



Wayamba University of Sri Lanka

**Application for Approval of New Postgraduate Degree programs
(Revised May 2022)**

Check List for Proponent									
	Date		Month			Year			
New/Revised Proposal submission to the ADPSEC / CQA									
Submission of a new Proposal									
Submission of the Revised Proposal									
Complete original application submission to Senate									
Hard copy									
Soft copy									

Type of Proposal (Please mark v accordingly) – by Proponent

Postgraduate (PG) Proposals		
a	Proposal to introduce a new PG Programme	
b	Others (Specify)	

Please email the completed application with all signatures and required annexures to academicbranch@wyb.ac.lk and director.igau@wyb.ac.lk and forward hard copy to the following:

Senior Assistant Registrar, Academic Branch, Wayamba University of Sri Lanka, Kuliypitiya

Director, Centre for Quality Assurance, Wayamba University of Sri Lanka, Makandura

Application form					
1	1.1	Name of degree of PG programme in all three languages	(English)		
			(Sinhala)		
			(Tamil)		
	1.2	Name of PG qualification in all three languages, in accordance with SLQF 2015	(English)		
			(Sinhala)		
			(Tamil)		
	1.3	Abbreviated PG qualification	(English)		
2	PG Programme Offering Entity				
	2.1	University			
	2.2	Faculty/PG Institute/ Institute with name of affiliated University			
	2.3	Department/ Division/ Board of Study/ Specialty Board/ Academic Committee/ Any other			
	2.4	Mandate Availability			
		Corporate Plan of the University	Reference Number:	Date:/...../.....	Evidence <input type="checkbox"/> (Please tick v)
		Action Plan of the Faculty/Institute	Reference Number:	Date:/...../.....	Evidence <input type="checkbox"/> (Please tick v)
Faculty/Institute Approval		Reference Number:	Date:/...../.....	Evidence <input type="checkbox"/> (Please tick v)	

	ADPSEC Approval (Extracts of the minute)	Reference Number:	Date:/...../.....	Evidence <input type="checkbox"/> (Please tick v)
	CQA Approval (Director's Letter)	Reference Number:	Date:/...../.....	Evidence <input type="checkbox"/> (Please tick v)
3	Details of the PG Degree Programme			
3.1	Background to the PG programme (Attach as a separate document – Please refer Annex I format) Evidence must be presented to show that the University/ Faculty /Department/PG Institute/Institute proposing new PG degree programme has the capacity to offer the proposed PG programme. This section should describe the following: <ul style="list-style-type: none"> ➤ Mandate of the Faculty/Department/PG Institute/Institute in offering the degree PG programme ➤ Details as regard to the current status of Faculty/PGI/Institute and PG degree programmes offered <ul style="list-style-type: none"> ❖ Student intake (Full-time and Part-time) ❖ Staff cadres (Academic. Administrative and Support) ❖ Educational facilities ❖ Common facilities ➤ Proposal must give general description of the benefits that will be accrued by the students who will pursue PG degree level training and the sector (s)/employment markets to which the graduate(s) could look for gainful employment. 			
3.2	Justification (Attach as a separate document – Please refer Annex II format) This section should include details of PG degree level trained manpower requirement of the country/sector in the proposed fields of study. The justification should be evidenced-based and always be supported by data derived through a survey or tracer study or results derived from any other suitable instrument or published report. Availability of Stakeholder Evidence is a must. Evidence can be in the form of written request from students (existing & past), directions from Ministries etc. Sources - Primary (if a Survey was conducted, at least 100-200 questionnaires should have been administered) - Secondary (from publications etc.) If the proposed PG programme is offered by another university(s) / Institute (s), the rationale for duplicating a similar programme in the proposed faculty/department must also be given.			
	3.2. a Major stakeholder groups from whom views were obtained (give in annex II)			
	<ul style="list-style-type: none"> ➤ ➤ ➤ 			
	3.2. b Survey/Questionnaire/Interview			
	(Give details) – When conducted, Number of persons in sample (give in annex II)			
	3.2. c Results of Survey/ Questionnaire/Interview (give in annex II)			
3.3	Objectives of the Degree Programme/Attributes of Qualification Holders/Programme Learning Outcomes Include study programme/subject specific qualification descriptors. Programme Learning Outcomes should be elaborated stating how the Graduate Attributes can be applied in practical scenarios/ relevant community.			

