



Sultanate of Oman
Ministry of Manpower
Directorate General of Technological Education

Curriculum Development and Review
Framework
for Colleges of Technology

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Co-Author	Quality Assurance Department (QAD) Ministry of Manpower
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Version Control Table

Version	Author	Date (dd/mm/yyyy)	Summary of Changes
1	English and IT Specialization committees, co- authored by QD, MOM	01/01/2014	First Draft
1.1	ShCT-QAU	14/12/2015	First Draft.
1.2	ShCT-QAU	25/05/2016	Second Draft based on the feedback of CoTs and MoMP
1.3	ShCT-QAU	05/10/2016	Third Draft based on the feedback of Applied Science Specialization

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Abbreviations & Acronyms Used

AAD	Academic Affairs Department at DGTE
ADAA	Assistant Dean Academic Affairs at CoTs
CRC	Curriculum Review Committee
CDRC	Curriculum Development and Review Committee
CDRF	Curriculum Development and Review Framework
CoTs	Colleges of Technology
DGTE	Directorate General of Technological Education
GAs	Graduate Attributes
LOs	Learning Outcomes
LT	Long-Term
MoM	Ministry of Manpower
MSpC	Main Specialization committee
OAAA	Oman Academic Accreditation Authority/Oman Accreditation Council
QAD	Quality Assurance Department, Ministry of Manpower
QAO	Quality Assurance Officer
SAR	Self-Assessment Report
SpC	Specialization committee
Sub-SpC	Specialization Sub-committee
ST	Short-Term
V & M	Vision & Mission

CURRICULUM DEVELOPMENT AND REVIEW FRAMEWORK

SECTION 1.0 Introduction

The Ministry of Manpower is responsible for seven Colleges of Technology (CoTs) which were established to provide technological education in the Sultanate. These colleges are monitored by the Directorate General of Technological Education (DGTE) and regularly audited by the Quality Assurance Department (QAD).

The Programmes currently offered by the CoTs were designed through a consultative process involving both internal and external stakeholders, and have been implemented since September 2003. The various programme and curricular offerings are aligned to the Vision, Mission, Values and Graduate Attributes (GAs). The curriculum has been revised by the Specialisation committees periodically, based on the surveys conducted at the CoTs and the feedback received from internal and external stakeholders. The purpose of this Curriculum Development and Review Framework (CDRF) is to systematize the processes of curriculum development and review for the various programmes and curricula offered by the CoTs.

The Curriculum Development and Review processes are carried out within the parameters of the CoTs Vision and Mission, which are as follows:

Vision

We will be a leading technological institution providing high quality teaching and learning to prepare and empower the Omani professionals of the future to contribute to national socio-economic development.

Mission

To deliver high quality student-centred education that produces competitive graduates who enter the labour market with confidence, strong technological and personal skills, prepared for a life of contribution and success.

1.1 Overview

What is a Curriculum?

In formal education, a curriculum is a set of courses, and their content, offered at a school or university. It specifies:

- **Content:** What a student should know (course of study) and be able to do (learning outcomes)
- **Context:** How the educational system is organized
- **Methodology:** How it is to be taught (i.e., the instructional methods and teaching strategies of lecturers)
- **Assessment:** How students' learning is measured based on set criteria and assessment tools.

A quality educational program must ¹

- be consistent with its institution's mission,
- have clearly defined objectives and outcomes it intends to produce,
- use the best combination of learning experiences to help each learner achieve these results,
- include an assessment process that shows whether the results are being achieved, and
- use the findings of assessment to improve program effectiveness.

The programs and curricula offered at CoTs are unified across the CoTs in terms of program design, content, objectives, learning outcomes, assessment and pedagogy. Program Objectives state what each program aims to achieve. Each Program comprises several courses as deemed necessary by the DGTE to achieve the program objectives, each course having a syllabus with course objectives and Learning Outcomes (LOs). The syllabi are outcomes-driven, so academic departments and colleges may choose their own teaching materials and teaching methodologies as mentioned in the Common Pedagogical Framework (CPF) for CoTs to suit the needs, level and interests of the students. For some courses books have been prescribed and/or provided by the DGTE, MoM.

In the light of the rapid growth and developments in science, technology and other fields of study, it is necessary to review curricula from time to time. It is also necessary to put in place effective curriculum and program development and review mechanisms.

1.2 Definition of Curriculum Development and Review

It is a process of reviewing and revising the existing curriculum of the colleges by evaluating and assessing it in terms of context, content, methods, and assessment by involving stakeholders in order to meet the expectations and the changing demands of the market and the wider society.

1.3 Aims of the Curriculum Development and Review Framework

The curriculum development and review framework aims to

- Provide a clear procedure for the Colleges of Technology (MoM) to follow, in order to allow for focused evaluation of the current curriculum.
- Ensure continuing quality and relevance of courses, with the ultimate needs of graduates and the local work environment (industry) in mind and also to keep abreast of the emerging trends in the educational system.
- Have a clear mechanism about how the Industry feedback data regarding GAs, LOs, and curriculum will be utilized in curriculum development and review.
- Involve the Industry representatives in curriculum review and development.
- Involve the professions and professional bodies in the curriculum review and development.
- Unify the curricula across all the CoTs.

¹ Robert M. Diamond and Lion F. Gardiner, Curriculum Review, The National Academy for Academic Leadership. (<http://www.thenationalacademy.org/readings/curriculum.html>).

1.4 Rationale for Review:

Programs and curricula should be relevant, up-to-date and aligned with the Mission and Vision of the CoT's Strategic Plan (SP). Current programs and curricula should be reviewed to:

- meet socio-economic changes,
- address new knowledge and skills required in the subject area,
- keep pace with the rapid changes in technology and the market,
- rebalance the curriculum (curriculum overload or thinness),
- meet national and international standards, and
- address the feedback from all stakeholders.

