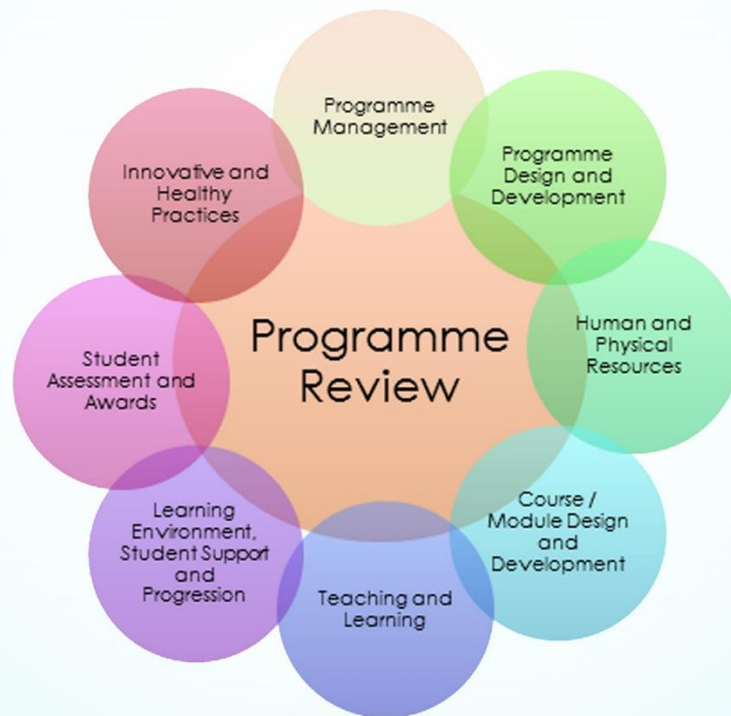


# Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions



**University Grants Commission**

**December - 2015**



**Manual for Review of  
Undergraduate Study Programmes of  
Sri Lankan Universities and  
Higher Education Institutions**



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Higher Education Institutions**

**Higher Education for the Twenty First Century (HETC) Project  
Ministry of Higher Education, Sri Lanka  
&  
University Grants Commission  
December 2015**

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The Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions was developed for the University Grants Commission by the following:

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## Foreword

Policy makers and other stakeholders in the higher education sector across the world agree that traditional academic controls are not adequate for today's challenges and that more explicit assurance about quality are needed especially in the context of massification and globalization of Higher Education. The critical task for regulators in the sector in facing these challenges is to focus on the quality of education provision and standards of awards. Developing a system of quality assurance will be a major task for every country. Such an effort requires collective action by all stakeholders; universities, regulators and other governmental agencies, etc. It is necessary to develop greater clarity and consensus on the types of new structures that will be appropriate for assessing the quality of education provision and standards of awards. In this context, we are indeed happy to present the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions (HEI) jointly developed by the University Grants Commission (UGC) of Sri Lanka and the Higher Education for 21<sup>st</sup> Century (HETC) Project of the Ministry of Higher Education.

The quality assurance of the higher education sector as a special subject came to the limelight of relevant authorities of this sector in Sri Lanka about two decades ago. The first cycle of Institutional Reviews and Subject Reviews in Sri Lankan Universities and HEIs was undertaken 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.

This manual is an effective revision of the Subject Review section of the QA Handbook (2002) based on the experience gained during the aforementioned first cycle of the Institutional Reviews and Subject Reviews. It provides useful guidance to Universities and HEIs who wish to get their academic programmes reviewed under the Quality Assurance Framework of the UGC. We are sure that such preparation by Universities and HEIs itself will help improving the quality of the educational programmes and standards of awards by those institutions. In future as a responsible regulator, the UGC wishes to see that all universities and institutions under its preview adhere to the guidelines of this manual as an integral part of the quality assurance process of their academic programmes.

It is not an easy task to compile a manual of this nature accommodating views of many stakeholders. We appreciate the contribution of all the resource persons and the HETC project staff in compiling this manual which will be an effective aid to the process of quality assurance in the Higher Education Sector of the country.

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## List of Abbreviations / Acronyms

CEOs	Chief Executive Officers
CPD	Continuous Professional Development
CVCD	Committee of Vice Chancellors and Directors
DE	Distance Education
EDP	External Degree Programmes
ELTU	English Language Teaching Unit
EQA	External Quality Assurance
GEE	Gender Equity and Equality
HEIs	Higher Education Institutions
HETC	Higher Education for Twenty First Century
ICT	Information & Communication Technology
ILOs	Intended Learning Outcomes
IQA	Internal Quality Assurance
IQAU	Internal Quality Assurance Units
IQAC	Internal Quality Assurance Cells
MIS	Management Information System
MoHE	Ministry of Higher Education
MOUs	Memoranda of Understanding
OBE	Outcome-Based Education
OBE-SCL	Outcome-Based Education and Student-Centred Learning
ODL	Open and Distance Learning
OER	Open Educational Resources
PG	Post Graduate
QA	Quality Assurance
QAAC	Quality Assurance and Accreditation Council
R&D	Research and Development
SBS	Subject Benchmark Statements
SCL	Student-Centred Learning
SDC	Staff Development Centre
SER	Self-Evaluation Report
SGBV	Sexual and Gender-Based Violence
SLMC	Sri Lanka Medical Council
SLQF	Sri Lanka Qualifications Framework
SOP	Standard Operational Procedures
TOR	Terms of Reference
VLE	Virtual Learning Environment



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# **Introduction**

## **Purpose of the Manual**

The Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions has been developed to provide guidance to Universities and other Higher Education Institutions (HEIs) who wish to submit their programmes of study for review, under the Quality Assurance Framework of the University Grants Commission (UGC) and the Ministry of Higher Education (MoHE). It is to be read in conjunction with the Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions by the UGC/Higher Education for the Twenty First Century (HETC) project (2015) and should be considered as an adjunct manual.

It will effectively replace the section on Subject Review in the Quality Assurance (QA) Handbook for Sri Lankan Universities published by the Committee of Vice Chancellors and Directors (CVCD) and UGC in 2002 which served this purpose up to now.

The experiences gained during the first cycle (2004-2013) of Institutional and Subject Reviews by the Quality Assurance and Accreditation Council (QAAC) of the UGC have contributed to the preparation of this manual and it is meant to be more relevant within the present context of higher education in Sri Lanka.

This Manual is meant for review of undergraduate programmes of study (Programme Review) in both state and non- state universities and other HEIs, and not for postgraduate programmes and other extension courses. Programme of Study is defined as a stand-alone approved curriculum followed by a student, which leads to the award of a degree. It will be applicable for review of programmes of study in conventional universities and HEIs where the principal mode of delivery is face to face. There is a specific manual for review of External Degree Programmes (EDP) offered by conventional universities, namely the Manual for Quality Assurance of External Degree Programmes and Extension Courses of State Universities by UGC/HETC (2014). Programmes of study in HEIs dedicated to the Open and Distant Learning (ODL) mode offered by the Open University of Sri Lanka will continue to be evaluated using the Quality Assurance Toolkit for Distance Higher Education Institutions by the Commonwealth of Learning (2009).

## **Who will find this manual useful?**

The primary target groups of this manual are the academics and administrators in the universities and other HEIs. It will be essential reading for members of the Internal Quality Assurance Units (IQAUs) and Internal Quality Assurance Cells (IQACs), Heads of Departments, Deans of Faculties, Registrars and Vice-Chancellors of Universities and Chief Executive Officers (CEOs) of other HEIs. The manual will serve as a practical guide for Faculties and Institutes to prepare the Self-Evaluation Report (SER) with respect of the study programme to be reviewed, which is a pre-requisite for programme review.

It will also be useful for all reviewers and potential reviewers of study programmes in universities and other HEIs in both state and non-state sectors as well as administrative staff of the QAAC and other external review agencies. It will help the reviewers to conduct an effective review within a given time frame and to prepare a report.

Furthermore, it will be a useful reference for other stakeholders such as students, parents, funding agencies in state or private sector, international agencies, employers of graduates, professional bodies, professional accrediting agencies and policy makers.

The Programme Review Reports (PRR) prepared by review teams based on this manual, will enter the public domain through the website of the UGC/QAAC. It will provide access to the findings of the review to all stakeholders mentioned above.

## **How the manual is organized**

The manual consist of three parts. Part one deals with the respective roles of internal and external QA mechanisms, the importance of external quality assessment, the unit for assessment, and the difference between institutional and programme and subject review. It also describes the purpose and scope of Programme Review (PR), the pre-requisites for PR, the review process and review outcome.

The theoretical concepts regarding quality assurance, its evolution in Sri Lanka and the Quality Assurance Framework have been dealt with extensively in the Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions (2015) and will not be duplicated in this manual.

Part two deals with important theoretical and practical considerations in objectively assessing quality of a study programme through peer review and consists of two chapters, chapter two and three.

Chapter two defines quality 'Criteria' that encompass the key aspects of the programme operations including inputs, the processes that facilitate achievement of outputs and outcomes. Eight criteria have been identified for programme review. Under each criterion, the recommended/ proven procedures and practices that contribute to enhance the quality of the



programs of study are listed as ‘best practices’. Faculties/ Institutes are expected to adopt and internalize the best practices into their programmes.

Chapter three lists the specific and measurable statements/indicators as ‘standards’. The reviewers are expected to objectively scrutinize and assess the performance of the programme of study by capturing the degree of internalization of best practices and the level of achievement of respective standard/s and assign a score for each standard on a four point scale. This chapter also describes the procedure for assessment of standards, computation of the final score and assignment of a grade for performance.

Part three consists of three chapters, chapter four, five and six, and deals with the practical aspects of the review process and the programme review report.

Chapter four describes the format of the SER to be prepared for the programme of study to be reviewed, and provides a detailed guidelines to Faculties/ Institutes on the preparation of the SER in relation to the expected standards listed in chapter three.

Chapter five describes the review process in detail from selection of peer reviewers, composition of the review team, profile and the conduct expected of reviewers, pre- review arrangements, review visit and review process.

Chapter six provides guidelines for writing the programme review report including its purpose, structure, and the review judgment on the overall performance of the study programme, observations and recommendations. It will also describe the procedure for submission of the report.

Appendix giving a template for the SER, Glossary and Bibliography are included at the end.



# **Part I**

## **External Quality Assurance**



## **Chapter One**

### **External Quality Assurance - Programme Review**

External Quality Assurance (EQA) or review is an important component of the Quality Assurance (QA) framework of any higher education system. Its main objectives are to ensure the quality of education provision and standards of awards. This is to be achieved by inculcating a quality culture within the institutions and promoting continuous quality improvement in all spheres of higher education, facilitated through periodic review and feedback.

When the system of higher education was relatively small with a few institutions catering to a small number of students, the internal mechanisms for safeguarding quality of education and standards of awards were conventionally monitored by the University Senates/ Academic syndicates. With both global and local expansion in higher education with greater intra- and international competition, it has become essential to assure quality through a reliable national mechanism. External quality assurance by peer review, commissioned by the national quality assurance system has now gained worldwide acceptance as an effective method to ensure quality and standards of education.

The unit of assessment for external review could be the Institution as a whole or individual Subjects/Departments / Programmes within the Institution. The aspects or criteria which will be assessed would differ based on the unit of assessment. During the first cycle of external review, both Institutional reviews and Subject/Programme reviews were conducted in parallel. During this cycle, the focus will be on the Institution as a whole (refer Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions, 2015) and review of programmes of study.

#### **1.1 Distinction between Institutional Review, Programme Review and Subject Review**

Institutional review analyses the effectiveness of an institution's processes for managing and assuring the quality of academic activities undertaken by the institution. It evaluates the extent to which internal quality assurance schemes can be relied upon to maintain the quality of provision of educational programmes over time.

Programme review evaluates the effectiveness of Faculty's or Institute's processes for managing and assuring quality of study programmes, student learning experience and standards of awards within a programme of study. It is about management and assurance of quality at programme level.

On the other hand, Subject Review evaluates the quality of the undergraduate student learning experience at a subject/departmental level. It is about management and assurance of quality at subject/ departmental level, rather than programme of study as a whole.

In the first cycle of subject reviews, the primary focus was on the undergraduate programmes to which the subject/ department provided its contribution. However, postgraduate and extension courses too were considered in the evaluation of the subject/department. This led to a dilution of the primary purpose of reviewing the quality of an undergraduate study programme. Another weakness of this approach was that programmes of study to which several subjects/ departments contributed especially the General degree programmes, were not evaluated holistically. The only exception was Health Science study programmes such as Medicine, Dental Science and Veterinary Science where programme reviews were done in addition to subject reviews.

Evaluation of the quality of education at subject/departmental level is normally a part of the university's internal quality assurance, and hence it could be done internally. Assurance of quality of the award at the end of an undergraduate degree programme, however is of higher priority in terms of social accountability and national need. This is also of greater relevance in a context where accreditation of HEIs and study programmes is being contemplated. Accreditation is usually offered to programmes of study and not to subjects/departments.

Therefore, in this cycle of review it is proposed that review of programmes of study, rather than the review of subjects is done. Through this approach, the focus will be on programmes of study and not on departments of study. However, due consideration will be given to the subjects offered for the programme under several of the eight criteria identified in this manual. The contribution of modules and courses offered by each department as well as methods of teaching and learning and assessment in achieving the programme learning outcomes will be carefully scrutinized.

This external review process that is referred to as Programme Review (PR) constitutes the focus of this adjunct manual. The logistics of this exercise in the present national context are described below.

## **1.2 Programme Review – Purpose**

Programme review is concerned with how a Faculty/ Institute assures itself and the wider public that the quality and standards of its programmes of study are being achieved and maintained. Programme review is distinct from, though still closely linked to, Institutional review. Institutional review is concerned with university-wide processes, which maintain an

appropriate environment for delivery of quality programmes of study. Programme review on the other hand evaluates the quality of student learning at programme level in greater depth focusing on curriculum, course and module planning and delivery and student support and assessment in finer detail.

The overall purpose of programme review is to achieve accountability for quality and standards, and by using a peer review process to promote adopting and internalizing good practices, inculcating quality culture and facilitating continuous improvement of the study programme. It is also meant to instill confidence, achieve accountability, provide information, promote improvement and showcase innovation in respect of the programme of study.