	3.3a Objectives of the Degree Programme	
	3.3b Attributes of Qualification Holders	
	3.3c List of Programme Learning Outcomes (PLOs)/ PLO1, PLO2, etc.	
	3.3d Programme Learning Outcomes (PLOs) are mapped to SLQF Learning Outcomes	
	Categories of Learning Outcomes according to the SLQF	Relevant PLO(s)
	1. Subject / Theoretical Knowledge	
	2. Practical Knowledge and Application	
	3. Communication	
	4. Teamwork and Leadership	
	5. Creativity and Problem Solving	
	6. Managerial and Entrepreneurship	
	7. Information Usage and Management	
	8. Networking and Social Skills	
	9. Adaptability and Flexibility	
	10. Attitudes, Values and Professionalism	
	11. Vision for Life	
	12. Updating Self / Lifelong Learning	
3.4	Eligibility requirements and criteria for enrolment	i. Undergraduate Qualification and Grades ii. Duration of service in the relevant employment
3.5	Admission process	i. Selection Examination <input type="checkbox"/> ii. Aptitude Test <input type="checkbox"/> iii. Interview <input type="checkbox"/> iv. Any other <input type="checkbox"/> Please provide details, including minimum requirements of above (Example 50% at interview):
3.6	Proposed student intake	Intake (Full-time) : student/year Intake (Part-time) : student/year
3.7	PG Programme summary : PhD/MD/MPhil/MSc/PGD/Any other	
	3.7 a	PhD Duration: yrs. Course work: credits Thesis Research: credits/yrs. Total Credits:.....
	3.7 b	MD Board Certification (Not applicable to WUSL) Duration: yrs. Course work: credits Practical/Skill training.....credits Research: credits/yrs. Total Credits:.....
	3.7 c	MPhil Duration: yrs. Course work: credits

				Thesis Research: credits/yrs. Total Credits:.....	
		3.7 d	Masters with course work and a research component	Duration: yrs. Course work: credits Thesis Research: credits Total Credits:.....	
		3.7 e	Masters by course work	Duration: yrs. Course work: credits Total Credits:.....	
		3.7 f	Postgraduate Diploma	Duration: yrs. Course work: credits Total Credits:.....	
		3.7 g	Postgraduate Certificate	Duration: yrs. Course work: credits Total Credits:.....	
	3.8	Medium of Instruction		I. English <input type="checkbox"/> II. Sinhala <input type="checkbox"/> III. Tamil <input type="checkbox"/>	
	3.9	PG Programme Structure: This should give details as below (When and if relevant)			
Programme Structure					
Semesters/ Terms/Years	Course Unit or Module Code	Course Unit or Module Name or Other	Credit Value	Status (Compulsory /Optional)	Existing/ New
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

	<p>3.10 a Targeted Sri Lanka Qualification Framework (SLQF) Level (Please tick v)</p> <table border="1" data-bbox="395 197 1359 304"> <thead> <tr> <th>Level 7</th> <th>Level 8</th> <th>Level 9</th> <th>Level 10</th> <th>Level 11</th> <th>Level 12</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>b Minimum requirements of SLQF fulfilled Yes <input type="checkbox"/> No <input type="checkbox"/></p>	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12						
Level 7	Level 8	Level 9	Level 10	Level 11	Level 12								
	<p>3.11 Programme Content (Attach as a separate document for 6/ 8 semesters – Please refer Annex III format) Semester 1/Term 1/Year 1 Course Unit/Module/Any other Name: Course Unit/Module/Any other Code: Total Notional Hours: Credit Value: Hourly Breakdown: Theory/Practical/Research/Independent Learning Course Aim/Intended Learning Outcomes: (how to write ILOs: At the completion of this course student will be able to - in action verbs) ➤ ➤</p> <p>Course Content: i. Main topics, Sub topics ii. Thesis Title and key specialty/subject/research area)</p> <p>Teaching /Learning Methods:</p> <p>Assessment Strategy: Continuous Assessment:% Final Exam –i. Theory:% Viva:% Practical/Clinical:% Any other (such as OSCE, OSPE, Spots etc): %</p> <p>ii. Thesis Evaluation: % Thesis Viva: %</p> <p>Recommended reading: i. Text Books: ii. Journals iii. Magazines: iv. E books: v. Educational web sites and addresses: vi. Any other:</p>												
4	<p>Programme Delivery and Learner Support System <i>Note: Blended, student centered teaching with judicious use of interactive/practical/skills/ICT teaching and learning tools are requirements.</i></p>	<p>Describe in detail the teaching and training methods in-built into the study programme: (Provide as a separate document – Please refer Annex IV format)</p>											
5	PG Programme Assessment	Describe in detail the Programme Assessment Procedure and Rules or By-Laws:											