1.5 Scope of the Curriculum Development and Review Framework: The following areas will be considered while reviewing and developing curricula:

- 1 Vision and Mission of CoTs**
- 2 Graduate Attributes**
- 3 Programme Goal & Objectives**
- 4 Course Learning Outcomes**
- 5 Program & Course Duration**
- 6 Student Entry Requirements**
- 7 Progression Requirements**
- 8 Course Delivery Plan**
- 9 Teaching Strategies**
- 10 Assessment of Student Learning**
- 11 Programme & Course Evaluation**
- 12 Staffing & Other Resources**

1.6 Reasons for publicising the working mechanism for Specialisation Committees:

The CDRF/working mechanism has to be transparent and communicated to all stakeholders to:

- Ensure consistency of practices and procedures among all specialization committees.
- Encourage staff and external stakeholder participation in course and program evaluation.

1.7 Curriculum Development and Review Cycle²:

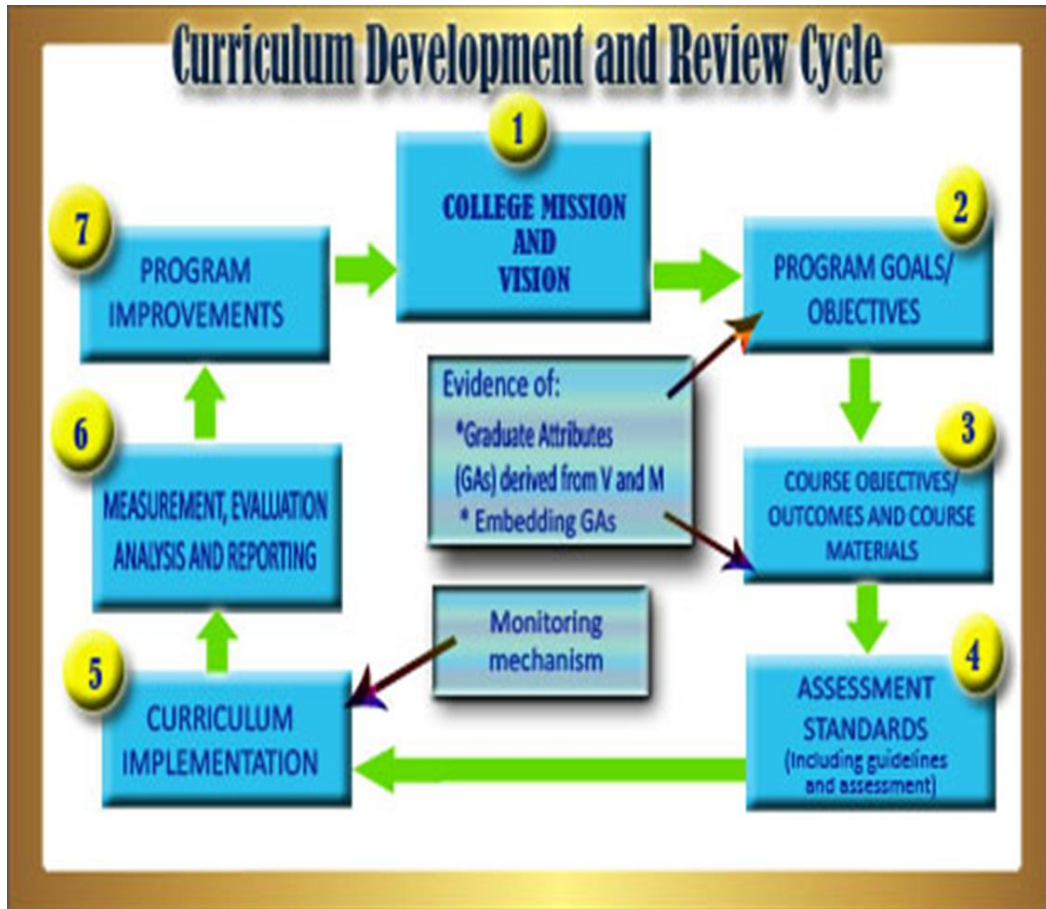


Figure 1

Figure 1 depicts the Curriculum Development and Review Cycle (CDRC), which comprises seven stages and entails specific roles and responsibilities for the specialization committees and the CoTs. Details are discussed in the following paragraphs:

² Source: QAD Presentation at the Workshop for Specialization Committees, “Addressing OAAA Recommendations”, 17 October 2012.

Stages 1-4: Curriculum Development and Review:

1. The Vision and Mission statements as well as the intended Graduate Attributes (GAs) of the CoTs are developed and reviewed through a collaborative process involving key internal and external stakeholders.
2. Program goals/objectives are developed or reviewed taking into account the achievement of the Vision and Mission and inculcation of intended graduate attributes which are supported by demonstrable evidences.
3. Course objectives and course learning outcomes are derived from the program objectives. Course materials are either prescribed or developed in-house.
4. Developing or reviewing assessment standards taking into consideration the components of the assessment system in assessing student learning and the courses under each program through various linked review mechanisms.