### **1.3 Programme Review – Scope**

The scope of the programme review has been carefully determined. The criteria prescribed for scrutiny of programmes of study in this manual have been selected by giving due consideration to the feedback received from the academia based on their experience from the first cycle of external review. Information gained by careful study of several documents were taken into consideration, including the previous Quality Assurance Handbook for Universities (2002), the Quality Assurance Toolkit for Distance Higher Education Institutions (2009), and Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions (2015) and the views obtained at the stakeholder consultation. Some criteria which were considered separately in the first cycle of subject reviews such as student feedback and peer observation and research have been included within Teaching and Learning and where relevant under Innovative and Healthy Practices.

Considering all of the above, the focus of the programme review has been captured in the eight criteria listed below;

- Programme Management
- Programme Design and Development
- Human and Physical Resources
- Course/Module Design and Development
- Teaching and Learning
- Learning Environment, Student Support and Progression
- Student Assessment and Awards
- Innovative and Healthy Practices

In designing the quality framework and dimensions for study programme review, due consideration was given to the different permutations prevailing in the university system for design and delivery of the study programmes.

For example, there are some Faculties/ Institutes which offer Bachelors degrees as well as Bachelors (Honours) degrees which were previously referred to as General degrees and

Special degrees, respectively. In such Faculties/ Institutes, Bachelors degree is offered by different combinations of Departments depending on the subject combination selected by the student. Usually one department contributes to a major portion of the Bachelors (Honours) degree, particularly in the latter part of the study programme, while a few other departments contribute-during the first part of the study programme.

In addition there are Faculties/Institutes which offer only Bachelors (Honours) degree including professional degrees where all departments contribute to one programme of study. In such Faculties/ Institutes there may be instances where few departments collectively offer one or several programmes of study. In addition, there may be instances where compulsory core modules are offered by all departments of study in the first part of the study programme while the specialization/ advanced module in one subject area is handled by one department of study during the latter part of the programme.

Rarely a Bachelors (Honours) degree may be delivered jointly by more than one Faculty. Even in this instance one Faculty usually plays the dominant role.

Therefore, in planning a programme review, it is necessary to identify the organizational structure for delivery of study programmes within the Faculty/ Institute. Arrangements may differ according to University, Faculty and Institution and whether the Programme is in the state sector or private sector.

The complexity of the combinations of Faculties/Departments which may be involved in the delivery of one programme of study is not a deterrent to the concept of Programme Review. It would be up to the Faculty/ Institute which hosts the programme to identify the delivering departments/units in conjunction with the IQAU and QAAC and to manage the logistics of the review accordingly.

During the first cycle of Subject review the focus was on verifying compliance with minimum standards in respect of quality. However, during the second cycle of Programme review the scope has been expanded by prescribing wide range of best practices and standards under the respective criteria and assessing the adaptation/ internalization of those best practices and level of attainment of the respective standards to recognize the excellence in educational provision. In addition, the criterion of Innovative and Healthy Practices has been included to encourage and reward those Faculties/ Institutes which have introduced innovations into their education provision.

#### **1.4 Programme Review– Requirements**

Programme review is offered to all undergraduate (Bachelors/Bachelors Honours)degree programmes which have completed at least one cycle or graduated at least one batch of students. The programmes need to be aligned to Level 5 or 6 of the Sri Lanka Qualification Framework (SLQF). Further, there has to be willingness by programme staff to critically self-evaluate their programme under the given criteria and gather evidence of achieving the required



standards. Internal Quality Assurance Units (IQAU) and the Internal Quality Assurance Cell (IQAC) have a major role to play in facilitating the process.

## **1.5 Preparation for Programme Review**

### ***1.5.1. Preparation by the Faculty/Institute***

Three to six months before the intended Programme Review, the Faculty/Institute responsible for delivering the programme of study should begin to compile the Self-Evaluation Report (SER) in liaison with the IQAC of the Faculty/ Institute. Details of SER preparation and the format are given in Chapter four of this manual.

### ***1.5.2 Preparation by the QAAC, IQAU and the Review Team***

The QAAC shall liaise all activities through the IQAU with regard to external review of study programmes.

The Faculty/ Institute which offers the study programme/s has to intimate to the QAAC through the IQAU regarding their intention and readiness for programme Review. This request should preferably accompany the Self-Evaluation Report (SER).

The QAAC will select the review team from the pool of accredited reviewers and identify one of them as the Review Chair. The details of the review team will be forwarded to the Faculty/ Institute for their concurrence through the IQAU. About four to six weeks before the intended review, the dates for the review visit are decided upon by mutual agreement of the team and the Faculty/Institute. Upon finalizing the logistics and dates, the SER will be sent to the selected review team members at least four weeks prior to the review visit.

Upon receipt of the SER, individual members of the review panel have to peruse the document to make a preliminary assessment/ observation and make notes on any further information that may be required prior to/during the review visit (more details in chapter four).

A pre-review meeting among the review panel, IQAC Chair, and the QAAC representative will be organized by the QAAC about two weeks before the scheduled visit. The broad scope of the review process, including the range of documentation to be made available and the timetable for the visit will be intimated to the Faculty/Institute by the QAAC.

At this meeting the review team will collectively agree on the assessments made and the lines of inquiry and any further information they need to see in advance. They will also identify individuals and groups that they wish to meet during their visit, and delegate specific areas to individual reviewers.

## 1.6 The Review Visit

The IQAC in liaison with the IQAU and the QAAC should make necessary arrangements to receive the review team and facilitate the review process. Details are given in Chapter four of this manual.

The Review Team upon completion of the preliminaries during the visit, will

- examine and verify (as far as possible) the claims in the programme's SER with the Faculty/ Institute of any specific concerns arising from previously conducted programme/subject reviews and/or reviews conducted by professional bodies.
- gather any further evidence necessary to enable them to form a view on the quality of educational provision, experience of the students, and the degree of achievement of the intended learning outcomes; and
- assess to what extent the recommendations and criticisms made by the previous subject and programme reviews have been addressed.

The review team will also consult documentation provided by the Faculty/ Institute. It will endeavour to keep to a minimum the amount of documentation it requests during the visit. The aim is to consider evidence provided by the Faculty/Institute and to focus on discussions with staff and students to get a clear picture of the processes in operation. The review team should always seek to read and use all information provided.

Programme review is evidence-based. The judgments made by the review team emerge from consideration of the evidence and collective consideration. They should not rest on unsupported views or prejudice. Most evidence for review will come from information and documentation provided by the Faculty/ Institute itself. In addition, and as available, review teams will draw on other relevant material such as (professional body quality assessment/accreditation reports, UGC standing committee reports etc.) where appropriate.

All reviews will draw upon the following principal sources of evidence:

- The SER prepared for the review.
- Evidence referenced in the SER
- Degree of internalization of best practices as prescribed in the Programme Review Manual which had been developed by incorporating relevant rules, regulations, codes of practices and other national benchmarks and guidelines in higher education.
- Information gathered by the review team during the review visit.

The visit should conclude with a meeting with the Dean of the Faculty/Director of the Institute, Chairpersons of the IQAU and IQAC, Heads of Departments and other relevant senior academic and administrative staff. The review team will give a general indication of its conclusions based on the review and including strengths and weaknesses identified. The Faculty/ Institute will be given an opportunity to correct any obvious errors of fact or misinterpretations at this point.

## **1.7 The Review Report and Process Prior to Publication**

The outcome of programme review is a published report. Its purpose is to inform the Faculty/ Institute and external parties of the findings of the review and to provide a reference point to support and guide staff in their continuing quality enhancement activities. In particular, the report will give an overall judgment on the reviewer's assessment of the quality of educational provision and student experience within the programme and the standard of the award supported by a commentary on its strengths and weaknesses.

There will be a statement on the level performance of the programme under the Grading of A, B, C or D, based on the Study Programme Score expressed as a percentage (refer chapter three). The commentary will include commendations on excellence and recommendations on aspects which need further improvement based on the scores achieved on different criteria and respective standards.

The draft report will be submitted to the QAAC by the review team. The QAAC will send a copy of the draft report to the Faculty/ Institute for their perusal. This will provide an opportunity to Faculty/ Institute to peruse the draft report and if there are concerns to make it known to the QAAC. QAAC will facilitate a meeting between the review team and the Faculty/ Institute to resolve the concerns by discussion before finalizing the report.

## **1.8 Outcome of Programme Review**

After the Faculty/ Institute accepts the programme review report, it will enter the public domain through the QAAC website so that all stakeholders including students, graduates, prospective employers, grant providing agencies, educationists and policymakers have access to it. The UGC and MoHE will receive a copy through the QAAC. Outcome of this report especially the recommendations will be of value to the UGC and MoHE in allocating resources particularly in the context of rectifying the identified shortcomings/ deficiencies.

The most important follow up actions have to be undertaken at the Faculty/ Institute itself. Upon receipt of the Programme Review Report (PRR), it should be discussed in depth at the Faculty Board and relevant standing committees including IQAC and the Curriculum Development & Evaluation committee. The PRR should also be sent to the Senate and Council for perusal along with the outcome of these discussions.

Along with that, a comprehensive follow up action plan for quality enhancement has to be drawn up and integrated into the Internal Quality Enhancement action plan which shall be implemented by the Faculty/Institute. The IQAU/ IQAC and other relevant committees should continue to monitor the progress in implementing remedial measures / activity plans. Internal quality enhancement activities should take place on a continuous basis until the next cycle of EQA.



## **Part II**

### **Quality Assessment**

#### **Criteria, Best Practices and Standards**



## **Chapter Two**

### **Criteria and Best Practices**

The desired attributes of quality assessment in higher education are objectivity, transparency and comparability. As detailed in the Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions (UGC/HETC, 2015), these attributes are assured by defining a quality framework comprising dimensions for quality and an assessment structure against which a judgment on quality could be made. Adopting the same principle and approach, Part II of this Manual for Review of Undergraduate Study Programmes has defined a quality framework and assessment structure for the review of study programmes offered by Universities/HEIs. The quality framework consists of eight ‘criteria’ for study programmes, and corresponding ‘best practices’ and ‘standards’ for each criterion. This Chapter describes the ‘criteria’ and respective ‘best practices’.

#### **2.1 Criteria**

The criteria reflect the key aspects of a study programme. Accordingly, eight criteria encompassing key aspects of a programme were identified as most appropriate for study programme review after careful study of several documents including the previous Quality Assurance Handbook for Universities (UGC/CVCD, 2002), the Toolkit for Quality Assurance of Distance Higher Education Institutions and Extension Programmes (CoL, 2009), Manual for Institutional Review of Sri Lankan Universities and Higher Educational Institutions (UGC/HETC,2015), and QA Manuals adopted by QA Agencies of other countries. Furthermore, wide stakeholder consultation was sought prior to finalizing the manual. In programme review process, the performance of study programme in relation to all eight criteria is considered for arriving at a judgment on the study programme as a whole. The eight criteria selected for Study Programme Review are listed below:

- Criteria 1: Programme Management
- Criteria 2: Human and Physical Resources
- Criteria 3: Programme Design and Development
- Criteria 4: Course/ Module Design and Development
- Criteria 5: Teaching and Learning
- Criteria 6: Learning Environment, Student Support and Progression
- Criteria 7: Student Assessment and Awards
- Criteria 8: Innovative and Healthy Practices

## **2.2 Best Practices**

For each of the above criteria, quality principles are stated as ‘best practices’. The ‘best practices’ are related to inputs, processes and outcomes of respective criteria. In principle, any institutional approach, policies, strategies, operations, procedures, etc., become qualified as ‘best practices’ only if such ‘practices’ had resulted in value addition to any aspect of operations in the study programme. These are derived empirically and are considered as forerunners of the “standards” that are used as sign posts of excellence, and hence are expected to facilitate the study programme (s) in achieving excellence. Brief descriptions of best practices and/or processes with respect to the eight ‘Criteria’ are given below.

## **2.3 Criteria and Corresponding Best Practices**

### ***Criterion 1 - Programme Management***

- The Faculty/Institute has an organizational structure which is adequate for effective management and execution of its core functions such as programme design, development and delivery; student support; research and outreach activities.
- The Action Plan of the Faculty/ Institute is up to date, designed and developed in alignment with the University’s/HEI’s corporate plan. The Action Plan reflects the Faculty/ Institute’s vigilance on new trends in the educational sphere nationally and globally, and its activities demonstrate the Faculty/Institute’s readiness to embrace innovative initiatives for progressive development; Action Plan is implemented as planned and the progress is regularly monitored.
- The Faculty/ Institute is committed to improve its governance and management; it complies fully with national and institutional administrative and financial regulations and guidelines in effecting general administration and financial management; these are documented as Standard Operational Procedures/Manual of Procedures/Management Guide, and circulated among all relevant stakeholders to ensure compliance.
- The Faculty/ Institute recognizes the value of stakeholder commitment and allegiance to the institution; stakeholder consultation is assured through participatory approach promoted through a mix of formal and informal mechanisms such as standing committees, ad-hoc committees, units, etc., which encourage wider stakeholder participation, teamwork, transparency, responsibility and accountability.
- The Faculty/Institute has the policy and practice to adhere to the annual academic calendar enabling the students to complete the programme and graduate at the stipulated time.



- The Faculty/ Institute publishes a Handbook which provides general information on the history and current status of the Faculty/Institute, brief descriptions of study programme(s) offered, learning resources, student support services, disciplinary procedures, welfare measures, students' rights and responsibilities, and grievance redress mechanisms; the Handbook is distributed among the students at the time of enrollment.
- The Faculty/ Institute publishes a study programme Prospectus which provides relevant information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, compulsory and optional courses, examination procedures and grading mechanisms, graduating requirements, examination by-laws, etc.; the Prospectus is distributed among the students at the time of enrollment.
- The Faculty/Institute maintains an up-to-date website, which provides information about the Faculty/Institute and links to all publications such as Handbook, study programme Prospectus(s), by-laws, special notices, announcements, etc.
- Faculty/Institute conducts an induction/ orientation programme for all new students to facilitate their transition from school to university environment, and provide information on the University and Faculty, facilities and resources available, support services and the study programme.
- The Faculty/Institute securely maintains and updates permanent records of all students accessible only to authorized personnel, with provision to secure backups of all files.
- The Faculty/ Institute uses Information and Communication Technology (ICT) platform for programme management, teaching and learning, research and community engagement; the Faculty/ Institute data bases maintain links with University Management Information System (MIS) and provide relevant inputs in a regular manner.
- The Faculty/Institute has adopted the University approved Code of Conduct /Charter for Students; it is communicated to all students at the point of enrollment with measures in place to ensure the adherence by students with the conditions prescribed therein; violators are promptly dealt with and deterrent measures are taken as and when required.
- The Faculty/ Institute has clearly defined list of duties, work norms and codes of practice for all categories staff in compliance with national and/or institutional guidelines; these are communicated, implemented, monitored and remedial measures taken as and when required.

