

## Curriculum and Approaches of Curriculum

### Planning:

### A Methodological Literature Review

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#### සාරාංශය

විෂයමාලාව සහ වර්තමාන විෂයමාලා සැලසුම්කරණය කෙරෙහි අධ්‍යාපනික පර්යේෂණයන්හි සැලකිය යුතු අවධානයක් යොමු වන්නේ සම්පූර්ණ අධ්‍යාපන අත්දැකීම නියාමනය කළ හැකි රාමුවක අවශ්‍යතාව අනුව ය. විෂයමාලා සංවර්ධනයට සහ එය ක්‍රියාත්මක කිරීමට විෂයමාලාවේ කාර්යභාරය පිළිබඳ මනා අවබෝධය සහ විෂයමාලා සංවර්ධනයේ විවිධ න්‍යායාත්මක ප්‍රවේශ සහ අවස්ථාවෝචිත භාවිතයන් පිළිබඳ විමර්ශනය වැදගත් වේ. මෙම අධ්‍යයනය විෂයමාලා සැලසුම්කරණය සහ සංවර්ධනය පිළිබඳ වර්තමාන න්‍යාය සහ භාවිතයන් පිළිබඳ සිදු කළ ක්‍රමවේදාත්මක සාහිත්‍ය විමර්ශනයකි. විෂයමාලා සැලසුම්කරණ වක්‍රය සහ විෂයමාලා සැලසුම්කරණයේ මූලික කරුණු හඳුනා ගැනීම සහ සාහිත්‍ය විමර්ශන පදනම් කර ගනිමින් විෂයමාලා සංවර්ධනයේ විවිධ න්‍යායාත්මක ප්‍රවේශ ඇගයීම මෙම අධ්‍යයනයේ අරමුණු වේ. විෂයමාලාව යනු අධ්‍යයන පාඨමාලාව සහ අධ්‍යාපන අත්දැකීම සැලසුම් විය යුතු ආකාරය දැක්වෙන රාමුවක් බවත්, විෂයමාලා සැලසුම්කරණය යනු එකිනෙකට සම්බන්ධ ක්‍රියාවලියක් බවත්, ඉගෙනුම් ඵල පිළිබඳ අවධානය යොමු කරන විට විෂයමාලා සැලසුම්කරණය පිළිබඳ නිර්දේශාත්මක ආකෘති වඩා ඵලදායී වන නමුත් අධ්‍යයන ක්‍රියාවලියට බලපාන අභ්‍යන්තර සාධක පිළිබඳ සැලකීමේ දී විස්තරාත්මක අකෘතිවල ද ප්‍රබලතා ඇති බවත් මෙම විමර්ශනයෙන් සොයා ගන්නා ලදී. විෂයමාලාවේ කාර්යභාරය හඳුනා ගනිමින්, විෂයමාලා සැලසුම්කරණය සහ සංවර්ධනය පිළිබඳ න්‍යායාත්මක ප්‍රවේශ සහ භාවිතයන් ඇගයීමට ලක් කරන මෙම විමර්ශනය අධ්‍යාපනික පර්යේෂණ ක්‍ෂේත්‍රය සඳහා වැදගත් වේ.

**ප්‍රමුඛ පද:** අධ්‍යයන පාඨමාලා, ඉගෙනුම් ඵල, විෂයමාලා සැලසුම්කරණය, විෂයමාලාව

## Abstract

Curriculum and the present planning of curriculum is given considerable attention in educational research as it is necessary to have a framework to administer the educational experience. Proper understanding of the function of a curriculum and reviewing various approaches and best practices of curriculum planning are useful in developing curricula and their execution. This study is a methodological literature review of the present literature about curriculum planning and development. The objectives of this study are to identify the cycle and main concerns of curriculum planning and to assess the approaches of curriculum planning based on literature reviews. It was discovered through this review that curriculum is a framework that explains a programme of study and how an educational experience is planned, curriculum planning is an interrelated process and prescriptive models of curriculum planning are more effective when concerning the outcomes, yet descriptive models also contain strengths concerning internal factors. This review is significant in educational research to identify the curriculum and assess the curriculum planning and development approaches.