Stages 5-7: Implementation of Revised/Modified Curriculum:

5. The approved curriculum changes are implemented in all CoTs with each academic department/centre monitoring its own implementation. It is important for the governing and management bodies of the college to provide adequate infrastructure and academic support services to staff and students (e.g. course delivery plans, textbooks and reference materials, fully-equipped labs and workshops) for the smooth implementation of the curriculum.
6. Monitoring mechanisms, such as class observations, student evaluation of teaching, checking teachers' course files and student portfolios, collecting feedback from internal and external stakeholders on programs and courses, should be utilized to check the effectiveness of the curriculum. The collected feedback is evaluated, analyzed, and reported in Self-Assessment Reports (SARs).
7. Suggestions for improvement based on the analyses of feedback is sent to the Specialization Committees through proper channel and the approved changes are disseminated to and implemented by the CoTs (More details for stages 6 and 7 can be found in Section 2 of this document)

1.8 Categories and Timeframe for curriculum development and review

Table 1: Showing Categories and Timeframe for curriculum development and review*

Short-term (1 -2 academic years)	Long-term (3-5 academic years)
<ul style="list-style-type: none"> • Ensuring that Graduate Attributes (GAs) are in alignment with program and course objectives/learning outcomes • Reviewing course learning outcomes in relation to national standards • Introduction of new courses • Phasing out the existing courses • Changing specialisation and departmental electives • Changing prerequisites for a course • Changing of delivery plan – altering content coverage, time allotted for coverage of a particular unit • Writing a common delivery plan for each course (common for all the CoTs) • Changing the course material or part/s of the material to suit learning outcomes (e.g., re-writing parts of published textbooks) • Revising the selection of text and reference books for each course • Revising common blueprints (test specifications) for the exams • Amending assessment guidelines such as changing continuous assessment formats/scheme to evaluate student achievement of learning outcomes • Reviewing benchmarking activities 	<ul style="list-style-type: none"> • Reviewing Graduate Attributes for each strategic planning cycle • Revamping program objectives and learning outcomes • Changing credit/contact hours (theory/practical) • Proposing changes to student entry and progression requirements • Phasing out of programs • Introduction of new programs • Rebalancing the no. of specialized courses with the general requirement courses for each level of study • Major changes to the educational plans/designs – length of semesters, program duration, number of courses in a program • Changing college electives • Changing prerequisites for a program • Changing the whole assessment scheme

* These are some illustrative examples for each category and are by no means exhaustive.

SECTION 2.0 Responsibility for Curriculum Development

This section outlines the roles and responsibilities of the bodies involved in Curriculum development and review work. **Figure 2** describes the respective roles of individual colleges, specialization committees and the Directorate General of Technological Education with respect to curriculum development and review.

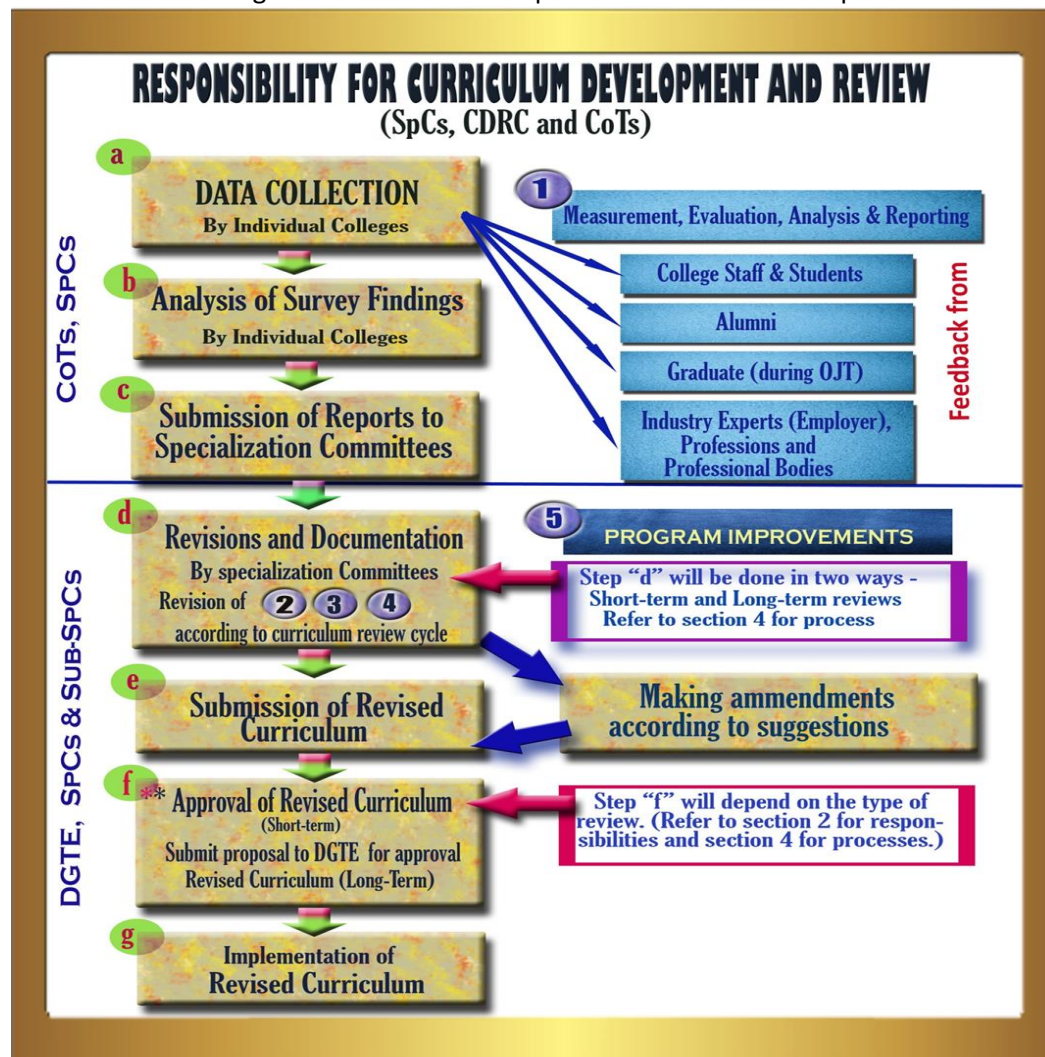


Figure 2

The responsibility for the Curriculum Development and Review (CDR) is carried out by different bodies at two levels as follows:

Level 1: Ministry level:

- **Technical Committee (TC):** The Technical committee/Dean’s Council will be responsible for overseeing the functions of the SpC and provides the overall direction for the Curriculum Review Processes. The TC is the approval authority for the long term changes made to the curriculum. In addition the TC also decides on the offering of new programs and/ or specialisations and courses.

