



**Mazoon College**

**Curriculum Development and Review Policy**

Policy title	Curriculum development and review policy
Policy number	TL004
Version no	V.1.1
History	( ) new ( <input type="checkbox"/> ) revised
Status	Amended from Curriculum Development Guidelines
Policy owner	Quality Assurance Department
Approved by	College Council
Approval date	14 May 2019
Effective from	14 May 2019
Review date	14 May 2023

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## Abbreviations

HoD	Head of Department
MoHE	Ministry of Higher Education
CIS	Course Information Sheet
CLO	Course Learning Outcomes
PLO	Program Learning Outcomes
PGA	Program Graduate Attributes

## Definitions

<b>Term</b>	<b>Definition</b>
Competence	Application of knowledge and skills in an integrated manner.
Credit hours	A unit of measurement which describes the volume of learning required by a typical learner to achieve the learning outcomes of the units/modules/course which lead to a qualification. A credit hour equates to three hours per week per semester (minimum 14 weeks) (OAAA 2018. Oman Qualifications Framework pp 7 – 8).
Credit point	A unit of measurement which describes the amount of hours spent learning (OAAA 2018. Oman Qualifications Framework pp 7 – 8).

Curriculum	The curriculum is the “inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.” (CEDEFOP 2011) <sup>1</sup>
Curriculum design	The process of meaningfully constructing and interconnecting the components of a curriculum so as to address such fundamental questions as what needs to be learned and how and why, the resources required and how learning will be assessed.
Knowledge	Body of concepts and factual information (data), including their interrelated structures and patterns, concerning the natural and social environment as well as our understanding of the world, people and society, gained through learning and/or experience (p 34) <sup>2</sup>
Learning outcomes	Contextually demonstrated end product of the learning process  (South African Qualifications Authority (SAQA). Online Glossary of Terms)  The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviors a learner has mastered upon the successful completion of an education programme (p 38)
Level descriptors	A set of progressive statements which describe the expected outcomes at each level of the Oman Qualifications Framework (OAAA 2018. Oman Qualifications Framework p 6).

<sup>1</sup> <http://www.ibe.unesco.org/fr/node/12149>. Last accessed 3 February 2019.

<sup>2</sup>

[http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/IBE\\_GlossaryCurriculumTerminology2013\\_eng.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/IBE_GlossaryCurriculumTerminology2013_eng.pdf)

Outcomes based approach	An approach to schooling that makes outcomes (intended results) the key factor in planning and creating educational experiences (p 46)
Oman Qualifications Framework	A structure for listing all national qualifications in order to be recognized based on the level of complexity of learning, thus allowing for comparability between qualifications.
Program	The units/modules/courses which lead to a qualification. (OAAA 2018. Oman Qualifications Framework p 8).
Program learning outcomes	What the learner will know and be able to do when they have completed a program of learning
Qualification	An award issued by an Awarding Body when, following established standards, the Awarding Body determines that the learner has achieved the learning outcomes of all the
	Units/modules/courses of the programme (OAAA 2018. Oman Qualifications Framework p 8).
Skills	The ability to perform tasks and solve problems. (Source: CEDEFOP 2011). It is the ability, proficiency or dexterity to carry out tasks that come from education, training, practice or experience. It can enable the practical application of theoretical knowledge to particular tasks or situations p 53)
Student-centered	Learning which focuses on the learner and the learners' needs.

## **1. Introduction**

The curriculum is at the heart of teaching and learning, and promoting systematic and structured development, maintenance and review is one of the cornerstone of a quality management and enhancement system.

### **1. Purpose of the policy**

The purpose of this policy is to ensure that curriculum development and review follows a structured and systematic process at Mazoon College. It provides for the coordination of curriculum activities including the development, maintenance and review of curriculum. It also provides the roles and responsibilities for different stakeholders in regard to these three areas of curriculum.