		Procedure/Rules or By-Laws	(Provide as a separate document – Please refer Annex V format)				
6	Resource Requirement						
		Existing	Additional Requirement (Estimated)				
			Year 1	Year 2	Year 3	Year 4	Year 5
	Physical Resources						
		Land extent (Acre/Hectare)					
		Office Space					
		No. of Lecture Theatres					
		No. of Laboratories					
		No. of Computers with Internet Facilities					
		Reading Rooms/Halls					
		Staff Common Rooms/Amenities					
		Student Common Rooms/Amenities					
		Others such as hospitals, factories etc.					
	Financial Resources						
		Capital Expenditure					
		Recurrent Expenditure					
		Course fee structure and details of fees (Once Only, Annual, Monthly, Registration, Examination, etc)					
		Government grant if any					
		Donations (local or overseas) if any					
	Human Resources						
	No. of Academic Staff	Academic Staff					
		Subject specialists					
		Instructors					
		Coordinators					
		Trainers					
Research project/Thesis supervisors							
Others							
No. of Academic Support Staff							
No. of Non-Academic Staff	Executive Grades						
	Technical Grades						
	Management Assistants						
	Works Aid						
	Others						

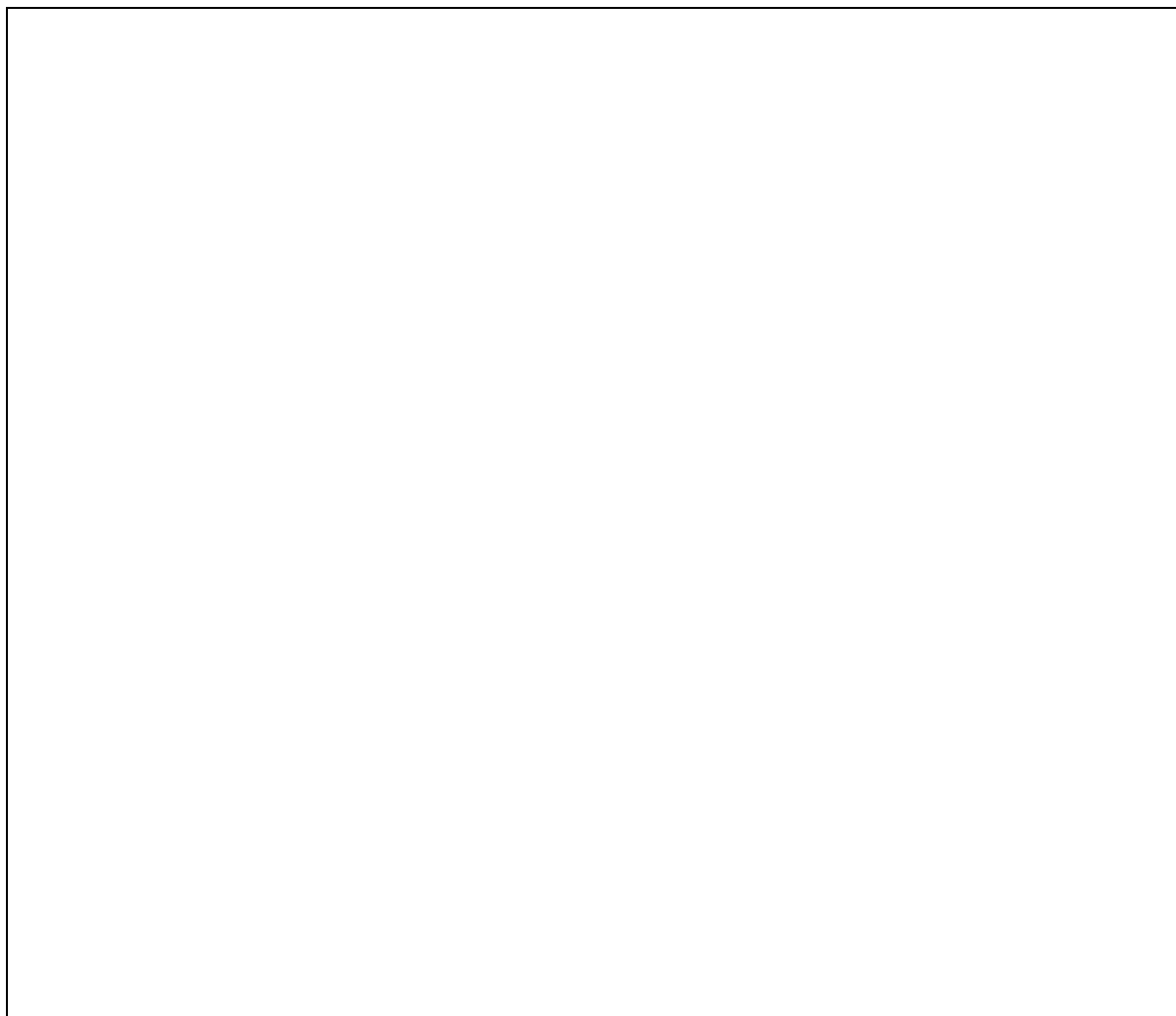
7	<ul style="list-style-type: none"> Panel of Teachers/Trainers/Specialists/Supervisor/Others Internal Resource Persons/External Resource Persons with their affiliations <p>(Attach as a separate document – Please refer Annex VI format)</p> <table border="1" data-bbox="300 241 1449 723"> <thead> <tr> <th rowspan="3">Teacher/ Trainer/ Specialist/ Supervisor Other</th> <th rowspan="3">Designation</th> <th colspan="4">Average No. of Teaching Hours/Week</th> <th rowspan="3">Proposed Programme (iii)</th> <th rowspan="3">Total Hours (i)+(ii)+(iii)</th> </tr> <tr> <th colspan="2">Internal Programmes (i)</th> <th colspan="2">External Programmes (ii)</th> </tr> <tr> <th>Undergraduate</th> <th>Postgraduate</th> <th>Undergraduate</th> <th>Postgraduate</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Teacher/ Trainer/ Specialist/ Supervisor Other	Designation	Average No. of Teaching Hours/Week				Proposed Programme (iii)	Total Hours (i)+(ii)+(iii)	Internal Programmes (i)		External Programmes (ii)		Undergraduate	Postgraduate	Undergraduate	Postgraduate																
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		Undergraduate	Postgraduate	Undergraduate	Postgraduate																												
8	<p>Does the Faculty/Institute have resources to commence operation of new PG degree programme, pending allocation of resources requested?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>																																