- **Academic Affairs Department at the MoM:** The Academic Affairs Department at the Directorate General of Technological Education will liaise closely with the Heads of Specialization Committees for Curriculum Development and Review and will be responsible for implementing the relevant recommendations from the Board of Trustees and the Technical Committee, through the Specialization Committees. Together they will provide the specialisation committees with the plans and tools required to carry out the curriculum development and review processes. *(see Appendix A, for the structure, membership and Terms of Reference of the specialisation committees)*
- **Specialisation Committees (SpCs):** These are the committees instituted by the Office of the Undersecretary for Technological Education and Vocational Training (MoM) according to a Ministerial Decree (No.: 3/2011 dated 6th February, 2011) and its amendments thereof. There exists a SpC for each specialisation offered by CoTs which is responsible for attending to systematic changes in the programs that are being offered and also to attend to the introduction or proposing the need for introduction of new programs. The members of this committee are the Heads of the Departments of the relevant specialisation. One of them will be the Chairperson elected/ nominated by H.E the Under-Secretary. The coordinator may be a Head of Section of the relevant department in any of the CoTs, who may be elected from among the members/nominated by Under-Secretary. This committee's responsibilities with respect to curriculum development and review are more fully listed in Table 2. The specialisation committees are responsible for the approval of the short term changes proposed by the Sub-SpCs.
- **Specialisation sub-committees (Sub-SpCs):** These are the committees constituted by the DGTE for each sub-specialisation on the recommendations of the nominations by the SpC. Each college has a member represented if that specialization is available in the College. The member will be a subject specialist for each specialization such as a senior lecturer/Head of Section/a testing coordinator. The number of members will depend on the sub-specializations offered by each department. The committee's responsibility with respect to curriculum development and review are listed in Table 2.

Level 2: Colleges of Technology:

- **Heads of Departments and Centres (HoDs/HoCs):** They are responsible for collating and forwarding the reports from the Curriculum Review Committees (CRCs) to the College Dean and the respective Sub-SpCs. They are also responsible for the implementation of revised programs and courses.
- **Curriculum Review Committees (CRCs):** This is a committee constituted in each department of the CoT with members from all the specializations under that department and external members (Refer to “Mechanism of collecting feedback from Industry on GAs, LO and Curriculum in CoTs” version 1; 2015 section 4.3 page 80). The committee’s responsibility with respect to curriculum development and review is to study the program review feedback submitted by the program coordinators in light of the industry needs and current developments in the field. The responsibilities of the committee is more fully listed in Table 2.
- **Program coordinators/HoS:** They are responsible to review a program based on the review of all the courses under that program during Sem1 and Sem2.
- **Course coordinators:** They are responsible to review a course offered during every semester except summer semester.
- **Department/Centre QAOs:** They are responsible for the following :
 - Data collection based on the forms received from the SpC/CRDC
 - Analyse feedback received from the internal and external stakeholders
 - Consolidation of reports based on analysis of feedback
 - Submission of consolidated reports to the HoD/HoC and Head of College Quality Assurance Department

Table 2: Activities involved in Curriculum Development and Review

Activities	Responsible Body
1. The Department QAOs collect feedback from stakeholders, liaise with their HOD/HoC, and forward the Self- Assessment Reports (SARs) to the college QAD. 2. The Department HoDs conduct meeting of the CRC to consolidate the program review reports, feedback from industry, and professions and professional bodies and send a copy of the report to the concerned sub-SpCs and the College QAD for documentation.	Colleges of Technology – CRC, Departments/ Centres
3. Ensure the CRC feedback is collected from all the CoTs where the specialization is offered. 4. All the members study, discuss and agree the recommendations received from all the CoTs and forward it to the SpC for approval of short-term curriculum review.	Specialization sub- committee
5. All the members deliberate on and approve the summary of recommendations from the CDRC for short-term curriculum review. 6. Short-term revisions to the curriculum should be approved by a majority vote within the SpCs. 7. The Head of SpCs forwards the CDRC recommendations/revisions for long-	Specialization Committees

Activities	Responsible Body
<p>term curriculum review to the AAD – DGTE.</p> <p>8. The Head of SpCs and the coordinator follows up the matter with the AAD – DGTE for speedy approval of long-term recommendations/revisions.</p> <p>9. The Head of SpCs ensures the systematic, uniform implementation throughout the CoTs of the approved short-term and long-term recommendations, new programs or any other recommendations made by the SpC or DGTE.</p>	
<p>10. The Coordinator prepares action plans which includes the timeframe for activities from receiving feedback from all the colleges up to the implementation of the approved recommendations (refer to Tables 5.1, 5.2 & 5.3).</p> <p>11. The members nominated by the Chairperson summarize and analyze the reports received from all the CoTs and prepare a detailed summary of recommendations under two categories, i.e. short-term and long-term.</p> <p>12. The short-term and long-term review recommendations/ suggestions are forwarded to the specialization committee for approval then sent as proposals to the SpCs and AAD – DGTE.</p> <p>13. After approval from the SpCs (short-term), TC / Deans Council (long-term), the members nominated by the Chairperson review and revise the changes to curriculum according to the recommendations and forward the changes/ revised curriculum to the SpC for dissemination.</p>	<p>Curriculum Development and Review Committee (CDRC)</p>
<p>14. The DGTE, through the Academic Affairs Dept., agrees with the Heads of Specialization Committee on the deadlines, Action Plans and the appropriate tools to conduct curriculum review and development.</p> <p>15. SpCs approve/revise the short-term changes proposed by CDRCs.</p> <p>16. The DGTE through the AAD and Heads of Specialisation Committees should authorise the implementation of the revised curriculum.</p>	<p>DGTE – Through the Academic Affairs Dept. and the Heads of Specialisation Committees</p>
<p>17. The TC/Deans Council deliberates on and approves the long-term review recommendations/revisions for timely implementation.</p> <p>18. The TC ensures the provision of required resources for implementing and monitoring the revised curriculum.</p> <p>19. The TC ensures that the curriculum is implemented consistently across all the CoTs.</p>	<p>Technical Committee (Deans' Council)</p>