**Keywords:** Curriculum, Curriculum Planning, Educational Programme, Learning Outcomes

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## 1. Introduction

Education has a direct impact on the intellectual development of humans. Thus, proper administration of the education system is of utmost importance. The curriculum's planning, alignment, development, and practice also play pivotal roles in higher education management. This process needs continuous presiding over, leading to achieving educational, intellectual, and professional goals. Hence, identifying the utility of a curriculum and assessing the applicability of various approaches to curriculum planning is significant in planning educational experiences. This study reviews available theories, literature, curricula research, and curriculum planning trends. This review paper aims to find the answers to the questions based on literature reviews: what are the main concerns of the cycle of curriculum planning and what are the strengths, weaknesses, and opportunities of the approaches of curriculum planning?

### Curriculum and Its Background

'Curriculum' is an important term associated with the education system and its management. The word 'curriculum' has derived from the Latin word *currere* which refers to the meaning 'to run', developed as a 'running, course, career', and later referred to a fixed course of study at a college, university or school' (Etymonline, 2020). This indicates a framework for teaching and learning in an educational institution.

'Curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives' (Indiana Department of Education, 2010, as cited in Glatthorn et al., 2012, p. 4). According to Joshi and Salunke (2006, p. 40), 'curriculum can be identified as the detailed and clear teaching outline prepared according to the specific goals and objectives.' Comparing key factors in two definitions of curriculum: the role of the teacher in directing learners, and management of learning experience and development of curriculum, they emphasise some other factors that influence curriculum. They are social forces and pressures, the development stages of learners, the nature of learning, and the nature of knowledge. Students at all levels are expected to contribute to the sustainable development of society according to their capacity. Joshi and Salunke (2006) further state that an education system that prepares adult learners for this social role needs to be concerned with vocational aims and human development as basic factors that influence a curriculum. Vocational aims will solve the problem of unemployment and livelihood and strengthen the trust for better education of future generations as well, while human development based on physical, intellectual, emotional, and moral aspects supports developmental tasks expected by society.

In terms of the content of the curriculum, the place of the programme of study in a hierarchy of programmes, body of knowledge, and opportunities for interdisciplinary and multidisciplinary studies influence the decisions about curriculum (Ashworth and Harvey, 1994). These social and educational factors cannot be excluded in planning educational experiences as education is a social process.

Based on the distinctions, curricula are available in different types. The curriculum that is regulated and documented is known as the official or planned curriculum, whereas the reality of the learning experience is known as the actual or received curriculum (Kelly, 2004). Mismatches in planned and received curricula are naturally expected as implementers and receivers are humans and intentions of the planners might not be reached as expected. Hence, curriculum planners are expected to be aware of this gap and to predict remedial actions to bridge the planned curriculum and the received curriculum as much as possible. In addition, assessment, appraisal, and accountability in curriculum implementation can be used as key instruments for better education management. As further expressed by Kelly (2004), other related but different terms of curriculum are formal curriculum and informal curriculum; formal curriculum specifies specific teaching and learning activities with precisely allocated periods while informal curriculum is defined through informal activities which are generally known as 'extracurricular activities' and which can foster the skills development of learners. For instance, cultural activities, projects of student societies, journeys, and voluntary activities can benefit most of the soft skills expected from a learner at any level.

Glatthorn *et al.* (2012) have described several other types of curricula, which may be argued to be included in the previously mentioned types of curricula, stating that these classifications may not be completely useful for curriculum workers but knowing the slight differences between these types of curricula may help curriculum studies in the present context. Hence, they have explained the slightly different denotations of recommended curriculum, intentional curriculum which includes written curriculum, supported curriculum, taught curriculum, tested curriculum, learned curriculum, and hidden curriculum. The curriculum recommended by individual professionals, scholars, and curriculum reform commissions, which may incorporate curriculum needs is known as the *recommended curriculum*. The *intentional curriculum* is based on the conscious intentions of the educational system, in that regard, the *written curriculum* specifically defines general goals, subject objectives, and learning activities than of a recommended curriculum. As further explained by Glatthorn *et al.* (2012), the curriculum that reflects resources allocated to deliver the curriculum is identified as the *supported curriculum*. These resources are defined as time allocation for a subject, time allocated for the subject by the teacher, personal allocations regarding the size of class, and learning materials provided to be used in the classroom.