- The Faculty/ Institute implements a performance appraisal system prescribed by the University/HEI, and the appraisal outcomes are considered for annual increments and promotions of the staff.
- The Faculty/Institute has adopted a policy and strategy to enhance the performance of staff by providing regular training and rewarding high performers.
- The Faculty/ Institute considers quality as a strategic objective and has established an internal quality assurance cell (IQAC) as per the guidelines issued by the UGC and the operational by-laws/guidelines approved and adopted by the University/HEI; the IQAC undertakes regular monitoring of all aspects of the study programme and reports to the Faculty Board on a regular basis; in executing its functions, the IQAC liaises with the internal quality assurance unit (IQAU) of the University/HEI.
- The Faculty/ Institute strives to improve and maintain the quality and relevance of study programmes, and thereby the employability of its graduates; it has put in place an effective organizational arrangements such as curriculum development committee (CDC) and IQAC for regular monitoring, revision and updating of curriculum of study programme and courses, teaching and learning methods in response to stakeholder feedback, labour market projections and emerging global higher educational trends.
- The Faculty/Institute adopts the policy to consider the guidelines and standards prescribed in the Sri Lanka Qualifications Framework (SLQF) and Subject Benchmark Statements (SBSs) in designing and development of curricula of study programmes and courses.
- The Faculty/ Institute adopts the policy on, and procedures for facilitating internalization of outcomes-based education and student-centered learning (OBE-SCL) approach in educational provision; all academic staff members are trained and equipped with knowledge and skills to apply OBE-SCL tools and techniques in the design and development of curricula, and modify teaching, learning and assessment procedures.
- The Faculty/Institute has put in place the policy on and procedure for programme approval, implementation, and discontinuation; introduction of revised/updated curricula commences only after giving adequate notice and with a new batch of students; similarly, a programme is terminated after giving adequate notice to ensure the students enrolled into the programme complete their education without any disruption.
- The Faculty/Institute has the policy and procedures for monitoring the implementation of curriculum; obtaining student feedback, peer observation, graduate satisfaction

surveys at exist point, employability studies, employer feedback surveys, etc., and using the findings for effecting continuous improvement of the study programme.

- The Faculty/ Institute recognizes the value of collaboration with national and international partners; it has established collaborative partnerships with national and foreign universities/HEIs/organizations for academic and research cooperation.
- The Faculty/Institute has put in place mechanisms to optimize the learning environment through provision of student support mechanisms such as academic counseling/mentoring system, student counseling system, access to health care services and recreational and sports facilities, and security and safety measures.
- The Faculty/Institute has approved by-laws pertaining to examinations, student discipline and appropriate guidelines for student unions; those are made widely available to both staff and students; violators are promptly dealt with and effective remedial and deterrent measures are taken as and when required.
- The Faculty/Institute offers special support and assistance services for students with special needs or differently-abled students.
- The Faculty/Institute complies fully with the institutional policy to promote gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV); it adopts appropriate strategies and executes activities to promote GEE and deter SGBV amongst all categories of staff and students.
- The Faculty/Institute adopts the policy of zero-tolerance to ragging; it adheres fully with institutional by-laws on students' discipline and implements necessary measures through coordinated efforts involving academics, faculty student counselors, and proctors, marshals and security staff to prevent and deter any form of intimidation/harassment among students.

### ***Criterion 2 - Human and Physical Resources***

- The Faculty/ Institute ensures the availability of adequate human resources equipped with required qualifications and competencies for design and development and delivery of academic programme(s) and courses, and to undertake associated functions such as research, innovations, counseling and outreach activities.
- The Faculty/ Institute ensures that its human resources profile is comparable with national and international norms with high percentage of academics having doctoral degrees, research grants and scientific communications in national and international referred/indexed journals.

- The Faculty/Institute requires all newly recruited academic staff to undergo an induction programme which helps them to acquire minimum competencies required to perform satisfactorily in their assigned roles; proactively encourages all newly recruited academic staff to acquire required post-recruitment qualifications and competencies as soon as possible to perform their core duties, and to work towards progressing into higher grades at the prescribed points of time in their service without undergoing stagnation; the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes of which the impact is monitored, and remedial actions are taken as and when required.
- The Faculty/ Institute has appropriate, and adequate infrastructure facilities such as lecture rooms, laboratories, libraries and reading rooms, studios, field stations/practice areas, transport facilities, ICT resources, common amenities etc. for teaching and learning; these facilities are well maintained and regularly upgraded.
- The Faculty/Institute that offers professional or honours study programmes has put in place specialized training facilities as appropriate; students are provided with adequate access to and training in such specialized training facilities.
- The Faculty/ Institute motivates the staff and students to adopt outcome-based education and student-centered learning (OBE-SCL) approach and provides adequate facilities to practice OBE-SCL approach in education provision.
- The Faculty/ Institute ensures that students have access to library facility which is networked, and holds up to date print and electronic forms of titles, electronic data bases and provides other facilities such as reprography, internet, inter-library loan mechanism, etc., along with a user-friendly service.
- The Faculty/ Institute has put in place sufficient ICT facilities including access to computer terminals and internet connectivity and technical guidance as and when required for students to acquire ICT skills.
- The Faculty/ Institute has a well-resourced English Language Teaching Sub-unit or Cell or Centre (ELTC) that provides students with instructional training and practical guidance in learning and use of English as a second language (ESL) in their academic activities.
- The Faculty/ Institute ensures that the students are provided with training opportunities to acquire ‘soft skills’/’life skills’ required to succeed in the ‘word of work’ through regular career guidance programmes conducted by the Career Guidance Unit (CGU) of the University, and by embedding those skills into the curricular activities.

- The Faculty/ Institute has coordinating structures and mechanisms to encourage and facilitate students to engage in multicultural programmes to promote social harmony and ethnic and cultural cohesion among students of diverse backgrounds.

### ***Criterion 3 - Programme Design and Development***

- The Faculty/Institute adopts a participatory approach inclusive of academic staff, non-academic/ technical staff, students, alumni and external stakeholders (e.g., industry and professional bodies) at key stages of the design and approval of programme and courses.
- A programme/ curriculum committee and/or an equivalent body responsible for the planning, design, organization, and improvement of the programme/ curriculum is in place. The committee consists of faculty and other relevant stakeholders including representatives from key employers/industry/ profession.
- Programme is consistent with the mission, goals and objectives of the University/ HEI. It is designed to meet the needs of all stakeholders, national, regional and global requirements, and to reflect latest developments and practices in the field of study.
- Programme complies with the SLQF with respect to the title of the award, volume of learning, level descriptors and qualification descriptors, and is also guided by other external reference points such as Subject Benchmark Statements and requirements of relevant professional bodies.
- The programme ILOs are developed in alignment with graduate profile. ILOs are realistic, deliverable and feasible to achieve.
- Programme design and development procedures take into consideration entry and exit pathways including fallback option.
- Outcome based education (OBE) approach is practiced where teaching learning activities and assessment strategies are aligned with course ILOs.
- Curriculum is enriched by incorporating vocational, professional/ semi-professional, interdisciplinary, and multidisciplinary courses either as core and/or optional/ elective components.
- Where relevant, curriculum recognizes diversity among students and addresses issues of gender, cultural and social diversity, equity, social justice and ethical values.

- Programme is organized as courses/modules which incorporate required sequential core and optional elements and maintains an appropriate balance of theoretical, practical, and experiential knowledge aiming to impart competencies at the appropriate level of study as per SLQF.
- Courses/ modules of the programme are structured in a manner to progressively increase the challenges on students intellectually in terms of skills, knowledge, conceptualization and autonomy of learning, to promote progression of students from one level to the other.
- Where work-based placement/ internship is a part of a programme of study, the Faculty/Institute ensures that ILOs are clearly identified; contribute to the overall and coherent aims of the programme; appropriately assessed jointly by the Faculty/Institute and the workplace using a structured marking scheme where relevant. Faculty/ Institute informs the students of specific responsibilities relating to their work-based placement/ internship prior to the assignment.
- Curriculum of the programme encourages creative and critical thinking, independent and lifelong learning, interpersonal and communication skills; appropriate strategies such as experiential and reflective learning, collaborative learning, and self-learning are incorporated into the curriculum of the programme and courses/modules.
- The Faculty/Institute has identified key outcome-based performance indicators for the programme, such as student progress and success rates, students' satisfaction with the programme, cost-effectiveness of the programme, and employability of graduates, admission rates to advanced degree programmes and scholarship / fellowship awards.
- The programme offered is duly approved by Faculty/Senate/Council /UGC or relevant regulatory agencies. The programme approval criteria include the design principles underpinning the programme (e.g., outcome based and student centered learning approach), title of the award, volume of learning, level descriptors and qualification descriptors, course contents, teaching/ learning and assessment strategies, physical and human resources and learner support, monitoring, evaluation and review arrangements and other relevant details.
- The Faculty/Institute ensures that the principles to be considered when programmes are designed (such as balance of the programme, awards, and titles, resources available to support the programme) as well as the roles, responsibilities, and authority of different individuals/ bodies involved in programme design and approval, are clearly defined and communicated to them, so that they are clear about the design principles, sequence of the procedures and the final authority for approval.

- Programme specifications are published with course specifications which include the ILOs in terms of knowledge, skills, attitudes and mindset; teaching learning methods that enable the outcomes to be achieved; assessment methods that enable the outcomes to be demonstrated; teaching learning resources; and compatibility of the programme with the SLQF and to any other relevant professional accreditation requirements.
- The programme information package/prospectus is made available and accessible in print and/or electronic forms. It is comprehensive and includes the entry requirements (including lateral entry if applicable), programme specification along with course specifications, credit hours, course contents, and recommended and supplementary readings. The information is accurate and up to-date.
- Academic programmes are regularly monitored, evaluated and reviewed by the IQAC as a part of the IQA process, to ensure that the programme remains current and valid in the light of emerging knowledge in the discipline, effective in delivery and assessment; information is used for continuous quality improvement.
- The Faculty/Institute annually collects and records information about students' destination after graduation (tracer studies) and uses this data for continuous improvement of the programme.

#### ***Criterion 4 – Course/ Module design and Development***

- The Faculty/Institute adopts a participatory (course team) approach inclusive of academic staff, non-academic/ technical staff, students, alumni and external stakeholders (e.g., industry and professional bodies) at key stages of the design, development and approval of courses; each member is made aware of their respective roles and responsibilities.
- Content in a programme is organized into focused courses/ modules with the ILOs aligned with the programme ILOs.
- Courses are designed to reflect latest developments and practices in the field of study.
- Course/ module design is in alignment with the SLQF and reflects the expectations of the SBS, requirements of statutory/ regulatory bodies.
- Faculty/ Institute develops standardized formats/templates/ guidelines for course/module design and development of courses for effective instructional design and efficient course development.

- Course ILOs are mapped against Programme ILOs to ensure that programme is coherent and comprehensive. Courses are designed to support students in achieving the programme ILOs. Course content, teaching and learning and assessment strategies are constructively aligned with the course ILOs.
- Courses are designed based on student-centred principles with teaching-learning and assessment strategies and appropriate use of ICT; these are clearly stated in the course specifications, communicated to and discussed with students.
- Course ILOs, content, teaching learning and assessment strategies, learning resources, credit weight, etc., are contained in course specification which is made accessible to all students.
- Each individual course has a credit value, designated number of study hours (notional hours) which include direct teaching hours, learning activities, assignments, tutorials, laboratory/clinical work, project work, self-learning, use of library, revision and examinations as described in the SLQF.
- Courses/modules have ample scope for encouraging and developing creative and critical thinking, independent and lifelong learning, communication, interpersonal and team working skills.
- Faculty/institute takes into account the needs of differently abled students when designing courses.
- Choice of media and technology are integrated into the course design.
- Courses have appropriate breadth and depth in learning content and activities to stimulate and challenge students intellectually.
- The work load for students with respect to courses complies with the SLQF guidelines and facilitates completion of each course within the intended period of time.
- Courses/ modules of the programme are structured in a manner to progressively increase the challenges on students intellectually in terms of knowledge, skill, conceptualization and autonomy of learning.
- The Faculty/ Institute provides prior training and necessary inputs to the staff involved in instructional design and development.
- The Faculty/Institute ensures that relevant staff are informed of the criteria against which the course proposals/specifications are assessed in the course approval process.



- The Faculty/ institute ensures provision of adequate physical and human resources for course design, approval, monitoring and review processes.
- Course approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the available learning opportunities, monitoring and review arrangements and the course specification.
- Regular course evaluation is undertaken through internal monitoring by the IQAC, and the findings are used to improve the course content, delivery and assessment processes.
- Course/ module evaluation at the end of each course/module includes assessment of its content appropriateness, effectiveness of teaching, measurement of student learning outcomes and feedback; it is used for further improvement of the courses/modules.

### ***Criterion 5 - Teaching and Learning***

- The teaching and learning processes are based on the mission of the Faculty/Institute, goals and values, and curriculum requirements.
- The Faculty/ Institute provides course specification and timetable before the commencement of the programme/ course.
- The Faculty/ Institute ensures that course/module ILOs, teaching learning strategies and assessment strategies are meticulously planned to be closely aligned with each other (constructive alignment) and are also appropriate and accessible to differently abled students if the programme caters to such students.
- The Faculty/Institute promotes the use of blended learning to maximize student engagement with the curriculum.
- Faculty/Institute ensures that the staff draw upon their research, scholarship, or professional activity to enhance teaching.
- Teaching engages students as partners in learning in ways that develop curiosity–driven investigative approaches, and maximizes each student’s personal and professional development; draws on real world scenarios so that the students comprehend the application of knowledge; capitalizes on formative assessment and feedback as key components of teaching and learning.
- Teachers use information gained from assessment of students to improve teaching.