9	<p>a. i. Does the programme have exit at other postgraduate qualification levels (nested qualifications)</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>																																
	<p>a. ii. If yes, state the exit qualification/s</p> <p>Postgraduate Certificate (SLQF 7) <input type="checkbox"/></p> <p>Postgraduate Diploma (SLQF 8) <input type="checkbox"/></p> <p>Masters (SLQF 9) <input type="checkbox"/></p> <p>(Fill the annexure VIII)</p>																																
	<p>b. Does the exit point/s are awarded as separate degree programs also</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(If yes, please provide separate full application/s with all annexures)</p>																																
10	<p>Does the PG programme have any collaboration with another Department/Faculty/Institute/Private or State organization or Ministry or any other universities in Sri Lanka or Overseas?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, give details:</p> <p>.....</p> <p>.....</p> <p>...</p>																																
11	<p>Access to facilities outside the university/faculty/institute (Example Hospitals, Factories, Industry etc). If yes, copy of the relevant agreement /MOU with the appropriate authority should be attached.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>																																

12	<p>i. Do the PG graduates following graduation need mandatory membership for employment in the relevant professional body after completion of the Degree (Example: Medicine SLMC)?</p> <p>If yes, copy of the document on recognition/provisional recognition of the degree by the professional body should be attached.</p> <p>ii. Do the PG graduates following graduation need to fulfill the stipulated requirements in Government Circulars or Public Service Commission requirements at the point of employment (Examples: MD Ayurveda Kayachikitsa and PSC Gazette Notification, PG Diploma and Ministry Circular) If yes, copy of the Circular/PSC Gazette.</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>
13	Fee structure	(Attach as a separate document – Please refer Annex VIII format)
	13.1 Tuition fees	
	13.2 Other fees if any (specify)	
14	Reviewers Report	(Attach as a separate document – Please refer Annex VIII format)
	14.1 Names of the two Reviewers with Qualifications and Affiliations	
	14.2 Nomination by Senate	Date:/..... /.....
	14.3 Report of Reviewers attached	Yes <input type="checkbox"/> No <input type="checkbox"/>
	14.4 Recommendation of Reviewers comments incorporated	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(If yes please highlight such in the whole document)</p>
15	Any other relevant information not stated above	