Note:

- The SpC members, College QAD, HoDs/HoCs, Department QAOs, should meet the deadlines according to the Action Plan.
- The HoDs/HoCs should implement the Specialization Committee’s recommendations/the revised curriculum.
- All the SpC members should meet at least once a month to discuss the issues related to curriculum review/development, or as and when deemed necessary

SECTION 3.0: Communication Channel

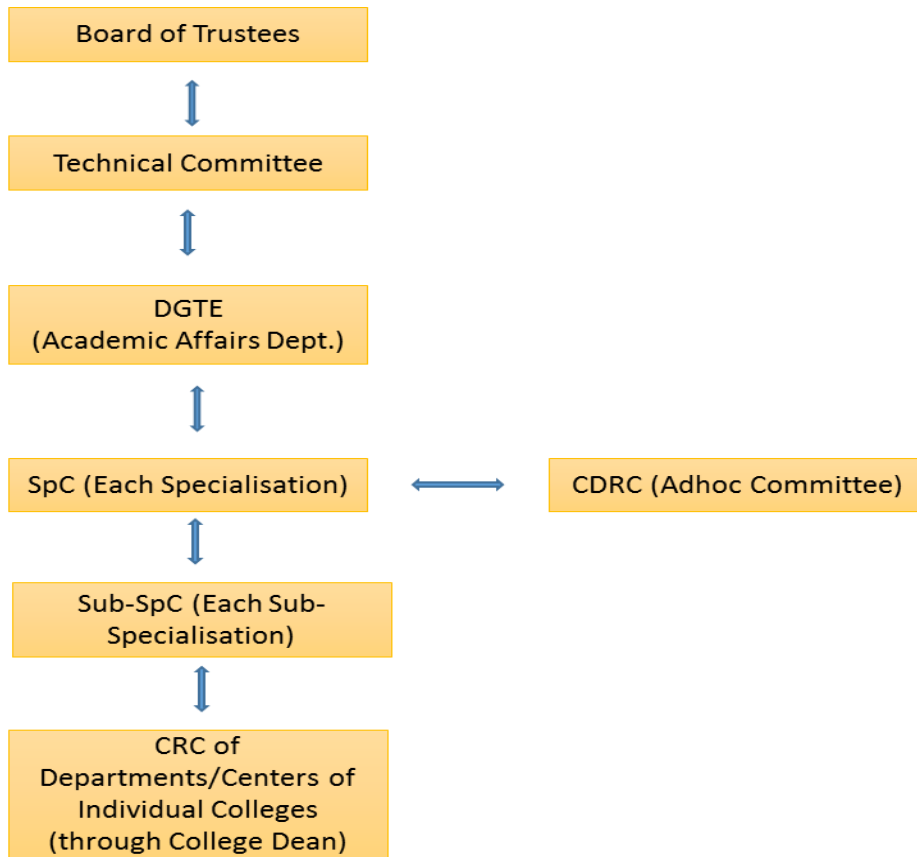


Figure 3

Figure 3 shows the communication channels between and among all the parties involved in curriculum review/development. For the CoTs all the communication to and from the Specialisation Committees should be through the College Dean. The Specialisation Committee is the authority to approve short-term changes to the curriculum and the Technical Committee is the highest authority responsible for approving the long-term changes under their authority based on the recommendations of the specialisation committees.

The details pertaining to the frequency of meetings, modes of communication, procedures for decision-making and documentation and so on should be agreed upon by the respective committees as part of the procedures for their functioning/operation.

SECTION 4: Curriculum Development and Review

The Curriculum Development and Review process consists of the following steps:

Step 1: Collection of Feedback

Table 3: Methods of collecting feedback on courses and programs through internal and external stakeholders

S.N	Survey Name	Unit responsible	Frequency of Survey	How it is conducted	When should it be conducted	Remarks
1.	Student Feedback on Courses (Form 1 A)	Academic Departments	All courses 30 months cycle	Collected online or manually	Towards the end of the semester after the final exams	CIMS should be programmed such that the students cannot access their final exam results until they complete the evaluation.
2.	Staff Feedback on courses (Form 1A)	Academic Departments	All courses 30 months cycle	Collected online or manually	At any time or if the lecturer is teaching the course for the first time, then the evaluation should be conducted at the end of the semester.	
3.	Alumni Feedback on programs	Students Affairs	Ongoing (after graduation)	Collected online or manually	Just before the graduation ceremony	The feedback collected annually will be compiled and analyzed after 60 months cycle (end of the SP cycle).
3.	Graduate Feedback on programs (Form 1B)	On-Job Training Unit	Ongoing (during OJT)	Collected online or manually	During the submission of the OJT Log-book	The feedback collected annually will be compiled and analyzed after

						60 months cycle (end of the SP cycle).
4.	Staff Feedback on Programs (Form 1B)	Academic Departments	After 60 months cycle (end of the SP cycle).	Collected online or manually	At any time during the AY	The feedback collected annually will be compiled and analyzed after 60 months cycle (end of the SP cycle).
5.	Industry Feedback on Programs (Form 1B)	Academic Departments	2-3 workshops in each SP cycle.	Should be conducted by departments through workshops and meeting with the industry to collect a feedback report on programs.	At any time during the AY	The feedback collected from workshops will be compiled and analysed after 60 months cycle (end of the SP cycle).