- Teachers encourage and facilitate students to take personal responsibility of their learning fostered by appropriate teaching learning methods;
- The teaching approach encourages students to contribute to scholarly and creative work, discovery of knowledge and to relate theory and practice to real life situations through reflection.
- Teachers adopt both teacher-directed and student-centred methodologies, where students learn by actively engaging in and interacting with the content and activities (active learning) with the role of the teacher being more as a guide and facilitator.
- Self-directed learning is encouraged through assignments which require students to refer books, journals, internet and other resources; by incorporating investigative methodology into the learning processes through activities such as literature review, research project, collaborative project work and work-based placements.
- Teachers engage students in research as a part of teaching learning strategy and support students to publish their research.
- Teachers are sensitive to gender, culture, race and religion; they design teaching learning activities that are not discriminative and avoid making derogatory comments.
- Teachers are encouraged to promote innovative pedagogy and introduce ICT into teaching learning practices.
- Teachers engage with peers for continuous improvement of teaching through evaluation and reflective practices that are underpinned by scholarship of teaching and learning.
- Progress in implementing the teaching learning framework across each level of the programme are monitored and reported regularly to Heads of Departments, Dean and programme coordinator, and remedial actions taken when needed.
- Workloads of academics are equally distributed to ensure them to have adequate time to provide effective instruction, advice, conduct assessments, contribute to programme evaluation and improvement, and engage in continuous professional growth, while participating in scholarship and research.
- The Faculty/ Institute uses key indicators such as adoption of outcome based approach in teaching and learning, innovative teaching practices, degree of teacher-student interaction obtained through self-appraisal, peer evaluation and student feedback, for evaluating the performance of teachers for excellence in teaching.

### ***Criterion 6– Learning Environment, Student Support and Progression***

- Student support provides a suitable learning environment that enables the students to successfully achieve the ILOs. It comprises provision of facilities and learning/information resources (including adequate number of full-time faculty members to support the mission of the institution and to ensure quality and integrity of its academic programmes, technological infrastructure, scientific laboratory facilities, language laboratories, library facilities, studio spaces, clinical practice sites as appropriate to the programmes/ subjects) and offering guidance to students in the ethical use of learning/ information resources.
- The Faculty/Institute provides an inclusive educational environment (Learning Resource Centers; academic/student counselling and mentoring; needy student support; Career Guidance activities; Gender Equity Centers) considering the needs of individual students and diversity of the student body, in enabling student development and achievement.
- The students are clearly conveyed of their rights, responsibilities and conduct for successfully completing the programme through Student Charter/ Code of Conduct.
- The Faculty/ Institute conducts training programmes to provide ongoing training for users (students and relevant staff) of common learning resources and specialized learning resources.
- The Faculty/Institute ensures that student support opportunities are accessible and clearly communicated; it monitors and evaluates the support services and uses the feedback for improvement.
- The Faculty/Institute offers, monitors and improves special support and assistance services for students with special needs (differently-abled students).
- Faculty/Institute has academic counsellors who hold meaningful discussions with students focusing on areas such as student support, choice of courses, assessments, career paths etc. When sharing information, counsellors ensure that confidentiality is maintained to protect the rights of individuals.
- The Faculty/Institute monitors student learning experience, achievement and satisfaction annually to ensure that learning experiences are effective and help in achieving the desired outcomes.
- The Faculty/Institute uses ICT-led tools to facilitate students' access and use of the library efficiently; ensures that the use of library and information resources is integrated into the learning process.

- The Faculty/ Institute facilitates and monitors on a continuous basis, student progression from one level to the next and ensures successful completion of the programme towards gainful employment/ further advanced study; makes necessary improvements and facilitates the students who do not complete the programme successfully, to settle with the fallback options available.
- The Faculty/Institute enhances learning opportunities for students by collaborating with employers who offer work-based learning or placement opportunities.
- Career information, advice and guidance are provided enabling students to make choices about their future. Students are empowered to access relevant information on the local, regional, national and international graduate labor markets, enabling them to make informed career choices.
- Processes are in place for communicating with students throughout the period of study in a structured, clear, concise, and timely manner about opportunities designed to enable their development and achievement towards employment; the effectiveness of these processes are regularly evaluated.
- Career education, networking with alumni, information and guidance, and the development of career management skills along with soft skills are considered as inter-dependent parts of student support; there is an institution-wide commitment to prepare students for their future careers.
- The Faculty/Institute has strategies to promote employability of students and their ability to articulate their knowledge, skills, attitudes and values through working in partnership with external stakeholders such as employers, societies, local communities.
- Retention, progression, completion/ graduation rate, employment rate and per student cost are regularly monitored and remedial measures taken where necessary.
- The Faculty/Institute regularly and systematically gathers information about student satisfaction with the support services. Information collected is used for improvement of the services.
- The Faculty / Institute has fair, effective and timely procedures for handling student complaints and academic appeals; thus ensures opportunity for students to raise matters of concern without risk of disadvantage.
- The Faculty/Institute implements the policy on gender equity and equality and supports opportunity for student leadership, creative activities and scholarship; promotes active academic/social interaction between the faculty and students.

### ***Criterion 7 - Student Assessment and Awards***

- Assessment strategy of student learning is considered as an integral part of the programme design with clear relationship between assessment tasks and programme ILOs. The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and ensures those being fit for purpose.
- Student assessment policies, regulations and processes underpin the setting and maintenance of academic standards with reference to SLQF and SBS, and where applicable, requirements of professional bodies.
- The Faculty/Institute has approved procedures for designing, setting, moderating, marking, grading, monitoring and reviewing the assessment methods and standards of awards.
- The Faculty/Institute provides regular training on methods of assessments to staff and ensures that staff involved in assessing students are competent to undertake their roles and responsibilities, and have no conflict of interest.
- The assessment procedures and the weightage assigned for different components are clearly stated in the programme/course specifications and clearly communicated to students.
- The Faculty/Institute adopts well defined marking scale, marking scheme, various forms of internal second marking and procedures for recording and verifying marks etc, to ensure transparency, fairness and consistency.
- The Faculty /Institute considers involvement of external/second examiner is an essential part of the process of quality control and maintenance of standards. The external/second examiner assesses answers and assigns marks without seeing the marks given by the first examiner (blind marking). There is an established procedure (senate/relevant academic body approved) for reconciling the marks when there is a major discrepancy between the two sets of marks.
- Faculty/Institute and departments have a clear policy on consideration of the external examiners' reports, reporting lines and time frame to ensure that changes recommended in the examiners' reports are implemented. Assessment outcomes including external examiners' report are used to improve teaching learning and assessment methods.
- The Faculty/Institute ensures that policies, regulations and processes relating to assessments are clear and accessible to all stakeholders (students, academic staff, administrative staff, internal and external examiners).

- Assessment and examination policies, practices, and procedures provide differently abled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.
- Assessment strategies are aligned with ILOs and enable students to provide evidence of achieving the ILOs.
- Assessment methods are integrated into teaching and learning strategies. Formative assessments are used to provide feedback to students to facilitate achieving the ILOs.
- The Faculty/Institute implements and supports systematic and broad-based assessment which incorporates all aspects of learning including industrial training, field-based training, clinical training etc.
- The Faculty/Institute uses both formative and summative assessment to track individual student's learning, and uses this information to ensure the achievement of ILOs; students are provided with regular, appropriate and timely feedback on formative assessment to promote effective learning.
- Assessment is designed and sequenced to provide a reasonable spread of assessment items throughout the course enabling students to monitor and progressively improve their capabilities.
- The Faculty/ Institute ensures the degree awarded complies with the SLQF.
- A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grade and class is made available to all students at graduation.
- Where a programme leads to registration of a professional/statutory body which issues a license to practice, clear information is made available to staff and students about specific assessment requirements that must be fulfilled for the award of the professional qualification.
- Students are informed before the commencement of the programme/course about the types of assessment, its alignment with the ILOs, timelines for assessment and releasing results, and issue of transcripts. Students are also made aware of code of conduct for preparation and submission of assignments, project work, and for sitting examinations.
- Assessment regulations are strictly enforced and disciplinary procedures are in place for handling breaches of examination regulations by students; malpractices such as plagiarism etc. and violation of codes of conduct.

- Examination boards and panels are responsible for timely release of results, and recording assessment decisions accurately; such records are maintained for a designated period of time.
- The staff carries out all aspects of assessment in a way which ensures the integrity of the assessment process and in turn the integrity of academic standards of each award. Faculty ensures academic integrity of the award by maintaining confidentiality and declaring conflicts of interest where applicable.

### ***Criterion 8 - Innovative and Healthy Practices***

*Note: Innovative and Healthy practices are considered as practices which would lead to enhancement of quality of training and learning experience and the students' outlook. However, it is difficult to prescribe a comprehensive list of best practices that will be applicable across all study programmes. Sample of such best practices which are commonly seen in many academic institutions are listed below for consideration and adoption. Some of these may be widely adopted by most study programmes.*

- The Faculty/Institute has policy and established ICT-based platform (i.e.VLE/ LMS) to facilitate multi-mode teaching and student-centered learning; uses the ICT-enabled tools and techniques sensibly for delivery of learning material, learner support services and conducting/administering students' assignments and assessments.
- The Faculty /Institute has a policy and strategy to encourage the staff and students to use Open Educational Resources (OER) to complement teaching and learning resources.
- The Faculty/Institute recognizes the complementarity between academic teaching, research and innovations; it has put in place coordinating structures and/or mechanisms to facilitate staff engagement in research and innovation, and interaction with community and industry.
- The Faculty/Institute recognizes the value of imparting basic skills in research, innovation and research communication to undergraduates; accordingly, the study programme contains an undergraduate research project as a part of the teaching and learning strategy; students are encouraged to disseminate the findings of such research through oral presentations and publications.
- The Faculty/Institute recognizes the value of exposing students to the 'world of work' during their undergraduate career; the study programme contains an 'industrial' attachment/ training as a part of the teaching and learning strategy; it is operationalized

through well designed and effective partnerships with ‘industrial’ establishments/ organizations.

- The Faculty/Institute has put in place appropriate mechanisms and procedures to encourage and facilitate academic staff to establish linkages with ‘industry’ and community; it uses such linkages to strengthen the reputation of the institution and expose the students to ‘world of work’.
- The Faculty/Institute has adopted the policy to engage in income generating activities in order to diversify its sources of income; staff is encouraged and facilitated to engage in income-generating activities such as fee-levying programmes/ courses for external students/ consultancy and advisory services; it commercializes research and innovations, provides advanced laboratory and testing services, and uses such income to compliment the grants received from the Treasury.
- The Faculty/Institute has adopted a policy and procedure for credit-transfer among Faculties and Institutes in conformity with institutional policies; it allows its students to transfer the earned credits among the Faculties/Institutes, provided the ILOs of transferred credits are comparable.
- The Faculty/Institute promotes students and staff engagement in wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, engagement with community and industry-related activities; such pursuits are well supported with physical, financial and human resources.
- The Faculty/Institute has a policy and mechanism for encouraging and rewarding student participation at innovation/ sports/ general knowledge / IQ competitions at regional/national levels without adversely affecting their progression in the academic programme.
- The Faculty/Institute has put in place the policy and strategy to ensure the study programme offered is relevant to the needs of the ‘world of work’, and its quality is comparable with national and global standards; it is ensured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.
- The Faculty/ Institute has put in place the policy and strategy for the students who are unable to complete the programme successfully; provision is allowed for such students to exist at a lower level with a diploma or certificate, depending on level of attainment (fallback option).



## Chapter Three

### Standards for Assessment

A set of ‘standards’ corresponding to the ‘best practices’ prescribed in detail in Chapter 02 is presented in this Chapter. The ‘standards’ are to be used by study programme managers for self-assessment and by external reviewers to measure qualitatively and quantitatively, the degree of compliance with and internalization of ‘best practices’ and the level of attainment of the relevant ‘standards’.

#### 3.1 Standards

The ‘standards’ are usually established by an authority as regulations, norms, guidelines or principles through general consensus as a basis for comparison. They define exactly how a task should be carried out or completed or what the level of attainment or performance or what the desired outputs and outcomes should be. Factors such as inputs, process, outputs and outcome, and the factors that affect them have also been taken into account in developing these ‘standards’.

The ‘standards’ defined here are used as reference points or ‘sign posts’ in quality assessment. In order to facilitate the use of ‘standards’ in quality assessment, examples of evidence are given against each ‘standard’. The self-evaluation report (SER) of a study programme offered by a Faculty/Institute of the University/HEI has to be formatted and presented in line with the ‘criteria’ and respective ‘standards’ provided in this Chapter.

The SER shall describe the level of compliance with, and internalization of ‘best practices’ and the degree of attainment of the corresponding ‘standards’ with supporting evidence. The peer review team following scrutiny of the documentary evidence presented in the SER at the ‘desk review’ will proceed to verify the evidence provided for each ‘standard’ during the site visit, and will assess the level of attainment of the respective standard and give a corresponding score. To arrive at standard-wise assessments, examples of evidence and a score-guide on a 4-point *Likert* scale are provided. However, the given examples of evidence are not exhaustive and a Faculty/Institute may present any other relevant evidence deemed appropriate for a particular standard.

### 3.2 Criteria, Standards, Sources of Evidence and Score Guide

#### *Criterion 1- Programme Management*

Scope –The following aspects directly related to study programme management are assessed: organizational structure, governance and management procedures; strategic/action plan and implementation; management capacity and procedures; by-laws relating to examinations, disciplinary procedures, student unions; duty lists and Codes of Conduct for staff and Charter for students; curriculum development and internal quality assurance mechanism and procedures; curricula revision process, and adherence to national guidelines / reference points; teaching and learning and assessment procedures; adherence to OBE-SCL approach in education provision; academic counseling, student counseling, welfare mechanisms and procedures; national and international partnerships and national and international visibility; provisions for accommodating and assisting students with special needs; measures to promote gender equity and equality, by-laws to deter any sexual and gender-based harassment; and measures and strategies to adopt the policy of zero-tolerance to ragging.