Authorization

Dean of the Faculty / Director of PG Institute/ Institute	Signature:	Date:	Official Stamp
Director/CQA	Signature:	Date:	Official Stamp

- Proposal must give a general description of the benefits that will be accrued by the students who will pursue degree level training and the sector (s)/employment markets to which the postgraduate(s) could look for gainful employment

A large, empty rectangular box with a thin black border, intended for the applicant to provide a general description of the benefits and employment markets as specified in the bullet point above.

Annex II: 3.2 Justification

3.2 a Major stakeholder groups from whom views were obtained (Ministry, Departments, Associations, Professional Bodies, Alumni etc)

-
-
-
-
-

b. If not taken whether the decision to introduce the PG Programme was based on a directive from the Cabinet, UGC, Ministry etc. (Please attach a copy of the directive)

3.2 b Survey/Questionnaire/Interview if relevant as per (a) above

When Conducted	Number of persons in sample

3.2c Result of Survey/Questionnaire/Interview if relevant as per (b) above

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Annex III: 3.10 Programme Content

Each course unit in the proposed programme should be described in the format given below

Semester 1					
Course Unit/Module/Other Code:					
Course Unit/Module/Other Name:					
Credit Value:					
Core/Optional					
Hourly Breakdown <i>This should be provided as hours assigned for lectures, practical classes, thesis etc or independent learning, such that a total of 50 notional hours of learning are required for each credit. For industrial training and research projects, one credit requires 100 notional hours of learning.</i>	Theory	Practical	Research	Others	Independent Learning
Course Aim/Intended Learning Outcomes: (how to write ILOs: At the completion of this course student will be able to - in action verbs) <ul style="list-style-type: none"> ➤ ➤ ➤ ➤ 					
Course Content: (Main Subjects, Topics, Units, Modules, Sub topics)					
Teaching /Learning Methods:					
Assessment Strategy:					
Continuous(summative) Assessment %			Final Formative) Assessment %		
Details: quizzes %, mid-semester %, end course unit %, end semester/year % ,other % (specify) %%%			Theory (%) 	Practical (%) 	Thesis (%)
				Viva (%) 	Other (%)
Any other details of Assessments (give details):					

Recommended Reading – Mandatory and Optional

(Books, E Books, Journals, Magazines, Web Based teaching material and sites):

-
-
-
-

Please include constructive alignment for each course using the following template.

Course: <Code> <Title>

ILO	Teaching and Learning Activities	Assessment
ILO 1		
ILO 2		
ILO 3		
ILO 4		
ILO 5		
ILO 6		
ILO 7		

[See notes on constructive alignment at the end of this application form]

Annex IV: 4. Programme Delivery and Learner Support System

Describe the teaching learning methods that will be used for delivery of the programme of study, and the learning resources that will be available to support student learning.

The learning activities must be student-centred, and include opportunities for blended learning that makes judicious use of ICT based tools.

Annex V: 5. Programme Assessment Procedure/Rules-By Laws

(The following should be given in detail)

Formative and summative examinations in the program

Scheme of Grading (Grades/Grade Points/ Marks ranges)

Calculation of Grade Point Average (GPA)or Final numeric % Mark

Contribution by each semester to final GPA or numeric mark if any

Contribution by in-plant training etc. to final GPA

Any other methods used for Grading with details: (In Medical Faculties no GPA)

Repeat or Second examinations

Requirements for award of the degree

Requirements for award of classes

Requirements for award of distinctions

Annex VII: Form for Nested Qualification

Form for Nested Qualification				
1	1.1	Name of the nested qualification in all three languages	(English)	
			(Sinhala)	
			(Tamil)	
	1.2	Name of qualification in all three languages, in accordance with SLQF 2015 (nested qualification)	(English)	
			(Sinhala)	
			(Tamil)	
	1.3	Abbreviated qualification (nested qualification)	(English)	
	2	Programme Offering Entity		
		2.1	University	
2.2		Faculty/ Institute		
2.3		Department(s) (if applicable)		
3	Objectives of the Degree Programme of the nested qualification			
4	Programme Outcomes/ Graduate Profile of the nested qualification			
5	Programme Duration and Credit Load of the Nested Qualification			
	Masters with course work and a research component	Duration: yrs. Course work: credits Thesis Research: credits Total Credits:.....		