Next, the delivered curriculum which someone can observe while teaching is in action is identified as the *taught curriculum*. The *tested curriculum*, the final type which comes under intentional curriculum is the learning experience assessed through classroom tests conducted by the teacher and common tests based on that curriculum. On the other hand, all changes in viewpoints, values, and behaviours happen after the academic experience is known as the *learned curriculum*. Finally, as Glatthorn *et al.* (2012) state, the *hidden curriculum* which is sometimes misinterpreted as a set of efforts that are not exposed, contains the aspects of learned curriculum that surpass the intentional efforts; hence the students can benefit from unintended sources to foster their viewpoints, values and behaviours. These hidden aspects and implications that can indirectly improve education should not be excluded or ignored regarding curriculum (Kelly, 2004).

The terms 'curriculum' and 'syllabus' are sometimes used with the same implications, yet some confusion exist between the distinctions between the two terms. Richards (2001) in his book *Curriculum Development in Language Teaching* has stated that a syllabus that prescribes the content to be covered of a given course is only a part of the programme whereas curriculum is a far broader concept that proposes learning activities, what is being learned and how, how it is taught, what kind of supporting materials can be used, what would be the methods of assessment, and what facilities are needed to perform these actions. In addition, a similar idea is given by Verma (n. d.), and he further states that 'syllabus' is mostly used in the European context while 'curriculum' is often used in the American context. According to him, the 'syllabus' refers to the content of an individual subject whereas 'curriculum' is used for the whole content to be taught and objectives to be accomplished within an educational system, yet in the American context, the two terms are generally used as synonyms. Considering the above views, the word 'curriculum' would be the most appropriate term to identify a total plan containing learning objectives, content, delivering methods, weightage or scope of learning, assessment methods, and recommended supporting material.

The background of the curriculum indicates that it has been a response to the demands of the changing world. During ancient times, people learned independently and informally and then they tended to acquire knowledge from intellectuals. Later, the need for a system of education emerged as an approach to educate large groups of people who expected a peaceful existence in a developing civilization (Bandey, 2019a). During the last century, educational and curriculum reforms gradually happened until the eighth decade, being limited to minor revisions, yet in the last decades, curriculum reforms occurred rapidly while their scope broadened according to the demands of swift changes in the world (Medgyes & Nikolov, 2010).

Finally, the context of the 21<sup>st</sup> century is constantly demanding curriculum reforms to address the timely needs and to utilise recognised approaches for the sustainability of education. Simultaneously, the roles of policymakers, specialists, teachers, students, and mediators have been pivotal as each category provides a distinct impact on the process of curriculum reform, planning, and development.

In the context of Sri Lanka, the attempts at curriculum reforms and revisions for the humanities have been complex and challenging over the years. Evaluating the history of the development of universities, Senadheera (2001) has stated that after 1942, the number of graduates in the Arts stream rapidly increased contrary to other streams; hence their unemployment and issues with education management were forecasted in the University Council and Commission reports in the 1960s, yet no proper solutions were made. Assessing the situation from 1971 to 1989, Senadheera (2001) has further mentioned that neither the committees appointed to investigate the issues related to universities in the 1960s including the Jayarathna Committee nor the University Act of 1978 have paid proper attention to curriculum reforms or curriculum development. According to her, changes made by the University Amendment Act of 1985 were not relevant to curricula. Senadheera (2001) concluded in 1990 that curricula or study programmes were not timely updated, or no attempts were made to develop study programmes systematically.

Considering the attempts made in recent years, the first cycle of Institutional Reviews and Subject Reviews in Sri Lankan Universities and Higher Education Institutions was practiced from 2004 to 2013 by the Quality Assurance and Accreditation Council (QAAC) of the University Grants Commission based on the guidelines of the Quality Assurance Handbook for Sri Lankan Universities jointly published by the Committee of Vice Chancellors and Directors (CVCD) in 2002 (Warnasuriya *et al.*, 2015). Considering the experiences of this cycle of reviews, the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions was jointly developed by the University Grants Commission of Sri Lanka and the *Higher Education for Twenty-First Century* (HETC) project of the Ministry of Higher Education and published in 2015. Simultaneously, the Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions was also developed. In addition, the Sri Lanka Qualifications Framework (SLQF) which was first published in 2012 was a commendable attempt which serves as a nationally consistent framework for all higher education qualifications offered in Sri Lanka. The SLQF recognises the volume of learning of students, identifies the learning outcomes that are to be achieved by the qualification holders, and comprises twelve levels and the descriptors of each of the levels. Its updated version published in 2015, is currently in action (University Grants Commission, 2015).