*The scope of this criterion is captured in the following ‘Standards’:*

No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions.	Faculty by-laws; Organogram; ToRs of Standing & Ad-hoc Committees; minutes of the Faculty Board and other Standing & Ad-hoc Committees.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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1.2	The Faculty/Institute Action Plan is up to date and aligned with the University’s/HEI’s Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly.	University’s /HEI’s Corporate/Strategic Plan; Faculty Action Plan and Annual Plans; minutes of Action Plan Implementation and Monitoring Committee; list of new initiatives promoted through the Action Plan.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
1.3	The Faculty/Institute adopts management procedures that are in compliance with national and institutional Standard Operational Procedures (SOPs), and they are documented and widely circulated.	Documented Standard Operational Procedures (SoPs)/Management Procedures; Annual Internal Audit Report; Annual External Audit Report.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.4	The Faculty/Institute adopts a participatory approach in its governance and management and accommodates student representation on faculty committees and student welfare committees.	Minutes of Faculty Board/Management Committee/Dean's Advisory Committee meetings; Stakeholder consultations; follow-up action taken; list of committees with student participation; evidence of student participation in decision making process; stakeholder feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	Evidence of institutional mechanism in setting the timetable; past timetables and records of entry and graduation dates of batches of students over the past 5 years.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.6	The Faculty/ Institute makes available a Handbook to all incoming students; it provides general information on the history and current status of the Faculty/Institute, brief descriptions of study programme (s) offered, learning resources, student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.	Faculty/Institute Handbook; Student Disciplinary by-laws; Student Charter/ Code of Conduct.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
1.7	The Faculty/ Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination by-laws, etc.	Study Programme Prospectus; Study Programme Curriculum and Course Curricula/Syllabi of courses; Examination by-laws.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.8	The Faculty/Institute Website is up to date with current information and provides links to all publications such as handbooks/prospectus, special notices, announcements, etc.	Faculty Website and links.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.	Institutional mechanism of conducting induction /orientation programme; outline of the contents of the orientation programme; feedback received from participants.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.10	The Faculty/Institute securely maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	Description of data collation and handling procedures.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
1.11	The Faculty/Institute uses an ICT platform and applications for all its key functions and maintains an updated data base which is linked to the university Management Information System (MIS).	Inventory of ICT facilities; Evidence of adoption of ICT-based tools in management such as MIS; evidence of adoption of ICT tools for teaching and learning; evidence of installation and operation of LMS.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.12	The Faculty/Institute issues a copy of the Code of Conduct/ Student Charter prescribed by the University to each and every incoming student; it is communicated to all students and students' adherence to the prescribed code of conduct is closely monitored and promoted.	Documentary evidence of existence of Student Code of Conduct/Student Charter and modes of communication and checking for compliance.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.13	The Faculty/Institute implements duty lists, work norms and Codes of Conduct for all categories of staff, communicates those to all and monitors regularly.	Work Norms and duty lists; Codes of Conduct of different categories of staff.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.14	The Faculty/Institute implements the performance appraisal system prescribed by the University/HEI; performance of staff is enhanced through training and rewarding high performers.	Guidelines and formats of Performance Appraisal System; sample of Annual Appraisal Reports; CPD programmes planned & conducted and follow up action taken; reward scheme that is in place and names of recipients over the past 3 years.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
1.15	The Faculty/Institute has established an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQUA) of the University/HEI and implements internal quality enhancement system.	Documentary and physical evidence as regard to existence of IQAC; by-laws and operational procedures manual; minutes of the IQAC and IQUA meetings; evidence of implementing internal quality enhancement system; reports of implementation of the recommendations of EQAs previously concluded.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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1.16	The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.	Composition and TOR of the CDC or description of alternative mechanism; minutes of the meetings of CDC/alternative committee meetings; feedback received from stakeholders and remedial measures undertaken over the past 4 years; reports of employability surveys/ graduate tracer studies.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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1.17	The Faculty/Institute takes into consideration the SLQF and SBS as reference points and Outcome-based Education and Student-Centered Learning (OBE-SCL) approach in academic development and planning and education provision.	Faculty Board minutes; minutes of the CDC and IQAC; reports on the curricular revision process; evidence of using SLQF and SBSs as reference points in developing curricula; Staff Development/ CPD Programmes on OBE-SCL conducted; evidence of adoption of guidebooks on OBE-SCL methods; stakeholder feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.	Evidence of mechanism adopted in implementing new curricula and in discontinuation of an on-going programme.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.	Evidence of monitoring measures - student-feedback, peer observation, graduate satisfaction surveys at exit points, employability studies, and employer feedback surveys; evidence of the use of feedback reports and surveys in affecting the continuous improvement of curriculum, teaching and learning and assessment methods.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/ organizations for academic and research cooperation.	Documentary evidence of nationally and internationally funded research projects; copies of MOUs/Agreements reached; evidence of implementation/ outcome of the collaboration specified in MoUs.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
1.21	Faculty/Institute operates academic mentoring, student counselling and welfare mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.	Institutional mechanism of student and academic/mentoring, counselling system and welfare mechanism; TORs for academic mentors, and student counsellors; description of welfare mechanism and regular activities undertaken; list of training programmes offered to staff undertaking mentoring/counselling work.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.22	Faculty/Institute assures that all its students have access to health care services, cultural and aesthetic activities; recreational and sports facilities.	Documentary evidence for healthcare, sports and recreational facilities; evidence of students' engagement in leisure, sports and cultural activities.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.23	Faculty/Institute implements measures to ensure the safety and security of students.	Documentary evidence of safety and security measures that are in operation within the Faculty/Institute.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.24	The Faculty/Institute adopts and practices University/HEI approved by-laws pertaining to examinations, examination offences, student discipline, and student unions; the adopted by-laws are made widely available to both staff and students.	Documentary evidence of existence and adoption of by-laws for examinations, student discipline and student unions.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-abled students.	Documentary evidence of policy, and strategy and activities aimed at students with special needs/differently abled students.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
1.26	The Faculty/Institute practices measures to ensure gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students.	Documentary evidence of GEE & anti-SGBV policy and strategy; inventory of past and planned measures and activities; feedback from stakeholders.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
1.27	The Faculty/Institute practices the policy of zero-tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation.	Documentary evidence of policy and strategy of anti-ragging/harassment; Student Disciplinary by-laws; report on the past activities geared to prevent ragging and punishments meted out.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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**Criterion 2 – Human and Physical Resources**

Scope –The following aspects are reviewed and assessed under this criterion - staff cadre and adequacy, human resources profile, competency profile of academic staff; staff capacity building programmes, staff appraisal and reward mechanisms; adequacy of teaching and learning facilities; training and learning resource centers for learning English as a second language; ICT resources for academic pursuits, library resources, and career guidance services; and institutional mechanism and facilities for promotion of social harmony and ethnic cohesion.

**The scope of this criterion is captured in the following ‘Standards’:**

<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	Faculty Staff Cadre; list of expertise required to deliver the curriculum; HR Profile.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
2.2	The Faculty/Institute takes timely measures to ensure that its human resources profile is compatible with its needs and comparable with national and international norms.	HRD policy; Report on the recent recruitments; current HR Profile; Report comparing the expertise available with the national and international norms/ benchmarks.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and imparts minimum knowledge and competencies required to perform the assigned tasks.	Documentary evidence of the policy and records on new recruits undergoing the induction training; Curriculum of the induction training programmes offered by the University/HEI.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								

No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
2.4	The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.	HRD Plan: record of induction/ CPD programmes offered; documentary evidence of implementing staff performance appraisals.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
2.5	The Faculty ensures the availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.	Inventory of infrastructure facilities; physical verification of infrastructure facilities such as lecture theatres and laboratories; records of utilization of facilities.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
2.6	The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc.	Evidence of existence of appropriate teaching facilities and laboratories; Guidelines/Manuals on the use of such teaching facilities.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
2.7	The staff is provided with required training in outcome-based education & student-centered learning approach (OBE-SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.	Inspection of facilities and observation of teaching sessions; stakeholder feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
2.8	The Faculty/ Institute has ensured student access to a well-resourced library facility; it is networked and holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.	Report on the library facilities provided; list of inventory of library resources; usage reports; stakeholder views.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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2.9	The Faculty/Institute ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills.	Report on ICT facilities available and usage; stakeholder feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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2.10	The Faculty ensures the students are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work through a well-resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).	Physical evidence of operation of ELTU/ELTC at the Faculty; staff strength; records of activities related ESL.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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2.11	The Faculty/Institute ensures the students are provided with adequate training on ‘soft skills’/’life skills’; it is addressed through the core curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU) of the University.	Report on the emphasis given in the core curriculum to address ‘soft skills’/’life skills’; graduate profile and curriculum blueprint; documentary evidence of a liaising/ coordinating mechanism with the CGU of the University; list of programmes regularly offered by the CGU to students and evidence of student participation.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	Evidence of a coordinating mechanism to promote multicultural activities; records of past events conducted.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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### ***Criterion 3 - Programme Design and Development***

Scope - Programme of study is defined as a stand-alone approved curriculum followed by a student, which contributes to a qualification of a degree awarding body. Where a programme is made up of more than one self-contained, formally structured units, those are referred to as courses/modules.

Academic Programmes of study should reflect University/ HEI's mission, goals and objectives. They are offered according to needs analysis based on an audit of existing courses and programmes, market research, liaison with industry, national and regional priorities and according to approved procedures. Subject Benchmark Statements (SBS) and requirements of professional bodies act as valuable guide/external reference points when formulating a structure and content of a new degree programme. Curriculum is outcome driven and equips students with knowledge, skills and attitudes to succeed in the world of work and for lifelong learning.

Programme design is initiated by describing the graduate outcomes of the programme followed by a clear mapping of course/module outcomes to the programme outcomes. Learning outcomes are developed and described with reference to a particular level of study based on (in compliance with) the Sri Lanka Qualification Framework (SLQF). All programmes outcomes should be clearly aligned with course outcomes, content, teaching / learning and assessment strategies (constructive alignment). Programmes should seek to engage students in a variety of learning activities that would encourage diversity, flexibility, accessibility and autonomy of learning, and produce compatibility between curriculum, student-centred teaching methods, and assessment procedures. Essentially the final curriculum is an interaction between learning outcomes, methods of assessment, teaching methods and content.

Good Practice is to consider not only the curriculum areas of study but also the intellectual, practical, and transferable skills that should be developed and assessed at each level using the level descriptors in the SLQF to establish a standard for each level of study. There should be an effective process for regular monitoring and review of design, development and approval of programmes.

*Criterion 3 is evaluated in the following 'Standards':*

No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
3.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.	Curriculum; Curriculum planning documents; minutes of curriculum planning committee; Faculty policy/plan on curriculum development.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
3.2.	The Faculty /Institute ensures external stakeholder participation at key stages of programme planning, design and development and review.	Curriculum development policy and plan; minutes of programme development team and composition.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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3.3.	Programme design process incorporates the feedback from employer/ professional satisfaction survey.	Employer and stakeholders' survey; evidence and reports for feedback from employers considered during programme design and development; programme specifications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	Corporate/strategic plan; programme specification; needs survey instruments and feedback; minutes of programme development committee.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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3.5	Programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.	Senate approved curriculum design policy; evidence of possessing and adopting SLQF and SBS/requirements of professional bodies in programme/course development, curricula of study programmes.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
3.6	Programme design and development procedures include specific details relating to entry and exit pathways including fallback options; Intended Learning Outcomes (ILOs); qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external reference points such as SLQF, and SBS.	Faculty policy documents on programme design and development; programme/course specification template approved by the faculty; curriculum development committee meeting minutes indicating the adoption of the procedures.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.7	Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.	Faculty Handbook/Prospectus with graduate profile; programme/course specifications reflecting constructive alignment.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.8	ILOs of study programmes are realistic, deliverable and feasible to achieve.	Programme specification listing ILOs; student feedback; external stakeholder feedback; evidence of adopting assessment cycle.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	Evidence of regular training programmes on OBE and SCL; guidebooks on OBE and SCL; curricula of programmes/ courses; students' feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
3.10	The programme design accommodates supplementary courses such as vocational, professional, semiprofessional, inter-disciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.	Handbook/guidebook/prospectus; Curriculum of the programme; Programme/course specifications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into the curriculum, where relevant.	Faculty policy on curriculum development; Handbook listing combination of courses; evidence of integration of diverse courses in the curriculum of programmes; stakeholder feedback on programme evaluation; university calendar.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.	Programme specification; university calendar; evidence of core and elective courses in the curriculum; student feedback on choice of courses.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	Curriculum matrix showing courses at different levels layered according to demands in the skills; progression rates data; student feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the programme.	Graduation rates, employment rates, admission rates to advanced degree programmes, and participation rates in fellowships, internships, and special programmes.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
3.15	The academic standards of the programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS (where available) and SLQF.	Evidence of use of SLQF and /or SBS in determination of awards and qualifications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the programme specification.	Faculty criteria for programme approval process; minutes of programme approval committee; minutes of the academic authority with evidence of implementing the approval process.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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3.17	The principles to be considered when programmes are designed and developed (balance of the programme; award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.	Evidence adopting principles of programme design in programme specification; evidence of dissemination of programme design guidelines to relevant staff; staff feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
3.18	The Faculty/Institute ensures that appropriate ILOs are clearly identified for work based placement/Industrial Training/ Internship and informs students of their specific responsibilities relating to the above.	Programme/course specifications; MoU between the University and the Institution providing such training/placements; evidence on timely information communication.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
3.19	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork into the courses.	Faculty Programme design policy and procedures; minutes of programme development committee; programme/course specifications; student feedback; programme evaluation reports over 3 years.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.	Documentary and physical evidence of IQAC; minutes of IQAC meetings; reports of IQAC.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.21	Programmes are monitored routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application.	Adoption of policies and procedures in curriculum design, monitoring and improvement of programmes; improvements made on the results; internal/external review reports; feedback from stakeholders.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.	Evidence of incorporating inputs from survey results.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of the programme.	Evidence of conducting tracer studies annually; survey data; annual report.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	Adoption of policies and procedures of monitoring and evaluation for provision of learning resources for differentially abled students; evidence of remedial action.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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#### ***Criterion 4 - Course/ Module Design and Development***

Scope - Courses are components of a programme of study offered in consistence with the programme objectives to culminate in student attainment of ILOs of the respective course. Courses are designed according to approved policies and procedures of the Senate. Course curriculum is an interaction between aims and objectives, learning outcomes, content, teaching methods, and methods of assessment. Course design also takes into account the needs of differently abled students, wherever applicable. Courses have clear course specifications that are accessible to students. Course credits conform to the guidelines prescribed in the SLQF. The Faculty strives to improve courses to enhance learning outcomes and achievements of students through regular monitoring and review processes.