A) Collecting feedback from stakeholders:

The AAD with the heads of Specialisation Committees will prepare the overall Action plan for the process of curriculum development and review, and disseminate the Plan to all the CoTs. Each HoD of department/centre within the CoTs should collect feedback on programs preferably during the 2nd semester of every academic year and courses during 1st and 2nd semester of every academic year from program and course coordinators. Feedback on programs and courses should cover aspects, such as learning outcomes, content, and assessment for each course taught, and relevance and appropriateness of the programs and courses, as well as the attainment of graduate attributes.

The department/centre QAO should consolidate all the feedback in Forms 2A & 2B (Course Evaluation and Program Evaluation respectively) and submit it to the Specialization sub-Committee as per the deadline in the Action Plan. The evaluation survey forms should have a percentage respondent of 90% and above and a rating of 3.5 and above in each category for the feedback to be addressed by the specialization committees.

1. **Course Review:** The Course review is carried out by the course lecturer/ coordinator after completing the course during each normal semesters and provide the feedback using the course review form (2A). The course review form reflects the feedback rating from students and staff on the course, and assessments. In addition to this, the course coordinator or lecturer reflects his/her opinion on the following points

- a. The general comments about the results of the assessments
 - b. The strengths and weaknesses regarding the Course Learning Outcomes (CLOs) in relation to the Program Outcomes (POs)
 - c. Suggestions to improve the course in terms of CLO review, course material review, and assessments.
 - d. Identification on the extent of coverage of outcomes and attainment of planned GAs
 - e. The Rates the different components of the course on a 1-5 scale
 - f. Finally, the overall rating for the course and a detail about proposed revision if identified in the earlier section (refer point c above) of the form.
2. **Program Review:** The Program review is carried out by the HoS/Program coordinator and it is based on all the course review reports submitted after completing the semester. Program review is conducted after completing each normal semester of the AY. The program review is accomplished by providing the feedback based on the program review form (Refer appendix; form 2B). The program review form reflects the feedback rating from students and staff on the program. The general comments section in the form reflects the overall rating of all the courses under the program. It also identifies the course/s which has been suggested for major revisions. Also, it reflects the resources and PO meeting the intended knowledge, cognitive skills and general competencies for the program. In addition to this, the program coordinator or HoS reflects his/her opinion on the following points
 - a. The strengths and weaknesses regarding PO meeting the GAs, and the courses included under the program
 - b. Suggestions for improvement of the PO and its component courses
 - c. Finally, the overall rating of the program on 1-5 scale (where 1 indicates poor and 5 excellent) and revision details proposed if identified in the earlier section (refer point b above)
3. The CRC in each department is entitled to study and analyse the review reports of the programs received from the program coordinator/HoS. The CRC submits its report by filling out the form (form 2C) to the Sub-SpC through proper channels. The program review form 2B must also be appended to form 2C.
4. The feedback received from industry during the Industry Feedback Workshop (IFW) adds to the compendium of feedback received on the curriculum, LOs, and GAs. These feedback are consolidated as a report and sent to the Sub-SpC through proper channel. Feedback received through other tools by a CoT will also be considered while revising the curriculum and its components and will be submitted to the Sub-SpC. (Refer to “Mechanism of collecting feedback from Industry on GAs, LO and Curriculum in CoTs” version 1; 2015)
5. The CoTs are expected to ensure that their curricula remains relevant to the professions in the area of the specialization by collecting feedback on the curriculum from professionals and also from professional bodies. The staff and student those who are members on the professional bodies are expected to provide in-depth feedback on the curriculum.

B) Mapping and Gap Analysis:

Each department/centre CRC should consolidate the gap analysis in Form 2C and submit it to the Specialization Sub-Committee as per the deadline in the Action Plan.

Step 2: Summarizing and analyzing the feedback

- The Sub-Specialization Committee will summarize and analyse the short-term changes suggested by the CRCs in the given format (Form 2C) and seek approval for necessary changes to the curriculum from the Specialization Committee.
- Each Specialization Committee will constitute an *ad hoc* committee (Curriculum Development and Review Committee – CDRC) to summarize the feedback reports and gap analysis reports submitted by the CoTs. The *ad hoc* committee will synthesize the reports and propose recommendations for long-term changes in the curriculum in the given format (**Forms 3A, 3B, & 3C**) and send them to the Specialization Committee for action.
- The Specialization Committee will review the recommendations of the *ad hoc* committee for long-term changes and forward their proposals to the TC for approval

Step 3: Approving and Revising the Curriculum

- **Short-Term Revisions in the Curriculum:** The Specialization Committee will review the proposed changes (Form 2C) and decides on the appropriate course of action.
- **Long-Term Revisions in the Curriculum:** The TC is ultimately responsible for approving Long-term changes in the curriculum based on the recommendations of the specialisation committees and they will decide on the appropriate course of action.
- After approval from the Specialisation Committee/TC, the CDRC should consolidate the changes to the curriculum in Form 4 and forward the revised curriculum to the Specialisation Committee for dissemination.

Step 4: Dissemination and Implementation of the revised curriculum

- After approval, the SpC will ensure that the revised curriculum is disseminated without delay to all the CoTs for implementation with appropriate guidelines.
- The HoDs/HoCs are responsible for guiding the departments/centres in smooth implementation and monitoring the implementation.
- The HoDs/HoCs should also organise workshops/seminars required to create awareness among and help the users in the smooth implementation of the revised curriculum.

Step 5: Feedback and Review

After completion of step 4, it is necessary to start again from step 1 to see the effect of improvement, as curriculum development and review is a cyclical process. It is very important to collect feedback from stakeholders annually as per table 3. It must, however, be noted that a new curriculum introduced based on long-term review recommendations should be further changed only after implementation for a minimum period of 3 years.