Concerning the volume of learning, SLQF describes the volume of learning at each level in terms of credit and it defines the students' workload of a study programme as 1500 notional learning hours per academic year, and one credit is equal to 50 notional learning hours. It further describes that 'notional learning hours include direct contact hours with teachers and trainers, time spent in self-learning, preparation for assignments, carrying out assignments, and assessments' (University Grants Commission, 2015, p. 8). Therefore, all these should be considered when allocating a credit to a course unit and when designing a curriculum. In addition to the SLQF, the *Accelerating Higher Education Expansion and Development* (AHEAD) project which is a World Bank-funded Sri Lankan government operation also supports enhancing the quality of higher education at present.

## 2. Methodology

This paper follows the methodological literature review method which 'is a type of systematic secondary research which focuses on summarizing the state-of-the-art methodological practices of research in a substantive field or topic' (Chong and Reinders, 2021). Hence, in this methodological review, the literature about types of curricula, models of curriculum planning, methods, and procedures are summarised. This paper focuses on assessing the characteristics of the approaches of curriculum planning in terms of their strengths, weaknesses, and opportunities based on the literature.

## 3. Data Analysis and Discussion

The process of curriculum planning is conducted as a cycle. The curriculum cycle is carried out through four main phases: Needs Assessment, Design, Implementation, and finally, Evaluation of Outcomes. (Peyton and Peyton, 1998 as cited in Mckimm, 2003). In other words, a Needs Analysis is executed, and a Design-Down approach is made at the beginning of the process of curriculum planning. Feedback from lecturers, working graduates, most recently graduated students, stakeholders, and sometimes independent stakeholders are analysed. As suggested by Rajeev, Madan and Jayarajan (2009), the interrelated stages of any training or educational programme are Planning, Implementation, Programme Evaluation, and Follow-up. According to Mckimm (2003, p. 2), 'curriculum development is not carried out in isolation... but is a part of an iterative planning, development, implementation, and review cycle.' In addition, the quality of a curriculum is judged based on its relevance to present and future needs, aims and objectives, time constraints, content, progression, sequencing, integration, core skills, and accreditation (Ashworth, A. and Harvey, 1994).

Every cycle of curriculum planning or training must be evaluated systematically. The complete curriculum planning cycle in higher education consumes about five years. The *Kirkpatrick Model* (as cited in Kurt, 2018) developed by Dr. Donald Kirkpatrick is well-considered for evaluating and training educational programmes. Its four levels are Reaction, Learning, Behaviour, and Results. *Reaction* measures how participants react to the training or educational experience, *learning* analyses if they truly understood the training, *behaviour* examines if they are utilizing what they learned at work or in life, and the final stage of *results* determines if the plan had a positive impact on the organization. In other words, it evaluates the organisational performance (Kurt, 2018). Therefore, Kirkpatrick's model can be followed when planning a curriculum to identify the prerequisites of an educational programme, monitor its progress, and evaluate the outcome.

These aforementioned organizing stages of curriculum planning emphasise that curriculum planning is a process of interrelated steps that mainly focus on the situational and timely assessments, design, implementation, and review of the impact or outcome. Hence, there are many sub-factors in each phase to consider equally for the entire process of curriculum planning to become a success.

Concerning the rationality of the process of curriculum design and development, many educationists and specialists have presented various models. The two main types of curriculum models are **Prescriptive Models**, which specify what curriculum designers should do and how to create a curriculum, and **Descriptive Models** which describe what designers do and what a curriculum covers (Prideaux, 2003). Prescriptive models are concerned with results.

Ralph Tyler's curriculum model was presented around 1949, a prescriptive model that also led to 'objective models', and exemplifies early but important attempts at curriculum development (as cited in Prideaux, 2003; Tyler, 1950 as cited in Richards, 2001). According to him, four essential questions are required to be answered when developing a curriculum:

- 1) What educational purposes should the school seek to attain?
- 2) What educational experiences can be provided that are likely to attain these purposes?
- 3) How can these educational experiences be effectively organised?
- 4) How can we determine whether these purposes are being attained?

Their focus is mainly drawn on determining the objectives of the educational institution, identifying educational experiences related to purpose, organising educational experiences, and evaluating the purposes achieved.