***Criterion 4 is captured in the following ‘Standards’:***

<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
4.1	Course design and development is by a course team with the involvement of internal and external subject experts, and each member is made aware of his/her respective roles and responsibilities.	Faculty course design and approval policy and procedures; minutes of Faculty curriculum development (CDC) and other relevant committees.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.	Programme specification; course specifications; evidence of course design showing course ILOs aligned with the programme ILOs.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or regulatory bodies.	Course specification; evidence of compliance with SLQF and SBS/ professional bodies; policy and procedures on course design.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
4.4	University approved standard formats/templates/ guidelines for course/module design and development are used and complied with during the design and development phases.	Evidence of Senate/Faculty approved course design templates; evidence of Faculty using the template in course design; feedback from course designers during course evaluation	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are aligned with the programme outcomes (constructive alignment).	Graduate profile of the Programme; senate approved documents on teaching learning strategy and assessment strategy and its alignment with course/programme ILOs.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.6	Course design and development takes into account student-centred teaching strategies enabling the students to be actively engaged in their own learning.	Programme/course specifications; standards prescribed by professional bodies; minutes of curriculum development committee; feedback from course evaluation.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.7	The courses have a clear course specification that provides a concise description of the ILOs, contents, teaching learning and assessment strategies and learning resources, made accessible to all students.	Programme specifications; Course specifications; Student Handbook.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.8	Course design specifies the credit value, the workload ( notional learning hours) as per SLQF, broken down into different types of learning such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, clinical work, industrial training etc.	Evidence of possessing and using SLQF; course specifications of the programme of study; Evidence of the above in Handbook/Prospectus, Lecture schedule and time table.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.9	Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.	Faculty course design policy and procedures; minutes of course development committee; course specifications; student feedback; course evaluation reports over 3 years.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.10	Course design and development takes into account the needs of differently abled students by employing teaching and learning strategies which make the delivery of the course as inclusive as possible.	Faculty course design policy and procedures; minutes of course development committee; course specifications; student feedback; student satisfaction survey data and reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.11	With respect to credit weight and volume of learning, courses are scheduled and offered in a manner that allows the students to complete them within the intended period of time.	Programme and course specifications; evidence of using SLQF as a guide; course design plan and curriculum map; student feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.	Faculty course design policy; minutes of course development committee; course evaluation reports; evidence of use of SLQF; Dropout rate.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.13	Course design, development and delivery incorporates appropriate media and technology.	Physical and documentary evidence of use of ICT during design, development and delivery of courses; student feedback; course evaluation reports; course specifications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.	Training schedules of staff development center; feedback from staff; evidence of training been conducted; evidence of using the training in instructional activities; student feedback; peer observation records.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.	Minutes of the Faculty Board and the Curriculum Committee; Minutes of the finance committee meetings indicating allocations; evidence of Faculty using its generated funds (if applicable); Faculty budget estimates with evidence of requests.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.16	Course approval decisions are taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specification.	Faculty/ Institute criteria for course approval process; minutes of course approval committee; minutes of curriculum development committee with evidence of implementing approval process.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
4.17	Relevant staff are made aware of the criteria against which the course proposals/specifications are assessed in the course approval process.	Course approval policy of senate/faculty; evidence of implementing approval criteria; evidence of communication to all academic staff.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course design and development, and course approval processes.	Evidence of internal QA policies and plans and mechanisms communicated to all staff; documentary and physical evidence of IQAC; minutes of IQAC meetings; regular previous reports of IQAC.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.19	Courses/modules are evaluated at the end of each course/module with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback used for further improvement of the course.	Comprehensive course evaluation instruments suitable for feedback from students, teaching staff; external and internal examiners; designers of the relevant course.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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### ***Criterion 5 – Teaching and Learning***

Scope –Teaching and learning are inherently intertwined and this necessitates a holistic approach. Goal of quality teaching learning is to improve the quality of learning experience of students that would enable them to achieve the intended learning outcomes. The teaching and learning process should be student-centred in keeping with outcome-based education (OBE). Choice of different teaching methods may even be of greater significance to what students learn than the content that is being taught. Faculty should match students’ needs with multiple learning opportunities using teaching techniques to engage students actively in the learning process. This would ensure that students are successfully equipped with the knowledge, skills, attitudes and values required after they exit. Teaching learning strategies, assessments and learning outcomes are closely aligned so that they reinforce one another. Quality teaching is informed by feedback loops that provide measures of success and proactive measures to overcome difficulties that are identified.

***Criterion 5 is captured in the following ‘Standards’:***

<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3- Good								
5.1.	Teaching and learning strategies are based on the Faculty’s/Institute’s mission, and curriculum requirements.	University’s Corporate/strategic plan; Faculty Handbook and mission statement; Faculty Action Plan; minutes of action plan; programme/course specifications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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5.2	The Faculty/Institute provides course specifications and timetables before the commencement of the course.	Course specifications; evidence to show that timely communication to students have been done; student feedback; course evaluation reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	Course specifications; student evaluation; Peer review reports; external examiners’ reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
5.4	Teaching learning strategies offered are also appropriate and accessible to differently abled students if the programme caters for such students.	Evidence of infrastructure and human resource facilities to assist differently abled students; evidence of their accessing them in their learning; course evaluation reports; student satisfaction survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.	Course specifications; student feedback; Course evaluations; use of LMS.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public domain.	Research committee reports; teacher evaluation reports by peers and by students; research reports of staff; annual reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.7	Teachers engage students in self-directed learning, collaborative learning, relevant contexts, use of technology as an instructional aid while being flexible with regard to individual needs and differences.	Course specifications; course development committee minutes; student feedback; course evaluation reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to their programmes and the institutional mission.	Student journals/ newsletters, students' research and publications; other creative activities by students/ student societies; documentary evidence from Student Affairs Division; Student feedback; student reflective diaries/portfolios.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
5.9	Teaching learning strategies include providing opportunities for students to work in study groups to promote collaborative learning.	Evidence for group activities; course specification; evidence of formal and informal peer study groups.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.10	Teachers engage students in research as part of the teaching and learning strategy and encourage / support the students to publish their research giving due credit to the student.	Minutes of course development committee; programme/course specifications/student publications; awards for best research publications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.11	Teaching learning strategies ensure that they are not gender discriminative and abusive.	Policy on gender equity; evidence of implementing the policy; student and staff feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness.	Evidence of monitoring instruments; data; monitoring reports; student feedback; student satisfaction survey reports; course specifications implementation; LMS records.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning processes and monitor progress in the use of technology.	Programme/course specifications; evidence of academic staff using technology in teaching; evidence of staff using innovative practices in teaching; LMS activity reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.14	Teachers adopt both teacher directed and student-centred teaching-learning methodologies as specified in the course specifications.	Course specifications; course development committee minutes; direct teaching practice observation reports; student feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
5.15	Teaching learning strategies promote the use of appropriate facilities, amenities and activities to engage in active/deep learning, academic development and personal wellbeing.	Evidence of facilities and resources to encourage active learning; evidence of well-equipped and resourced career guidance unit; evidence of use of the facilities; student satisfaction survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.16	The teachers use appropriate tools to obtain regular feedback on the effectiveness and quality of teaching from students, and peers through a coordinated mechanism for improvement of teaching learning.	Physical and documentary evidence of the presence of coordinated mechanism and tools to obtain feedback on effectiveness of teaching; evidence of regular internal monitoring by IQAC; minutes of IQAC; evidence of using results of feedback for improvement.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Programme/course specification; course evaluation reports for the past 3-4 years; teacher appraisal reports as evidence of improvement; Student performance statistics and reports; external examiners reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	Documents on work norms and work load of staff; staff feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to evaluate performance of teachers, identify champions of teaching excellence, and promote adoption of excellent practices.	Senate/Faculty approved indicators for evaluating teachers for excellence in teaching; evidence of using the indicators for evaluation; awards scheme for excellence in teaching; evidence of awards.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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**Criterion 6 –Learning Environment, Student Support and Progression**

Scope – Learner support services address the identified needs of students and enhance a supportive learning environment aimed at student success in higher education. The learner journey from pre-entry to alumnus is characterized by a concern for student access, learning, progress, and success in achieving the programme outcomes. Policies and strategies are in place relating to a range of services that help all students to develop, reflect on, and articulate the skills and attributes they gain through their co-curricular experience. Student support services are systematically assessed using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of these services. The Faculty facilitates the use of technological innovations in educational transaction to enrich the learning experiences it provides to students and staff. Students are supported adequately by provision of a range of opportunities for tutoring, mentoring, counselling, and stimulation of peer support structures to facilitate their holistic progression. The University / HEI provides adequate support for SCL and OBE.

**Criterion 6 is captured in the following ‘Standards’:**

No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 – Barely Adequate 2 - Adequate 3- Good								
6.1	The Faculty adopts a student-friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.	Website with FAQs; job description of relevant staff; administrative structure reflecting interaction between students and staff; students feedback; help desk; student satisfaction survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
6.2	The Faculty/Institute identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.	Need analysis data and use of it in strengthening the support service for students; physical and documentary evidence of conducive environment; student feedback; student satisfaction survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
6.3.	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centred learning, outcome based education and technology based learning.	Programme plan of SDC; induction and orientation programmes of the Faculty for students; career guidance programme plans; evidence of students attending the programme; evidence of possession of By-laws by students.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
6.4	The Faculty guides the students to comply with the Code of conduct for students (Student Charter), discharge their rights and responsibilities and utilize services available in a prudent manner.	Physical and documentary evidence of Student Charter (Code of Conduct); evidence of distribution to students; student feedback; student satisfaction survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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6.5	The Faculty/Institute guides the students to optimally use the available student support services and empower learners to take personal control of their own development (self-directed learning).	Evidence of student centred learning approach practice in the Faculty; evidence of effective counselling; evidence of strategies for motivation of students to develop independent learning; orientation programmes for students.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.	Documentary evidence of monitoring mechanisms; monitoring committee reports; evidence of monitoring outcomes being used for improvement of the system; student satisfaction survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
6.7	The Faculty/Institute provides ongoing training for users (students and staff) of common learning resources such as library, ICT, and language laboratories.	SDC training programme plan ; library training plans; evidence of students /staff attending the training programmes; training evaluation reports; student satisfaction survey reports; staff performance appraisal reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
6.8	The Faculty/Institute which offers professional/science based programmes, provides ongoing training for users (students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.	SDC training programme plan; evidence of students/staff attending the training programmes; training evaluation reports; staff performance appraisal reports; student satisfaction survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently abled students.	Faculty policy, strategy and activities aimed at students with special needs.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
6.10	The Faculty/Institute's library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning and gainful employment.	Evidence of appropriate ICT policy, infrastructure, and plans for application; availability and usage; stakeholder feedback; report on library facilities and usage of ICT by students in the library.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
6.11	The teachers in partnership with library and information resources personnel ensure that the use of library and information resources are integrated into the learning process.	Programme/course specification; library training /orientation schedules; evidence of students using the library for relevant purposes; evidence of teachers /library motivating students to use the library; evidence of collaboration between academics and library staff; minutes of library committee meetings.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.12	The Faculty/Institute maintains up-to-date records on student progress throughout a programme of study and provide prompt and constructive feedback about their performance.	Database of students with up to date records of student examination/assessment results; Evidence of follow-up on the progression by the faculty; evidence of feedback given.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.	Evidence of scheduled social events in the Faculty programme facilitating interaction between staff and students; student feedback; student satisfaction survey reports; Prospectus; Student Charter.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/ mentors/ senior guides and students.	Evidence of scheduled meetings between students and academic staff; student feedback; Prospectus; Student Charter.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty, and contribute to social and cultural dimensions of the educational experience.	Handbook; Prospectus; curriculum of individual programmes; corporate plan/strategic plan.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU.	Physical and documentary evidence of CGU and the action plan; evidence of relevant career advisory activities; student feedback.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.17	Learning experience is enhanced through opportunities such as industrial placement/ internships/ work based placements.	MoUs between the two institutes; feedback from providers; student feedback; evidence of students undergoing training.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.18	The Faculty/Institute has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sex discrimination/ harassment.	Policy document on GEE and SGBV; strategies and action plans drawn and implemented; reports on the progress made in promoting GEE and deterring SGBV.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/ courses offered and support services and the information is used in improvement.	Student satisfaction survey instrument and evidence of gathering data; evidence of use of findings of feedback survey.	<b>0 1 2 3</b> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
6.20	The Faculty/Institute is proactive in counselling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	Survey reports on progression; employer survey; evidence of good learner support to facilitate progression; student satisfaction surveys; Physical and documentary evidence of a 'student counselling unit/service; Activity plan of the unit; evidence of effective counselling; evidence of staff trained at SDC.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6.21	The Faculty/ Institute facilitates the students who do not complete the programme successfully to settle with the fall back options available.	Faculty policy on fall back options; evidence of implementation.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
6.22	The Faculty/Institute regularly monitors retention, progression, completion/ graduation rates, employment rates and per student cost in relation to national targets where available, and remedial measures taken where necessary.	Results of surveys of employment reports; tracer studies; surveys to determine numbers obtaining scholarships/fellowships/ internships; outcome surveys on benefits to society; evidence of admission to advanced studies.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
6.23	Faculty/institute promptly deals with students' complaints and grievances, and deliver timely responses.	Disciplinary by-laws for students; minutes of student disciplinary committee; by-laws for student grievance redressal mechanisms; minutes of grievance committee meetings; complaints received and action taken.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.	Evidence of University/Faculty alumnus; minutes of alumni committee; handbook; evidence of close interaction and active participation in Faculty activities.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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**Criterion 7 – Student Assessment and Awards**

Scope –Assessment of student learning has a central role in both programme design and in the learning environment of the student. Good practices in assessment involve policies and procedures relating to standards of performance as prescribed in the SLQF. Rigorous assessment procedures are a principal resource for the maintenance of standards.

Assessment is used as a tool to promote learning and support the academic development of students. Faculty involved in assessment need to ensure that assessment strategies are linked to the ILOs and that their assessment practices are fair, valid, reliable and feasible with provision for regular and prompt feedback on student progress.

Information about assessment, including ILOs, assessment strategies, processes, methods and schedule of assessment tasks, and criteria for assessment is published in print and online and communicated to all students. The Faculty/Institute ensures that University’s Regulations, Rules, By-laws and guidance on assessment procedures are explicit, and consistent while ensuring confidentiality and integrity. Mechanisms are operated to monitor and review Faculty’s academic provision in relation to assessment.

