional hours including time for assessments including expected student learning hours for the end-semester examination (eg: 20 hours). Complete the Section 4.
5. Section 5 provides details of the assessment (see the Box below for definitions) - continuous assessment, summative assessment and formative assessment that you expect conduct.
6. Section 6 gives information on course policies appropriate to your course. You may edit the sections and include any course policies that the students must know (e.g. Plagiarism, students' conduct in practicals, field visits and classroom). Also, it is suggested to include policies on attendance and assessment (e.g. whether you conduct make-up continuous assessments) and safety measures.
7. Section 7 gives course resources – recommended textbooks, websites etc.
8. Section 8 provides some actions that you have taken to improve the course based on the student feedback (course evaluation) taken in the previous occasion when the course was conducted. You may present the quantitative information to the students. For example, what are the changes done in the course (for example, students found the assignment structure confusing in one course, so I simplified it). You may also explain which elements will not be changed, and why (e.g timing or location of class, textbook or other course materials). **This section is very important as it can be used as evidence of the implementation of the students' suggestions in quality assurance process.**
9. Edit the footer as appropriate to your course.

TYPES OF ASSESSMENTS

Formative assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work help staff recognize where students are struggling and address problems immediately

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Continuous assessment

Continuous assessment means 'the regular evaluation of the learning process'. This form of testing can be counted in whole, in part or not at all in the students' final marks.

Examples of formative assessments include quizzes, tutorial, assignments, project work etc.

Summative assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:

- a end-semester exam
- a final project
- a paper

Faculties are strongly advised to consider all Course Overview documents before commencing the semester and approve by a Faculty committee (e/g Teaching and learning Committee or Curriculum Development Committee). This will be considered as an official document for the course for a given semester.