Thus, Tyler's model is mainly product-focused. Richards (2001) has summarised Tyler's curriculum model as aims and objectives, content, organization, and evaluation. Assessing Tyler's model, Prideaux (2003) has given some criticisms; it is difficult and time-consuming, and skills such as higher-order thinking, problem-solving, and acquiring values are not considered as they cannot be clearly expressed in behavioural terms. He has appreciated this model as a good initial step for clearly stating the objectives and active participation of learners. However, behavioural objectives are no longer accepted in current trends in curriculum design.

The use of outcomes is becoming more popular in curriculum design and development in recent times. The outcome-based approach is another prescriptive model of curriculum design by which the curriculum is defined by the outcomes to be attained by students. It has a backward approach contrary to early, traditional methods of planning educational experiences; outcomes are identified first and content, teaching and learning, assessment, and evaluation are planned later (Prideaux, 2003). In contrast, the typical model of course design process had instructed the order as establish need and demand for a course, establish student characteristics, determine content, set goals and objectives, choose teaching and assessment methods, and at the end, implement, evaluate and adjust components as necessary (Toohey, 1999).

The situational model, which exemplifies the descriptive models, emphasises the importance of context in curriculum design. Its designers analyse the situation systematically; internal factors like students, teachers, institutional structure, existing resources, and shortcomings of the existing curriculum and external factors like social expectations and changes, expectations of employers, community assumptions, nature of subject discipline, nature of support systems and expected flow of resources are assessed (Prideaux, 2003). As Prideaux (2003) further states, all steps of this model: situational analysis, statement of intent, programme building in terms of content, teaching and learning and assessment, organisation and implementation, and monitoring and evaluation are required to be completed, yet they are not required to follow an order.

Current approaches to curriculum planning which mostly follow prescriptive models, give much attention to designing meaningful and measurable Learning Outcomes (LOs). According to the European Credit Transfer System Guide, 'Learning Outcomes describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning' (Alfauzan and Tarchouna, 2017, p. 83). Sri Lanka Qualifications Framework defines Learning Outcomes as 'statements that describe what learners should know, understand and can demonstrate upon the completion of a course or study programme' (University Grants Commission, 2015, p. 12).

Learning Outcomes are actual results achieved by the students after a course unit, yet the Intended Learning Outcomes (ILOs) are statements that predict what the students will be capable of, at the end of the learning experience.

The backward design of curriculum planning sets the Learning Outcomes first and organises teaching and learning, assessment and evaluation, and supplementary materials later accordingly. Referring to *Understanding by Design Framework* by J. McTighe and G. Wiggins, Hagen (2020) states the three basic principles of the workflow of backward design as identifying desired results, determining acceptable evidence, and planning learning experiences and instruction. Hagen (2020) emphasises that LOs must be appropriate to the level of the course, contain a specific and active verb and performance should be able to be measured through measurable assessments. She then lists a checklist for authentic formative and summative assessments to determine acceptable evidence, suggests planning activities to provide direct instruction, facilitate student thinking, instructs student practice and performance, builds in active learning opportunities, and organises engagement techniques to plan learning experiences and instruction to reach different goals of education. Finally, she raises the importance of checking the importance of alignment within the course and external to the course: alignment of outcomes at the course level, programme level, and institutional level.

Biggs and Tang (2011) state that an outcome statement can be made at three levels: Institutional Level, Degree Programme Level, and Course Level. They emphasise several conditions to consider when designing and writing course ILOs: what kind of knowledge is to be involved, what are the appropriate topics to teach, the purpose for teaching the topic, the level of understanding intended, and the context in which the outcome is to be enacted. Biggs (2011) identifies two types of knowledge: Declarative Knowledge and Functional Knowledge. Declarative knowledge which is second-hand knowledge, is tested orally or in writing and demonstrates knowledge (Biggs, 2003). On the other hand, functional knowledge tests the applicability and practice of knowledge, and it is promoted in OBE than declarative knowledge. In this case, action verbs given in Benjamin Bloom's revised taxonomy are widely recommended internationally and in Sri Lanka as well when writing ILOs in curriculum planning. Action verbs that are used to write ILOs are arranged in chronological order to match different levels of understanding. For instance, low-level verbs include verbs like define, describe, identify, recall, and explain whereas high-level verbs include verbs like evaluate, create, compose, design, and solve. Meaningful ILOs may demonstrate a wide range of cognitive and affective student attributes and abilities which are also expected from the graduate profile (Stefani, 2009).