	Masters by course work	Duration: yrs. Course work: credits Total Credits:.....																																							
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8	Programme Assessment Procedure / Rules of the nested qualification (Describe in detail the Programme Assessment Procedure/Rules)																																								

Annex VIII: 14. Total estimated budget per student (according to commission circular 04/2016)

University/HEI:

Programme:

	% to be allocated	Rs.	Rs.
A. Total Income			
i. Course/Consultancy Fee			xxx
ii. Research Grant			xxx
iii. Registration Fee			xxx
iv. Library Fee			xxx
v. Other (Please specify)			xxx
.....		xx	
.....		xx	xxx
Total Income = Direct Cost + Indirect Cost			xxxx
B. Direct Cost			
5.1.1 Payments to Outside Consultants/Team Members, Contract Staff		xxx	
5.1.2 Field Expenses, Academic activities, Surveys, Testing, etc.		xxx	
5.1.2 Conduct meetings, Hire lecture halls, Refreshments, etc.		xxx	
5.1.3 Travelling, Subsistence, Materials, Equipment usage etc.		xxx	
5.1.4 University/HEI/Faculty/Department/Course/Infrastructure Development/etc. Vote		xxx	
5.1.5 Government Taxes		xxx	
5.1.6 UGC – 0.01% of Income		xxx	
5.1.7 Other (Please specify)		xxx	
.....		xxx	
.....		xxx	xxxx
C. Indirect Cost			
5.2.1 University/HEI Development vote	15% - 30%	xxx	
5.2.2 VC's Vote	0% - 5%	xxx	
5.2.3 Payments to Directly and Indirectly involved Staff Members	65% - 85%	xxx	xxxx
Total Cost = Direct Cost + Indirect Cost			xxxx
D. Excess of Total Income over Total Cost/Expenditure			0.00
5.3 Total Allocation to Development Votes (5.1.4,5.2.1,5.2.2)/ Total Income			xx %

Annex IX: 15. Reviewers Report

Instructions for the Reviewers

Please comment on the followings

		Main proposal	Nested Qualification (exit point)
1	Acceptability of the Background and the Justification		
2	Relevance of proposed degree program to Society		
3	Entry Qualification and Admission Process		
4	Program Structure		
5	Program Content		
6	Teaching Learning Methods		

7	Assessment Strategy/Procedure		
8	Resource Availability - Physical		
9	Qualifications of Panel of Teachers (Internal & External)		
10	References/Reading Materials		
11	Recommendation (Please mark one of the following)	Main proposal	Nested Qualification (exit point)
	a. Recommended for next stage of processing		
	b. Recommended for the next stage of evaluation subject to further improvement in the following areas		
	c. Not suitable for the next stage of evaluation due to following reasons		
		Reviewer 1	Reviewer 2
1	Name		
2	Designation		
3	Signature		
4	Date		

Notes: Constructive alignment

"Constructive alignment is a design for teaching in which what it is intended students should learn and how they should express their learning is clearly stated before teaching takes place. Teaching is then designed to engage students in learning activities that optimize their chances of achieving those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained" (Biggs, 2014, pp. 5-6).

The constructive alignment approach recognizes "knowledge is constructed by the activities of the learner" (Biggs, 2014, p. 9) rather than being directly transferable from teacher to student. "Learning takes place through the active behavior of the student: it is what he does that he learns, not what the teacher does." (Tyler, 1949)

Alignment occurs when the learning activities that we ask students to engage in help them to develop the knowledge, skills and understandings intended for the unit and measured by our assessment. A constructively aligned unit capitalizes on the powerful effect of assessment on students' learning experiences. If assessment drives students' learning, then students are most likely to achieve our intended outcomes if the assessment is aligned with our intentions.

The framework of constructive alignment is represented in the University's recommended approach to unit design:

1. Identify the intended learning outcomes
2. Design assessment tasks to measure attainment of the learning outcomes
3. Plan learning activities to enable students to develop the skills, knowledge and understandings described in the intended learning outcomes and measured by assessment

References

Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1, 5-22.

Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.