

QUALITY ASSURANCE COUNCIL OF THE UGC

Organizational Structure of new Subject Benchmark Statements

The following format is to be adopted for all Subject Benchmark Statements.

Foreword (WILL BE INCLUDED BY THE QAC)

1 Introduction

1.1 About this SBS

1.2 Summary of the changes from the previous SBS (if relevant)

1.3 Defining Principles

2 Degree programmes covered by this Statement

(The following points to be taken into account when applicable)

- (a) Some SBS may cover several related academic disciplines. For example, the SBS on Mathematics covers the subjects Pure Mathematics, Applied Mathematics, and Statistics and the SBS on Accounting covers the subjects titled as Accountancy, Accounting, Accounting and Finance, Accounting and Financial Management.
- (b) The Faculties of Arts, Humanities, Social Sciences and Science offer two categories of degree programmes at SLQF Levels 5 and 6. Most of the subjects in those faculties are taught at both levels. In such a situation, the SBS for a given SLQF level (i.e. qualification) should be interpreted using both the SBS and the SLQF level descriptors at the said level.
- (c) The minimum credit requirement for a subject taught at Level 5 Bachelor's degree programme that requires a student to offer three subjects should be 24 credits.
- (d) The minimum credit requirement for specialization in a subject taught at Level 6, in a Bachelor's honours degree programme, should be 72 credits

3 Nature and the extent of the Subject

Subheadings will be determined by the subject experts

4 Aims and objectives of the Subject

Subheadings will be determined by the subject experts (this section may be combined with the previous section if necessary)

5 Subject-specific learning outcomes in core areas

5.1 Knowledge

5.1.1 Subject / Theoretical Knowledge

5.1.2 Practical Knowledge and Application

5.2 Skills

5.2.1 Communication

5.2.2 Teamwork and Leadership

5.2.3 Creativity and Problem Solving

5.2.4 Managerial and Entrepreneurship

5.2.5 Information Usage and Management

5.2.6 Networking and Social Skills

5.2.7 Adaptability and Flexibility

5.3 Attitudes

5.3.1 Attitudes, Values and Professionalism

5.3.2 Vision for Life

5.3.3 Updating Self / Lifelong Learning

Note: This section is related to the level descriptor of SLQF. It is to be used as a guideline to develop course materials of a particular study programme having several course units or modules in order to make sure that the learners can progressively meet the expected attributes of the relevant qualification type by the end of the course

6 Teaching, learning and assessment process

(The following points to be taken into account when applicable)

- (a) The SBS can recommend some of the commonly used student-centred teaching and learning methods for the respective learning outcomes for the subject at appropriate levels.
- (b) The learner is expected to meet or demonstrate that the stated learning outcomes for the respective level have been achieved. The SBS can describe some effective and appropriate assessment methods, essential in the process of the qualification framework, for the assessment of the outcomes of learning.

7 Performance Standards

(The following point to be taken into account when applicable)

Level of Achievement to be stated for both Level 5 and Level 6 degree programmes

8 Annexes

Members of the Subject Committee

Any other relevant material (Glossary)