### **2. Rationale for the policy**

A structured and systematic approach to curriculum is required to ensure that curriculum activities are informed and rigorous. This policy provides for the structure for a multi-pronged approach to curriculum review.

### **3. Scope of the policy**

This policy applies to all programs (undergraduate and postgraduate) offered at Mazoon College. (Where the General Foundation Program is excluded, there is an indication of this exclusion.)

### **4. Policy statement**

#### *5.1 Educational philosophy underpinning curriculum*

The educational philosophy that guide curriculum at Mazoon College is an outcomes based approach to all aspects of curriculum, including teaching and learning and assessment. Furthermore it is a student-centered approach that places the students and their needs at the center of the curriculum.

#### *5.2 Development of curriculum*

The development of the curriculum for programs is undertaken by the affiliated institution<sup>3</sup> that is responsible for the program. However, the adaptation of the curriculum to meet the needs of the Omani context is an important part of curriculum

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<sup>3</sup> Not applicable to the General Foundation Program.

development. Such customization can be accommodated, providing the change does not replace more than 30% of the curriculum. Formal approval of such changes need to be provided by the affiliated institution.<sup>4</sup>

All programs that are offered at Mazoon College must align to the Vision and Mission of the College, as well as to the graduate attributes for all programs. Unique program graduate attributes can be developed for programs but the alignment of these to the College's graduate attributes must be demonstrable. Furthermore, program exit level outcomes must be aligned to the Oman Qualification Framework level descriptors for the relevant level at which the program is listed.

### *5.3 Maintenance of the curriculum*

Academic staff at Mazoon College maintain the curriculum for all programs, using the Program Specification forms and the Course Specification (see Appendix 1 and Appendix 2 respectively). These documents also facilitate the monitoring and review of all programs.

#### *5.3.1 Program specifications/Portfolio*

The following is provided in the Program Specifications template (*Appendix 1: Program Specifications/Portfolio*):

- Program
- Department
- Affiliation University
- Oman Qualifications Framework level
- Total number of credit hours
- Typical length of full time study
- Entry requirements

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<sup>4</sup> Not applicable to the General Foundation Program.



- Purpose of the qualification
- Program objectives
- Program learning outcomes
- Assessment criteria
- Mazoon College graduate attributes
- Job opportunities.

In addition, it contains a list of all courses that make up the program and their descriptions.

### *5.3.2 Course Descriptions*

Each course should be outlined in the course information sheet (CIS) which contains the following information:

- Course code
- Course Title
- Pre-requisites
- Credit Hours
- OQF level of course
- Description of the course
- Course Objective
- Reference material
- Mapping of the course learning outcomes to assessment criteria
- Grading System
- Assessment and Evaluation
- Attendance policy
- Plagiarism Policy
- Exam Malpractice

#### *5.4 Curriculum review*

Curriculum at Mazoon College is reviewed for a variety of reasons: in the first instance, it is reviewed as a major component of program review. The type of review is scheduled, routine, and forms part of the formal quality management structure at Mazoon College.

Curriculum is also reviewed at Mazoon College based on specific situational needs that require the curriculum to be reviewed. These may include: decline in numbers, student concerns, industry concerns, or similar.

### **6 Procedures**

#### *6.1 Procedures for curriculum development*

The following procedures apply for the introduction of any changes to the curriculum stipulated by the affiliated institution<sup>5</sup>:

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<sup>5</sup> This section is not applicable to the General Foundation Program. Internal arrangements are made for the development of the curriculum for the General Foundation Program.

- Suggesting changes to the curriculum specified by the affiliated institution based on their review and the contextual needs of Oman (not more than 30% as per the requirements of the Ministry of Higher Education)
- Requesting approval of such changes by the affiliated institution (through the focal point staff members in both the affiliated institution and Mazoon College, and with the knowledge of the Dean)
- Once official approval for changes has been obtained from the affiliated institution, the changes will be presented at the Curriculum Development Committee for endorsement.
- Finally, the College Council will approve the changes for implementation.