Documentation

- The Heads of Specialization Committees are responsible for maintaining all relevant documents – data, forms, reports and communications – in a way that enables easy documentation and retrieval of information relating to curriculum development and review.
- In addition, a copy of each of these documents has to be kept in the Academic Affairs Dept. at the DGTE's office.

SECTION 5.0 Timeframe for Curriculum Development and

The curriculum development and review processes outlined earlier should be carried out according to the action plans. Sample action plans are shown in Tables 4, 5 & 6 below.

Table 4: Sample Action Plan for Curriculum Review – Short-Term

Curriculum Review Action Plan – Short-Term (1 Academic Year)			
SL no:	Activities	Responsibility	Expected Outcome
1.	Data collection from Departments/Centres (Forms 2A)	Course coordinators	Course review feedback
2.	Data collection from Departments/Centres (2 B)	Program coordinators	Program review feedback
3.	Summarising and submitting recommendations to Sub-SpC (Form 2C)	CRC	Compilation reports
4.	Approval of Short-Term recommendations	SpC	Changes approved and Plans for revision of curriculum disseminated to CDRC
5.	Revision of curriculum	CDRC	Revised curriculum
6.	Approval of revised curriculum	SpC	Revised curriculum approved
7.	Dissemination of revised curriculum	SpCs and CDRCs	Revised curriculum disseminated to CoTs
8.	Implementation of revised curriculum	HoDs/HoCs	Revised Curriculum implemented

Table 5: Sample Action Plan for Curriculum Development and Review – Long-Term for Existing programmes

Curriculum Review Action Plan – Long-Term (3-5 Academic Years)			
SL no:	Activities	Responsibility	Expected Outcome
1.	Data collection from Departments/Centres (Forms 2A)	Course coordinators	Course review feedback
2.	Data collection from Departments/Centres (Forms 2B)	Program coordinators	Program review feedback
3.	Summarising and submitting recommendations to Sub-SpC (Form 2C)	CRC	Compilation reports
4.	Summarising and submitting recommendations to SpC (Forms 3A, 3B, & 3C)	Sub-SpC	Compilation reports
5.	Submit Long-Term recommendations to the DGTE	SpC	Recommendations send to DGTE
6.	Approval for Long-term recommendations	TC	Approved curriculum
7.	Revision of curriculum	CDRCs	Revised curriculum
8.	Dissemination of revised programs and plans	SpCs and CDRCs	Revised curriculum disseminated to CoTs
9.	Implementation: procuring required resources , piloting revised plans and programs, phasing out old programs/courses	Dean, ADAA, HoDs/HoCs	Revised Curriculum implemented

Table 6: Sample Action Plan for Curriculum Development and Review – Introduction of New programs/courses

Curriculum Development Action Plan – Long-Term (3-5 Academic Years)			
SL no:	Activities	Responsibility	Expected Outcome
1.	Submission of Long-Term recommendations to the DGTE / New programs proposed by the Deans council	SpC	Recommendations send to DGTE
2.	Approval for Long-term recommendations / New programs	TC	Approved curriculum
3.	Formulation of new curriculum	CDRC	New curriculum
4.	Dissemination of new programs and plans	SpCs and CDRCs	New curriculum disseminated to CoTs
5.	Implementation: procuring required resources , piloting new plans and programs, phasing out old programs/courses	Dean, ADAA, HoDs/HoCs	New Curriculum implemented

SECTION 6.0 Related Documents and Appendices

Related Documents:

- 1. CoTs Strategic Plan (Strategic Directions)**
- 2. Oman Academic Standards for General Foundation Programs (OAC/OAAA)**
- 3. Common Pedagogical Framework**
- 4. Mechanism for Collection of Feedback from Industry on GAs, LOs and Curriculum of Colleges of Technology version 1.0; Nov. 2015**
- 5. Benchmarking procedure (to be developed)**

Appendices:

- 1. Forms 2A, 2B & 2C: Review templates (to be used by every department/centre)**
- 2. Forms 3A, 3B & 3C: Synthesizing Curriculum Revision Proposals from CoTs (to be used by the CDRC)**
- 3. Form 4: Consolidated Recommendations based on Curriculum Review Process (to be used by CDRC & SpC)**

References:

1. CDRF version 1; 2013
2. Mechanism for Collection of Feedback from Industry on GAs, LOs and Curriculum of Colleges of Technology version 1.0; Nov. 2015
3. O'Donnell, Sharon (2001). International review of curriculum and assessment frameworks: Thematic probe. Inca.org.uk. June 2001(PDF file). Accessed on 27th October 2012 from http://www.inca.org.uk/pdf/200109_International_review_of_curricukum_and_assessment_Frameworks-thematic_Probe_early_years.pdf
4. National Council for Curriculum and Assessment (NCCA). (2007). Draft curriculum framework and guidelines for children in detention and care. ncca.ie. 2007. Accessed on 27th October 2012 from http://www.ncca.ie/uploadedfiles/Curriculum/inclusion/Draft_CiDC_FW_GL.pdf
5. Diamond Robert M. and Gardiner Lion F. (2000). The National Academy for Academic Leadership: Curriculum Review. thenationalacademy.org. 2000. Accessed on 27th October 2012 from <http://www.thenationalacademy.org/readings/curriculum.html>
6. QAD (2012). Addressing OAAA Recommendations. QAD Presentation at the Workshop for Specialization Committees, 17th October, 2012.
7. The University of Western Ontario Teaching Support Centre. (2009). Western guide to curriculum review. ISBN 978-0-7714-2703-9.

Form 2A

Course Review Form

This form is to be filled-out by each course coordinator after the declaration of results of each normal semester and to be submitted to the program coordinators to consolidate it and to serve as an input to the program review process.