Biggs and Tang (2011) further state that ILOs must be aligned to the institutional level, programme level, and course level, and this is possible with curriculum mapping. Hence, programme outcomes must be aligned with graduate outcomes, course ILOs with programme ILOs, and teaching/learning activities and assessment methods with course ILOs. The term 'course' referred to here is identified as 'a course unit' or 'course module' in some contexts.

According to the guidelines issued by the University of Worcester (2016) for curriculum planning at the University, credit is awarded for the achievement of Learning Outcomes at a specified level, all LOs should be assessable and must be assessed, teaching/learning methods and activities should be designed to support students towards demonstrating their achievement of the LOs, students should be provided with explicit information in the form of assessment criteria and the LOs for a specific course should include reference to the knowledge and understanding, intellectual or cognitive skills and key or transferable skills as well as subject-specific skills expected of a student completing the course. It further emphasises the need to consider the alignment of LOs with national credit level and qualification descriptors, curriculum mapping, coherence across modules, and the consistency of assessment and evaluation with LOs and university generic grade descriptors.

Focusing on the importance of a curriculum, Bandey (2019b) has given a few principles to be given close attention to when planning a curriculum. He emphasises that a curriculum must be compatible with educational goals, match the intellectual level of students, promote active participation of students, be useful and applicable for real-world scenarios, can be arranged with continuity and sustainability, should be flexible, can be divided into sections specifying objectives of each section, should contain directions, specifications and important notes for teachers and students and finally, expected competence must be achieved along with useful content of multiple study areas. In his point of view, curriculum planning is directed toward the goal of sustainable education. Additionally, the Center for Research on Learning and Teaching of Michigan University has recommended a curriculum to be designed as a plan that includes a purpose that specifies the goals of learning, a content sequence that organises the learning experience, instructional methods, instructional resources, evaluation approaches, and how future adjustments would be made based on review data (Alfauzan and Tarchouna, 2017). A curriculum plan considering these factors would serve as a framework for various types of curricula: intentional, written, taught, tested, and supported curriculum.

#### 4. Conclusion

It can be stated that curriculum serves as a framework to plan the educational experience, yet differences between the planned curriculum and the received curriculum are naturally expected. Best curriculum practices and curriculum planners can suggest remedial actions to bridge the gap and direct the educational process toward the expected outcomes. Present educational practices encourage transparency in curriculum rather than hidden curriculum, and simultaneously formal and informal curricula are given equal importance as both can contribute to the sustainability of education and improvement of competencies. The word 'curriculum' is sometimes used as a synonym for 'syllabus', yet it is well defined as a total plan containing learning objectives, content, delivering methods, scope of learning, assessment methods, and recommended supporting material whereas the latter mostly suggests only a list of contents. Curriculum reforms, planning, and development have come to attention in the present context internationally and in the Sri Lankan context to address the timely academic and industrial needs and to utilise recognised approaches for the sustainability of education. Curriculum planning is processed as a cycle of interrelated steps such as needs assessment, design, implementation, and evaluation of outcomes and factors like relevance to present and future needs, aims and objectives, time constraints, content, progression, sequencing, integration, core skills, and accreditation act as sub-factors to assess the quality of a curriculum. Considering the models of curriculum planning, it can be argued that prescriptive models are more effective when concerning the outcomes, yet the concerns of descriptive models are not to be excluded as descriptive models assist in systematically analyzing the internal factors like students, teachers, institutional structure, existing resources and shortcomings of the existing curriculum, and external factors like social expectations and changes, expectations of employers, community assumptions, nature of subject discipline, nature of support systems and expected flow of resources. The outcome-based approach which follows a backward design approach and is a prescriptive model of curriculum planning has gained much attention in the present context in terms of its attention to the outcome of educational experience, especially the meaningful and measurable Learning Outcomes. An outcome statement of a curriculum must be planned to be compatible with standards and goals at the course level, programme level, and institutional level. Outcome-based approach can be recommended for higher education in the Sri Lankan context, yet its effectiveness should be evaluated through proper curriculum review cycles. Finally, it can be concluded that concerns of curriculum planning found in available literature are similar in many views, emphasising the fact that curriculum must serve as an organised framework that explains how the educational experience of a programme of study should be delivered and received.

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### Abbreviations

ILO- Intended Learning Outcome

LO- Learning Outcome

SLQF- Sri Lanka Qualifications Framework