### *6.2 Procedures for curriculum maintenance*

The following procedures are stipulated for curriculum maintenance:

- Updating of program specifications on an annual basis (by department and approved by the College Council)
- Updating of CIS on a semester basis (by department and approved by the College Council)
- Keeping all stakeholders informed of curriculum related matters through regular communications.
- Informing students about the curriculum (Appendix 2\_CIS)
- Record-keeping by academic staff of the coverage of content and outcomes (*Appendix 3- Assessment Matrix Including CLO/PLO/PGA*)

### *6.3 Procedures for curriculum review*

#### *6.3.1 Curriculum review as part of program review.*

The specific procedures should be consulted.

#### *6.3.2 Ad hoc curriculum review arising from situational factors.*

The following procedures are adhered to when conducting an *ad hoc* curriculum review:

- The initiator of the review must provide the Curriculum Development and Review Committee with a motivation for the curriculum review.

- The Curriculum Development and Review Committee must develop terms of Reference for the review.

## **7 Implementation guidelines**

### *7.1 Roles and responsibilities.*

#### 7.1.1 Academic departments, General Foundation Department and staff

Academic departments and staff are responsible for

- Ensuring that the curriculum as specified by the affiliated institution is relevant to Oman and if not, to contextualize some courses (not exceeding 30%)<sup>6</sup>
- Maintaining the program and CIS
- Obtaining feedback from industry and the community on suggested changes to the curriculum and the curriculum as a whole (where applicable to the program)
- Maintain a record of outcomes and content coverage, as well as their reflections on the course, as per the Course Information for Lecturers template.
- Provide students with information about the course as per CIS
- Participating in curriculum reviews for a variety of purposes (Whenever needed)
- Implementing changes as a result of curriculum review, based on the action plan that arises from the findings of the review.

#### 7.1.2 Curriculum Development and Review Committee

The Curriculum Development and Review Committee of the College will be responsible for

- Discussing and endorsing any curriculum related changes that are suggested by the concerned Department.
- Discussing and endorsing reports arising from scheduled program reviews
- Initiating ad hoc program reviews based on situational needs (such as declines in student enrolments, student complaints, industry complaints, etc.)
- Liaising with departmental representatives (Department Curriculum Development Committee)

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<sup>6</sup> Not applicable to the General Foundation Program.

- Writing minutes of meeting and discuss the issues or recommendations in College Council

#### 7.1.3 Quality Assurance Department

The Quality Assurance Department is responsible for

- Taking ownership of and maintaining the *Curriculum Development and Review Policy* by being the member in the committee.
- Facilitating curriculum reviews
- Monitors the action plans arising from curriculum reviews.

#### 7.1.4 College Council

The College Council:

- Approves changes to the curriculum as recommended by the Curriculum Development and Review Committee
- Receives, discusses and approves curriculum review reports
- Approve changes for implementation.

#### 7.1.5 The affiliated institution<sup>7</sup>

The affiliate institution is responsible for providing input to the development, maintenance and review of curriculum for the relevant programs, and for approving changes to the curriculum made by the department concerned.

#### 7.1.6 The College Dean

The College Dean is required to: <sup>8</sup>

- Act as a liaison with the affiliated institution for the purposes of obtaining approvals for curriculum changes
- Liaise with the MoHE on significant changes to the curriculum that may require ministerial approval
- Initiate an ad hoc program reviews as deemed necessary by situational factors that have come to their attention

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<sup>7</sup> Not applicable to the General Foundation Program.

<sup>8</sup> This responsibility may be delegated to the Assistant Dean for Academic Affairs.

- Remain informed and knowledgeable of any changes to the curriculum that are implemented.

## **8 Monitoring and review**

The implementation of this policy is monitored through regular reporting on changes to the curriculum, adherence to the policy in terms of review of course and program specifications, and impact studies.