**Criterion 7 is captured in the following ‘Standards’:**

<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3- Good								
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	Institution/ Faculty/ Institute policy on outcome based programme design; Programme and Course specifications; By-laws; examination rules and regulations.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
7.2.	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	Curriculum of programme/courses; programme/course specifications; alignment of assessments to ILOs and teaching learning methods; exit survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training etc) and awards.	Evidence of policy on assessment strategies, Minutes of review meetings; by-laws rules and regulations; curriculum evaluation committee minutes; senate minutes; council minutes.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	Minutes of review meetings; amended by-laws, rules and regulations; curriculum development committee minutes.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/course specifications.	Policy on weightage relating to different components of assessments; course specifications; Handbook/Prospectus.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.	Policy documents on appointments of external examiners; by-laws of examinations; senate minutes; appointment letters to examiners.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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7.7	Faculty/Institute ensures that the reports from external examiners are considered by the examination board in finalizing the results.	Manual of examiners procedures; by-laws on examinations; records of taking into consideration external examiners' reports.									
7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment / recruitment.	Examinations By-laws; regulations and rules; curriculum development committee minutes; manual of examination procedures; student's Handbook.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
7.9	The Faculty/Institute ensures that staff involved in assessing the students are competent to undertake their roles and responsibilities and have no conflict of interest.	Evidence of knowledge about manual of examination procedures; by-laws, rules and regulations; SDC's training programme schedule. Manual for conduct of examinations.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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7.10	Appropriate arrangements/adjustments/facilities are made available by the Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.	Faculty policy of dealing with differently abled students; evidence of making facilities available to them.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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7.11	Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.	By-laws on examinations; manual of examination procedures; use of feedback to promote student learning.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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7.12	The Faculty/Institute adopts well defined marking scheme, various forms of internal second marking (open marking, blind marking) and procedures for recording and verifying marks etc, to ensure transparency, fairness and consistency.	Manual of examination procedures; by-laws on examinations; records of complying with the above; staff feedback; student feedback; sample answer scripts and mark sheets; evidence of second marker's reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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7.13	Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.	By-laws on examinations; manual of procedures; sample transcripts; student feedback	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
7.14	A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is made available to all students at graduation.	Sample transcripts; by-laws on examinations, manual of examination procedures; evidence of students receiving transcripts at graduation.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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○	○	○	○								
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	Manual of examination procedure; by-laws on examinations; evidence of ensuring accuracy in recording; evidence of timely issue of results; student feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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7.16	The Faculty ensures that the degree awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements and competency levels (level descriptor) detailed in the SLQF.	SLQF in possession; evidence of staff awareness and use of SLQF during course development; programme/course specifications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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7.17	The Faculty/Institute ensures the implementation of examination by laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.	Examination by-laws; evidence of Faculty staff and examination unit's awareness of the by-laws; senate minutes; evidence of implementation and strict enforcement; evidence of results released on time (within 3 months); student discipline by-laws; student Charter.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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**Criterion 8 – Innovative and Healthy Practices**

Scope –The institutional policy and strategy for promoting and fostering innovative and healthy practices and the extent of use of such practices are assessed. Innovative and Healthy practices are considered as practices which would lead to enhancement of quality of training and learning experience and the students’ outlook. However, it is difficult to prescribe a comprehensive list of healthy and innovative practices that will be applicable across all study programmes.

Examples of such practices are stated here: use of ICT-platform to facilitate multi-mode delivery and student-centered learning; use of Open Educational Resources (OER) to complement undergraduate teaching; institutional mechanism to promote faculty engagement in research, innovation and postgraduate research, and its contribution to enhance quality of undergraduate training; performance appraisal system and reward mechanisms for staff, international collaborations and exchange of students and staff; student participation in co-curricular activities and institutional national level competition in sports, aesthetic activities and innovations; faculty-industry linkages and use of work-based and industry placement as a part of learning for undergraduates; adoption of policy and practice of credit transfer mechanism; strategies adopted for maintaining academic standards of the study programme; organizational arrangement to promote community and industry engagement/social mobilization programmes, and income generation initiatives to diversify sources of funds.

This list by no means is exhaustive and if the Faculty/Institute practices any other innovative or healthy practice, they could include them in the SER with supportive evidence.

**The scope of this criterion is captured in the following ‘Standards’:**

No.	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
8.1	The Faculty/Institute has established and operates ICT-based platform (i.e. VLE/LMS) to facilitate multi-mode teaching delivery and learning.	Inventory of teaching and learning methods adopted; physical evidence of presence of VLE/LMS; physical verification of use of VLE/LMS; number of courses /documents uploaded into LMS; student feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
8.2	The Faculty /Institute encourages the staff and students to use OER to supplement teaching and learning.	Faculty Board approved policy and guidelines on the use OER; evidence of use of OER by teachers and students.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	Document reflecting Faculty policy and strategy on R&D; report on the benefits accrued for undergraduate training from R&D; records on institutional and national recognitions received by academics.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
8.4	The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.	Evidence of existence of an organizational entity or entities to promote and coordinate R&D and outreach activities; manual of procedures/documented guidelines on conducting R&D and outreach activities; Strategic Plan/Action Plan of the Faculty/Institute.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	Documentary evidence of staff reward schemes for academic and research excellence; records of past rewards conferred.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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8.6	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.	By-laws/guidelines relating student research project management; sample of student projects conducted and students theses submitted; evidence of publication of student project reports as research communications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
8.7	The study programme contains an ‘industrial’ attachment/training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with ‘industrial’ establishments/organizations.	Guidelines on ‘industrial attachment’ (IA); list of places the Faculty/Institute has established formal links with, for operationalizing the IA; sample of reports submitted by students following completion of IA.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the ‘world of work’ and to promote staff and student exchange.	List of academic and research collaboration established and operationalized with outside agencies; list of activities conducted through such collaborations.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>								
8.9	The Faculty/Institute has diversified its sources of income to complement the grants received through Government by engaging in income-generating activities.	List of income generating activities conducted; Reports on the benefits accrued through such activities; Physical verification of income generating activities.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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8.10	The Faculty/Institute practices a credit-transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/ Institute or submit credits earned from another Institute to the Faculty concerned.	University approved policy and guidelines/by-laws regarding credit transfer; evidence of students making use of this option.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<b>No.</b>	<b>Standards</b>	<b>Examples of Sources of Evidence</b>	<b>Score Guide</b> 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
8.11	The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry-related activities, etc., and such pursuits are well supported with physical, financial and human resources.	Documentary evidence of institutional mechanism to promote and facilitate co-curricular activities; report on the co-curricular activities conducted.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.	Faculty Board approved policy and guidelines relating to granting permission to participate at outside competitions; reward mechanism to give recognition to outstanding performers.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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8.13	The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.	Institutional procedure for curricula development, approval, and monitoring mechanism; by-laws relating to examinations; mechanism of appointing external examiners; list of external examiners.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
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8.14	The Faculty/Institute implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).	University approved policy and guidelines on fallback option; evidence of implementing fallback option.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	○	○	○	○
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>								
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### 3.3. Procedure for Use of Standards for Assessment of Performance of the Programme

This procedure will describe how the standards of the eight criteria based on the evidence given against each standard by the Faculty/ Institute and the score guide are used by the external peer review team in arriving at the final assessment of performance of a study programme offered by Faculty/ Institute. The Faculty/ Institute may also use this procedure in self-assessment of the performance of their study programme. The terms mentioned below will be used in the validation and the subsequent judgement on assessment of the Faculty/ Institute.

- Standard-wise judgement giving ‘standard-wise score’
- Criterion-wise judgement giving ‘raw criterion-wise score’
- Application of weightages to obtain ‘actual criterion-wise score’
- Calculation of ‘Overall Study Programme score’
- Grading of overall performance of the Programme of Study

The procedure is described in a series of steps.

*Step 1* - The evidence given against each standard by the Programme of Study are carefully and objectively analyzed and assessed.

*Step 2* - Based on the evidence, assessment of the extent to which each standard has been achieved by the Programme of Study is recorded by placing a tick in the appropriate circle against each standard on a 4 point scale from 0-3. (Table 3.1)

**Table 3.1 – Score Guide for Each Standard**

<b>Score</b>	<b>Descriptor</b>	<b>Explanation of the Descriptor</b>
3	Good	No issues/concerns about the strengths and quality of the evidence provided
2	Adequate	Few issues/concerns about the strengths and quality of the evidence provided
1	Barely Adequate	Major issues/concerns about the strengths and quality of the evidence provided
0	Inadequate	No relevant evidence provided

Each standard will receive a score from 0-3 (standard –wise score).

*Step 3* - Performance of each Criterion is derived by totalling the scores gained in all the standards in respect of the Criterion. The value obtained is the ‘raw criterion-wise score’.

### 3.4. Weightages of Criteria

Recognizing the variance in their relative importance in a Programme of Study, different criteria have been allotted differential weightages on a thousand scale. The weightages given in Table 3.2 will be used for calculating the ‘actual criterion-wise score’.

**Table 3.2 – Differential weightages of Criteria**

Criterion No.	Assessment Criteria	Weightage on a thousand scale
1	Programme Management	150
2	Human and Physical Resources	100
3	Programme Design and Development	150
4	Course/ Module Design and Development	150
5	Teaching and Learning	150
6	Learning Environment, Student Support and Progression	100
7	Student Assessment and Awards	150
8	Innovative and Healthy Practices	50
Total		1000

Step 4 - Based on the weightages listed in Table 3.2 and the formula given in Box 1, the ‘raw criterion-wise score’ is converted into an ‘actual criterion-wise score’.

Taking Criterion 8 which has 14 standards as an example, and a fictitious value of 24 for the raw criterion score given by the review team, the actual criterion-wise score for Innovative and Healthy Practices (Criterion 8) is estimated as 29. (Box 1)

#### **Box 1 - Formula for converting ‘raw score’ to ‘actual score’ on the weighted scale**

Maximum raw score for each criterion = total number of standards for the respective criterion x 3 which is the maximum score for any criterion.

Raw criterion-wise score x weightage in a 1000 point scale = ‘actual criterion-wise score’

***Example: Criterion 8 with weightage of 50 (Table 3.2) and 14 standards***

*Raw criterion-wise score (given by the peer team) = 24*

*Maximum Score = (14 standards x 3) = 42*

*Weightage on a 1000 scale = 50 (as in Table 3.2)*

***Actual criterion-wise score = (24/42)\* 50 = 28.6***

Step 5 - The **Overall Programme of Study** score is derived by totalling all the ‘actual criterion-wise scores’ of the ten criteria and converting the total to a percentage as exemplified in Table 3.3.

**Table 3.3 – Programme of Study Score Conversion to Percentage**

No	Criteria	Weighted minimum score*	Actual criteria-wise score
1	Programme Management	75	75
2	Human and Physical Resources	50	80
3	Programme Design and Development	75	70
4	Course/ Module Design and Development	75	50
5	Teaching and Learning	75	60
6	Learning Environment, Student Support and Progression	50	70
7	Student Assessment and Awards	75	65
8	Innovative and Healthy Practices	25	29
	Total on a thousand scale		499
	%		49.9

\*Represents 50% of the values given in Table 3.2

Overall Performance of a Study Programme is graded as shown in Table 3.4

**Table 3.4 Grading of Overall Performance of a Study Programme**

<i>Study Programme score%</i>	<i>Actual criteria-wise score</i>	<i>Grade</i>	<i>Performance descriptor</i>	<i>Interpretation of descriptor</i>
$\geq 80$	Equal to or more than the minimum weighted score for each of all eight criteria (Table 3.3).	<i>A</i>	<i>Very Good</i>	<i>High level of accomplishment of quality expected of a programme of study; should move towards excellence</i>
$\geq 70$	Equal to or more than the minimum weighted score for seven of the eight criteria (Table 3.3)	<i>B</i>	<i>Good</i>	<i>Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects</i>
$\geq 60$	Equal to or more than the minimum weighted score for six of the eight criteria (Table 3.3)	<i>C</i>	<i>Satisfactory</i>	<i>Minimum level of accomplishment of quality expected of a programme of study; requires improvement in several aspects</i>
$<60$	Irrespective of minimum weighted criterion scores.	<i>D</i>	<i>Unsatisfactory</i>	<i>Inadequate level of accomplishment of quality expected of a programme of study; requires improvement in all aspects</i>



### 3.5. Final Assessment of the Performance of a Programme of Study

For a **Programme of Study** to receive an 'A' Grade, the following conditions are applicable.

- i) Overall **Programme of Study** Score of  $\geq 80\%$   
and
- ii) A score equal to or more than the weighted minimum score for each of all eight criteria (Table 3.3).

For a **Programme of Study** to receive a 'B' Grade, the following conditions are applicable.

- i) Overall **Programme of Study** Score of  $\geq 70\%$   
and
- ii) A score equal to or more than the weighted minimum score for at least seven out of the eight criteria (Table 3.3).

For a **Programme of Study** to receive a 'C' Grade, the following conditions are applicable.

- i) Overall **Programme of Study** Score of  $\geq 60\%$   
and
- ii) A score equal to or more than the weighted minimum score for at least six out of the eight criteria (Table 3.3).

For a **Programme of Study** to receive a 'D' Grade, the following conditions are applicable.

- i) Overall **Programme of Study** Score of  $< 60\%$  irrespective of weighted minimum criterion scores. (Table 3.3)



## **Part III**

# **Quality Assessment Guidelines on Self-Evaluation and the Review Process**



## **Chapter Four**

### **Self-Evaluation Report**

The Self-Evaluation Report (SER) for a Programme Review is a document prepared by a Faculty/ Institute with regard to each study programme that it offers. The SER reflects the self-assessment of the Faculty/ Institute of the quality of the study programme and its strengths, weaknesses and areas for improvement. The SER is prepared by a team appointed by the Faculty/ Institute in liaison with the Internal Quality Assurance Cell (IQAC), and in consultation with relevant stakeholders. The SER becomes a key document that provides the point of reference for the review team to understand the Faculty/ Institute and the programme of study.

This chapter provides guidance on preparation of the SER of the programme of study, with the aim of ensuring comprehensiveness and maintaining uniformity in SERs prepared by all Faculties/ Institutes.