Course Information

Course Title		Course Type	
Course Code		Contact Hours	
Department		Passing Mark/Grade	
Program		Specialization	
Pre-Requisite		The reviewed course is a Pre-Requisite for	

Review Information

Student course feedback survey rating :	Staff course feedback survey rating :
Student Feedback survey rating on Assessments:	Staff feedback survey rating on Assessments:

General Comments:

How many sections were there?
How many staff taught the course?
What is the grade distribution?
 Is there any section/s, which showed remarkable difference in grade distribution compared to the other sections? If yes any reason/s identified?

Strengths and Weaknesses:

What are the strengths and weaknesses of the (Course learning outcomes) CLOs with regard to the (Program Outcomes) PO?
What are the strengths and weaknesses of the CLOs with regard to the GAs?
What are the strengths and weaknesses of the course material with regard to coverage of CLOs?
What are the strengths and weaknesses of the assessment designed in assessing the CLOs?

Suggestions for improvement:

Do you suggest improvement in the CLOs and how?
Do you suggest improvements in the course material coverage to achieve the CLO?
Do you suggest improvements in the assessments?

Outcome Coverage:	Graduate Attributes Attained:
Outcomes fully covered: Outcomes partially covered: Outcomes not covered:	

Course Score:

Note: Enter a score between 1 to 5

Relevance of the CLO to the PO	Course Material Coverage with regard to the CLOs	Time period for covering the CLOs	Practical component of the course with regard to CLOs	Assessment types suitable to assess the CLOs

Overall rating of the course

5 - Excellent **4 - Very Good** **3 - Good** **2 - Fair** **1 - Poor**

Revision Proposed

Reviewer's Name & Signature

Date:

Academic Year: 20 /20

Semester

Form 2B

Program Review Form

This form is to be filled-out by each HOS/program coordinator and to be submitted to the HOS (in case of program coordinator is not the HoS) for further action by the HOD.

Program Information

Department	
Program Title	
Specialization	
Number of courses as Department & Specialization Requirements	
Number of Courses as College Requirements	

Review Information

Student feedback survey rating on program :	Staff feedback survey rating on program :
--	--

General Comments:

Feedback from course review by including a bar chart to show a comparison of overall rating for all the courses under the program.
 A brief analysis of the final rating of the courses based on the above chart
 Are there any course/s identified for major revision? What is the revision suggested?
 Are the resources suitable to cover the outcomes of the program (both HR and Physical)?
 Do the program outcomes inculcate the Knowledge, cognitive skills and general competencies intended?

Strengths and Weaknesses:

What are the strengths and weaknesses of the (Program Outcomes) PO?
What are the strengths and weaknesses of the PO with regard to the GAs?
What are the strengths and weaknesses of the courses covered for the PO?
What are the general strength and weaknesses of the program?

Suggestions for improvement:

Do you suggest improvement in the PO and how?
Do you suggest improvements in the course/s taught under the program?
Any improvements you like to include in other programs affecting this program

Overall Evaluation of the Program

5 - Excellent
 4 - Very Good
 3 - Good
 2 - Fair
 1 - Poor

Revision Proposed

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Reviewer's Name & Signature
Academic Year: 20 /20

Date:
Semester:

Form 2C

CRC Review Report

This form is to be filled-out by CRC and to be submitted to the HOD.

CoT				
Department				
Academic Year				
Program				
Level				
Review Information				
Course	Identified Problems (Refer form 2A & 2B)	Revision (Short Term-ST Long Term-LT)	Proposal (Recommendations)	Perceived Impact of the Proposal

Refer to form 2B appended with this form for details

Approved by: _____
HoD; Chairperson, CRC
Date: _____

Submitted to: _____
Head, Sub-SpC
Date: _____

**Colleges of Technology
Consolidated Self-Assessment Reports**

CDRF Form 3A: Curriculum-Revision Proposals Template

Specialization Sub-Committee		Academic Year	
Program		Level	

No.	Identified Problems (Refer to CDRF Forms 2A & 2C)	Proponents (Total number & Name of CoTs)	Remarks		Proposed Recommendations
			Accepted (Short Term -ST) (Long Term -- LT)	Not Accepted (Reason/s)	

Prepared by: _____
 Head, Specialization Sub-Committee
 Date: _____

Submitted to: _____
 Head, Specialization Committee
 Date: _____

**Colleges of Technology
Consolidated Self-Assessment Reports**

CDRF Form 3B: Short- Term Curriculum Revision Proposals Template

Specialization Committee		Academic Year	
Program		Level	

Course	Identified Problems (Refer to CDRF Forms 2B & 2C)	Proponents (CoTs)	Proposals (Recommendations)	Perceived Impact of Proposals

Prepared by: _____
 Chairperson, CDR Committee
 Date: _____

Submitted to: _____
 Head, Specialization Committee
 Date: _____

**Colleges of Technology
Consolidated Self-Assessment Reports**

CDRF Form 3C: Long- Term Curriculum Revision Proposals Template

Specialization Committee		Academic Year	
Program		Level	

Course	Identified Problems (Refer to CDRF Forms 2B & 2C)	Proponents (CoTs)	Proposals (Recommendations)	Perceived Impact of Proposals

Prepared by: _____
 Head, Specialization Committee
 Date: _____

Submitted to: _____
 Technical Committee
 Date: _____

**Colleges of Technology
Consolidated Recommendations based on CDR Process**

CDRF Form 4: Summary of Approved Curriculum Changes Template

Program		Academic Year	
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No.	Courses Reviewed	Changes Approved	Approval details (Approving body and date)	Start of Implementation

Prepared by: _____
 Head, Specialization Committee
 Date: _____

Note: This completed form is sent to the Colleges of Technology for the implementation of approved Changes.