## **References**

CEDEFOP (European Centre for the Development of Vocational Training). 2011. Glossary.

Quality in education and training. Luxembourg: Publications Office of the European Union.

OAAA 2018. Oman Qualifications Framework.

South African Qualifications Authority. Online Glossary of Terms.

UNESCO International Bureau of Education. 2013. Glossary of curriculum terminology.

Geneva Switzerland.

## Appendix 1: Program Specifications/Portfolio



### PROGRAM SPECIFICATIONS/PORTFOLIO

1	Program	
2	Department	
3	Affiliation University	
4	Oman Qualifications Framework level	
5	Total number of credit hours	
6	Typical length of full time study (Semester wise Study plan)	
7	Entry Requirements	
8	Purpose of the qualification	
9	Program objectives	
10	Program learning outcomes	
11	Assessment criteria	
12	Mazoon College Graduate attributes	
13	Job opportunities	
14	Mapping of Course learning outcome, program learning outcomes and graduate Attributes.	



## Appendix 2: Course Information Sheet (Template)



### MAZOOON COLLEGE

#### SECTION 1: COURSE INFORMATION SHEET

Course Information		<b>OQF Level: Level 2/ Level 4</b>	
Course Code:	Course Title:		
Section No.	Pre-requisites	Credit Hours:	
Class Days and Timings		Classroom:	
Required Text Book: This section should contain the following necessary information Title, Author, Year, Edition, Publisher, ISBN			
Faculty Information			
Faculty office No. :	Faculty Member's Name:		
Faculty Extension No.: 313	@mazcol.edu.om	<b>Office Hours:</b>	
Course Description			
Take from Program Portfolio (mainly descriptions are provided by affiliate) In case not found then develop a brief description covering objectives and learning outcomes (what the course intends to deliver and what does it cover). Course description may be updated if any course description by affiliate needs context specific update (in context of local economy, society or objectives).			
Course Objectives			
Use a specific approach in deriving objectives but not misaligned from description			

No.	Course Learning Outcomes (what students will be able to attain upon completion of this course).Use BLOOM TAXONOMY or BIGGS TOXONOMY to determine Learning outcomes	K, S, V*
LO1		
LO2		
LO3		

LO4		
K, S, V*: Stand for Graduate attributes basic domains. K: Knowledge, S: Skills and V: Values		

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**SECTION-2: COURSE COVERAGE (WEEKLY SCHEDULE)**

Week No.	Subjects	Assessment Tool	Related Learning Outcomes (No.)	Teaching method and resources
1	Mention main topics (points) expected to be covered during this time.	Mention tools to be used for assessment of this (subject) topic e.g Q1,MT	Use related LO to the subject topic	Lectures, Case Studies, Class discussion, activities Concepts and Cases. Don't copy these to all topics. Choose only relevant
2				Write only applicable method and source what is to be used in teaching the particular subject(topic) e.g Lecture, Discussion, group work, chapter indication etc.
3		Mention Quiz Assignment or other assessment in expected week column		
4-5				
6				
7				

<b>8</b>		Mention Mid Term with LOs to be covered		
<b>9</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				
<b>13</b>	If presentations are part of assessment then allocate appropriate time for that in weekly plan			
<b>14</b>				
<b>15</b>				
<b>16</b>		End term (LOs)		

### SECTION-3 : GRADING SYSTEM

- 1) The passing mark in each course is 70%.
- 2) Marks between 57 to 69 are ranked Conditional Pass ( the student is not required to repeat these course as long as her/his CGPA >2 )
- 3) The College uses the Letter Grade System (LGS) at the end of each semester as follows:

Letter Grade	Ranking	Marks	Points
<b>A</b>	Excellent	90 and above	4
<b>A-</b>	Very Good	87-89	3.7
<b>B+</b>		83-86	3.3
<b>B</b>		80-82	3
<b>B-</b>		77-79	2.7
<b>C+</b>	Good	73-76	2.3
<b>C</b>		70-72	2
<b>C-</b>		67-69	1.7
<b>D+</b>		Conditional Pass* (CGPA ≥2)	63-66
<b>D</b>	60-62		1
<b>D-</b>	57-59		0.7
<b>F</b>	Fail		Below 57
<b>I</b>		Incomplete	
<b>W</b>		Withdrawal	

\* Please refer to Article (13) of Mazoon College Students Rules and Regulations

### General Foundation Department - Grading System

Letter Grade	Marks
A	90 and above
A-	87-89
B+	83-86
B	80-82
B-	77-79
C+	73-76
C	70-72
C-	67-69
D+	63-66
D	60-62

D-	57-59
F	Below 57
I	Incomplete
W	Withdrawal

### 3.1.1 Assessments and weighting (all programs excluding the General Foundation Program)

Assessments and weighting	Percentage of total grade awarded
Assignment 1/ Project 1 / Quiz 1 <sup>9</sup>	15 %
Mid - Term Assessment	20 %
Assignment 2/ Project 2	15 %
Class Participation (active involvement in class activities and formative assessments)	10 %
Final Assessment	40%
<b>Total</b>	<b>100%</b>

### 3.1.2 Assessment and weighting (General Foundation Program)

Assessment Type	Abbreviation	Percentage
Quiz – 1	Q1	15 %
Mid Term Examination	MT	20 %
Quiz – 2	Q2	15 %
End Term Examination	ET	30 %
Project ( speaking test )	PR/ AS/LT/etc.	10 %
Class Participation and Attendance	CP/ Att.	10 %
Total		100%

<sup>9</sup> Only 1 quiz and 1 assignment are compulsory.

### 3.1.3 Capstone Course Mark Distribution (Computing and Informatics Department)

	<b>Assessment Component</b>	<b>Max Marks</b>
1	Aim, Goal, Objective	15
2	Project Report	35
3	Attendance	10
4	Viva Voce	20
5	Presentation of the Project	20
<b>Total</b>		<b>100</b>

### 3.1.4 Seminar Course Mark Distribution (Computing and Informatics Department)

	<b>Assessment Component</b>	<b>Max Marks</b>
1	Topic Selection (General/latest/old/technical/ non-technical)	15
2	Topic Discussion (progressive/ repetition/no progress at all.)	15
3	Attendance (Every week/absent/alternative weeks)	10
4	Report Submission (Detailed/partial)	20
5	Presentation (Uniformly arranged/scattered), viva-voce, voice clarity, body language, pronunciation.	40

<b>Total</b>	<b>100</b>
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### 3.1.5 Capstone mark distribution (English Department)

Assignment	Marks	Attained Marks
Writing Introduction	15	
Topic development and argument	40	
Writing Conclusion	15	
Compatibility with APA	10	
Language and style	10	
Presentation	10	
<b>Total</b>	<b>100</b>	

### 3.1.6 Capstone mark distribution (Economics and Business Studies, and Humanities Departments)

Assessment Criteria	Excellent	Very Good	Good	Satisfactory	Poor
	(5)	(4)	(3)	(2)	(1)
1. Format (according to department)					
2. Introduction (clarity of business idea)					
3. Business profile (management summary)					
4. Target market, products details					
5. Marketing strategies					
6. Market analysis (Internal factors)					
7. Market analysis (external factors)					
8. Financial statements ( <i>authenticity</i> )					
9. <i>Financial projections (appropriateness)</i>					
10. Growth and sustainability plan					
<b>Total</b>					<b>/50</b>



### 3.2 Assessment grades

Letter Grade	Marks	Points
A	90 and above	4.0
A-	87-89	3.7
B+	83-86	3.3
B	80-82	3.0
B-	77-79	2.7
C+	73-76	2.3
C	70-72	2.0
C-	67-69	1.7
D+	63-66	1.3
D	60-62	1.0
D-	57-59	0.7
F	Below 57	0
I	Incomplete	-
W	Withdrawal	-

#### Performance Grading Schema:

Cum GPA	Performance Grading Schema
3.50 – 4.00	Excellent
3.00 – 3.49	Very good
2.50 – 2.99	Good
2.00 – 2.49	Satisfactory
1.99 or Less	On Probation

#### **Assignments/Projects.**

The approach for the coverage of this course is 100% theory classes, continuous assignments and research and presentation. Assignments/ Projects will consist of assignment and presentation. Assignments/Projects must be handed over by the due date. Late Submission of Assignments/ Projects invites deduction of marks.

#### **Attendance:**

With reference to MC Academic Rules and Regulations, attending all lectures and discussions of the studied courses is mandatory for all students. The instructor of the course shall daily mark the students' attendance on the attendance sheet and on the Student Information System. The student is not allowed to miss more than **30 %** of the total number of lectures of any course. In case of student absenteeism, the following actions will be taken:

<b>Absenteeism Ratio</b>	<b>Action</b>
10 %	1 <sup>st</sup> attendance warning ( by email)
20 %	2 <sup>nd</sup> attendance warning ( by email)
30%	3 <sup>rd</sup> Final attendance warning ( by email)
Above 30% ( with accepted excuse)	<b>Withdrawn (Course Drop due to Excused Absence)</b>
Above 30% ( without accepted excuse)	<b>F in the course (Barred from End-Term Examination due to excessive absence)</b>

However, students who have a special cases of prolonged absenteeism (due to unavoidable reasons such as: prolonged sick leave, special work obligations of part time students, etc..) can submit a written request, attached with approved excuses, to the respective HoD who will give his/her recommendation about the case, according to the academic progress and status of the student, to the College Academic Council to take the appropriate action about the students case.

### **Punctuality:**

Students have to be in their respective classrooms on time as scheduled. A grace period of 5 minutes late is given to students, otherwise, the student arriving in the class late for more than 5 minutes is deemed (Absent).

### **Academic Misconduct:**

According to Mazoon College rule and regulations, cheating (exam malpractice) and plagiarism are totally prohibited in the College. Repeated incident of any of these violations may result in a student's award of (Zero) in exam, course, or dismissal from the College.

- Cheating or Exam malpractice includes, and not limited to, use of any unauthorized assistance during any course assessment element, as per the adopted Course Information Sheet (quiz, mid-term exam, assignment, lab, presentation, etc.), providing any unauthorized assistance to another student in any course assessment element, or depending on the aid of unauthorized person in preparing assignment/report/presentation/solving problem/ project.

- Plagiarism includes, and not limited to, submitting a report/presentation/ dissertation/ term paper/research paper or any other work to be graded which includes the production of other author(s) without properly acknowledging the original author(s) of the work, or use the work of other person (paid or un paid) and submitting it to be its own work to claim grades or any other credit. The college is using a text matching detection software, text similarity above 20% is not acceptable and deemed plagiarism.

Please check with your course instructor for further orientation and information about plagiarism practice avoidance.

**Appendix 3: Assessment Matrix Including CLO/PLO/PGA**



**MAZOOON COLLEGE COURSE SPECIFICATIONS**

<b>Section 1: Course Information</b>			
<b>Course Code:</b>		<b>Credit Hours:</b>	
<b>Course Title:</b>		<b>Credit points:</b>	
<b>Program of which course is a part</b>		<b>OQF level of program</b>	
<b>Pre-requisites</b>		<b>OQF level of course</b>	

**Section 2: Learning Outcomes, Assessment Criteria Program Outcomes, Graduate Attributes**

No.	Course Learning Outcomes	Assessment Criteria	Program Learning Outcomes	Program Graduate Attributes
LO1				
LO2				
LO3				
LO4				
LO5				