#### **4.1 Purpose of the Self Evaluation Report (SER)**

The purpose of the SER is to provide the review team with an account of the performance of the programme of study with respect to the eight criteria and the standards thereof. The SER should describe the degree of internalization of best practices and the level of achievement of standards, substantiated with relevant evidence. This would reflect the effectiveness of the ways in which the Faculty/ Institute discharges its responsibility for maintaining quality of academic standards and awards.

#### **4.2 Scope of the Self-Evaluation Report (SER)**

The SER reflects the following aspects pertaining to the particular programme of study:

- Degree of internalization of best practices and level of achievement of Standards
- Degree to which the claims are supported by documented evidence
- Accuracy of the data and statements made in the SER

#### **4.2.1 *Degree of Internalization of Best Practices and Level of Achievement of Standards:***

The SER accomplishes the above mentioned purpose by demonstrating the degree of internalization of best practices by the Faculty/ Institute and the level of achievement of Standards set out under eight Criteria prescribed in Chapters 2 and 3 of this Manual. In doing so, the SER would demonstrate the commitment of the Faculty/ Institute to uphold its mission of producing graduates with desired attributes. Where relevant, the SER should also reflect its commitment for the promotion of student-centered and outcome-based teaching and learning. This will also include the ways in which the study programme has responded to national policy and guidelines and human resource needs, and requirements of professional bodies where relevant. Furthermore, the SER should also indicate how the study programme has responded to the recommendations of previous programme / subject reviews.

#### **4.2.2 *Degree to which the claims are supported by documented evidence:***

Every claim of compliance and level of attainment has to be supported with multiple sources of documentary evidence. Citation of all pertinent evidence becomes a major requirement of the SER. Therefore, it is the responsibility of the Faculty/ Institute to furnish all relevant documents. Claims not supported by documented evidence will not be considered by the review team. Section 3.2 of this Manual provides examples of sources of evidence relevant to each standard and the template given in the Annex demonstrates the way the evidence should be coded and presented.

#### **4.2.3. *Accuracy of the data and statements made in the SER:***

It is imperative that the claims of compliance and evidence mentioned in the SER are accurate and verifiable. In instances where changes are in progress and evidence not yet available, the Faculty/ Institute should state so. In such situations, the Faculty/ Institute should indicate why the changes were necessary, how it is managing the process of change, and the expected outcome/s of the changes.

### **4.3 Guidelines for Preparation of the SER**

Study programmes are expected to prepare the SER according to the following structure with four sections;

- Section 1. Introduction to the study programme
- Section 2. Process of preparing the SER
- Section 3. Compliance with the Criteria and Standards
- Section 4. Summary

The contents of each section are outlined next.

### ***Section 1. Introduction to the Study Programme***

The Introduction section begins with an overview of the Faculty/ Institute and an outline of the establishment and major milestones in the development of the programme of study. This will be followed by a description (preferably in tabular form) of the following topics arranged under separate sub-headings:

- Graduate profile and intended learning outcomes of the study programme.
- Number of Departments contributing to the programme.
- Number of students enrolled and their choices of subject combinations
- Numbers and profile of the academic, academic support and non-academic staff.
- Learning resource system (library, ELTU, laboratories, computer facilities etc.)
- Student support system and management

The Introduction should also contain a description of the context in which the Faculty/ Institute operates by providing an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) pertaining to the study programme. Furthermore, it should describe the major changes initiated/ implemented since the last review, and how the changes have impacted on the quality of the programme. This information will help the review team to contextualize the study programme and plan the review process.

### ***Section 2. Process of preparing the SER***

This section should contain an account of the process of preparation of the SER and may include the following:

- Appointment of SER writing team with the ToR
- Composition and responsibilities of working teams in charge of the chapters and criteria
- Familiarization of the programme review manual and the methodology of the review process
- Activity schedules of the working teams and methods of collection of information
- Collation of data and evidence and analysis and synthesis of the draft report by the working groups
- Compilation into a draft SER by the Chairperson of the writing team
- Forum to discuss the draft report
- Finalizing the report and submission

### ***Section 3. Compliance with the Criteria and Standards***

In this section, the SER describes the extent to which the study programme complies with the standards of the eight criteria described in Chapters 2 and 3 of this Manual. Therefore, Chapter 3 of the Manual should be used as a guide in compiling this section.

This section should be structured as eight sub-sections under the eight criteria in the same order as prescribed in the manual. It is advised to prepare each sub-section of this section in tabular form using the template given in the Appendix. Under each criterion, column 01 should carry the serial number of the standard, column 02 the Study Programme's claims of compliance, column 03 the documentary evidence to support each claim of compliance, and column 04 the codes of the evidence used.

At the end of each sub-section, a summary statement on how the programme has complied with the Standards of the respective Criterion should be made in the appropriate box assigned for the purpose.

#### ***Section 4. Summary***

The summary should convey to the review team the effectiveness of the ways in which the Faculty/ Institute discharges its responsibility for maintaining academic standards prescribed in the Programme Review Manual and quality of the awards of its programme of study. This section should reflect the degree to which the Faculty/Institute has internalized the best practices given in the manual, and the internal monitoring mechanism (IQAC) used for continuous quality enhancement. It should also indicate the deficiencies/gaps and the actions taken/planned to address those deficiencies/ gaps.

#### **4.4 Length of the SER**

The self-evaluation report should be concise and analytical, self-explanatory and readily understandable, with references to all relevant evidence. It should not exceed 8,000 words (using Times New Roman in 12 point font size with 1.5 line space on A 4 size pages) excluding appendices. Appendices should provide only the pertinent information to the main text.



## **Chapter Five**

### **Review Team and the Review Visit**

The knowledge, experience and professional standards of the members of the review team and its Chairperson are crucial to the conduct of an objective and candid Programme Review. It is also of equal importance that reviewers and the Faculties/Institutes are aware of each other's roles and responsibilities in order to ensure that the review process takes place in a timely manner without any obstacle or conflict. This chapter will provide guidelines on the selection of reviewers, composition of the review team, profile of reviewers, profile and role of review chair, conduct of reviewers, pre- review arrangements, and the review visit.

#### **5.1 Selection of Reviewers**

The QAAC will maintain a pool of study programme reviewers from which it will select and appoint reviewers for each review. The reviewers will be senior academics in the relevant discipline (which may include retired academics who have had an exemplary career and are still active in academic activities); and nominees from relevant professional bodies. The following criteria will be considered in the selection of study programme reviewers:

- Qualifications and experience.
- Active involvement in study programme development and programme administration.
- Involvement in internal quality monitoring.
- Broad vision of higher education and expectations of the world of work.
- Acceptability to the Faculty and Institute being reviewed.
- Prior training as a reviewer.

In addition, each reviewer should sign a self-declaration of non-involvement with the particular Faculty/Institute so as to avoid any conflict of interest.

#### **5.2 Composition of the Review Team**

The review team should be composed of minimum of three members with adequate discipline -representation. In respect of professional programmes, it is desirable to have one member from outside of academia to look at issues from a more industry-related or professional perspective. Adequate gender representation should be ensured. The QAAC will identify the review chair from among the members selected for the review team.

### **5.3 Profile of Reviewers**

Credibility of the entire review process depends on the attributes and conduct of the reviewers. Their qualities as individuals and professionalism and integrity of review teams are vital to the success of an external review process. Reviewers should be well informed, constructive, and act as ambassadors for promoting quality culture in the Faculty/ Institute.

The 'reviewer profile' below, describes the attributes expected of Study Programme Reviewers:

- High level of academic achievement in the respective discipline.
- High degree of professional integrity.
- An enquiring disposition.
- Ability to act as an effective team member.
- Good individual time management skills.
- Ability to readily assimilate a large amount of disparate information.
- Good command of data analysis, reasoning and sound judgment.
- High standard of oral and written communication
- Experience in academic management and quality assurance

### **5.4 Review Chair – Profile and Role**

In addition to possessing the attributes stated in 5.3, the Review Chair is expected to have managerial skills to lead a team of experts effectively and efficiently. He/she should be able to communicate effectively in face-to-face interaction; to work within given timescales and adherence to deadlines; delegate responsibilities to the team members; facilitate writing of the relevant sections; and compilation and editing to produce clear and succinct reports.

### **5.5 Conduct of Reviewers**

Reviewers will strive to uphold the highest standards of professional practice throughout the review process, exemplified by

- respectful, professional conduct towards staff and students at all times;
- application of good practices provided through reviewer training on the conduct of peer observation of teaching;
- acceptance of privacy of the review process;
- acceptance of individual responsibility for assigned tasks within the review team;  
and
- acceptance of collective responsibility for the review team's judgments.

## **5.6 Pre- Review Arrangements**

The requirements for the review visit and the responsibilities of the respective parties to facilitate clarity, consistency and effectiveness of the review process are outlined below.

### **5.6.1 Quality Assurance and Accreditation Council (QAAC)/ University Grants Commission**

- QAAC/UGC in consultation with the respective Faculty/Institute appoints the Review team and Review Chair;
- Informs the Dean or Head of the Faculty/ Institute and the Director of the IQAU of the University and the Chair of the IQAC of the Faculty/Institute of the review team members and their contact information naming the Review Chair as the focal point of contact.
- Organizes a pre-review meeting among the panel of reviewers, and the IQAU chair to discuss desk review findings and to plan the review visit.
- Makes arrangements for transport from the places of residence of reviewers to destined Faculty/Institute and accommodation.
- Assigns one member of the UGC/QAAC to be present on the first day of the review visit.

### **5.6.2 Faculty/ Institute**

- Designation of the Chair/Secretary of the Internal Quality Assurance Cell (IQAC) of the respective Faculty/ Institute as the focal point of contact to co-ordinate communications between the Faculty/ Institute and the review team and to provide logistical support, and inform the QAAC/UGC of the contact information of the focal point of contact.
- Decide on the date of the review visit and the review visit schedule in consultation with the Review Chair, the Dean of the faculty and Chair of the IQAC.
- Allocation of a room with a computer, printer, and multimedia facility and adequate space for display of documentary evidence and for team members to hold discussions and meetings.
- Provision of secretarial assistance and arrangements for refreshment and meals by the Chair of the IQAC
- Provision of internal transport by The Faculty/ Institute.

### **5.6.3 Review Chair & Members**

- Review members come for the pre-review meeting after thorough desk evaluation of the SER, with notes on required additional information, and the tentative outcomes of desk evaluation.

- Review Chair assigns the responsibilities to the team members at the pre-review meeting.
- Review Chair makes a list of additional inputs required by the review team for the review visit and informs the Faculty through the focal point of the Faculty/ Institute

## **5.7 Review Visit**

Review team shall arrive at the Faculty/ Institute on the pre-determined date and time. The first meeting of the Review team will be with the Vice-Chancellor of the University / Head of the Institute, Dean of the relevant Faculty, Head/ Coordinator of the study programme, Director of the IQAU, and the Chair of the IQAC of the relevant faculty. This would be followed by a meeting at the Faculty/ Institute with the Dean, Heads and all relevant academic and administrative staff involved in programme management. Following this meeting the review should proceed according to schedule.

## **5.8 Review Process**

The review process will involve the following activities:

- Scrutinizing documentary evidence
- Meetings/ discussions with staff and students
- Observation of teaching learning sessions and facilities
- Debriefing

### **5.8.1 Scrutinizing documentary evidence**

The aim is to consider evidence furnished by the institution to verify the claims made in the SER. The review team will carefully read the documentation provided by the institution as evidence. It will endeavor to keep to a minimum the amount of documentation it requests during the visit. The review team should always seek to use all information provided in arriving at judgments.

### **5.8.2 Meetings/ discussions with staff and students**

The aim is to get a clear picture of the institution's processes in operation, and to clarify the claims made in the SER. The review team should ensure having meetings with individuals/ small groups of the following stakeholders along with scrutinizing documented evidence and observing facilities and teaching learning sessions.

- Academic staff of the Faculty/Institute/Department/Unit/Division;
- Members of the IQAC;
- Members of the non-academic staff;
- Students or student representatives;

- Representatives of alumni and other stakeholders such as moderators/ external examiners, extended faculty, visiting staff, employers, industry, community representatives involved with the Faculty activities, where relevant.

### **5.8.3 Observation of teaching-learning sessions, learning resources, and facilities**

Direct observation of selected on-going teaching-learning activities and field/ laboratory work should be arranged in conjunction with the focal point of contact. The team may also request a tour of the main campuses, though the extent and purpose of this should be judged in the light of the team's view of its main lines of inquiry.

### **5.8.4 Debriefing**

At the conclusion of the visit, an interactive meeting will be held between the Review Team and the following:

- Dean of the Faculty
- Heads of the Departments
- Academic Coordinators
- Senior members of the academic staff
- Chair and members of the IQAC,
- Student Representatives of the Faculty Board.
- Representatives from Academic Support Staff.

At this meeting the Review Chair will present the highlights of the findings and facilitate an interactive discussion. Within 2-4 weeks of the review visit, the Review Chair along with the members should prepare the Review Report and submit to the QAAC/UGC.



## **Chapter Six**

### **Programme Review Report**

The Programme Review Report (PRR) is the final outcome of an external peer review of a programme of study. The PRR, following acceptance by the Faculty/Institute concerned and final approval of the QAAC, will enter the public domain through the UGC website.

The PRR is expected to provide a concise account of the peer review process, the findings of the review, documents perused, analysis of the evidence provided, facilities available, teaching learning processes observed, issues identified, and discussions held. The report will conclude with the review team's reflections and conclusions on the level of accomplishment by the Faculty/Institute with regard to the quality and standard of the programme that has been reviewed. The report will also include commendations on the accomplishments by the Faculty/Institute and recommendations for quality enhancement.

#### **6.1 Purpose of the Programme Review Report (PRR)**

The purpose of the PRR is

- to inform the Faculty/Institute and other stakeholders, the findings of the external peer review with regard to the quality of the training and learning experiences provided to students by the programme and the standard of the award;
- to provide a reference point to support and guide the Faculty in continuing quality assurance activities towards quality enhancement and excellence.

#### **6.2 Scope of the Report**

The PRR will cover the following aspects pertaining to the particular programme that has undergone the external peer review.

- A brief introduction and review context of the University/HEI, Faculty/Institute and the Programme of Study.
- A brief description of the review process (schedule of meetings as an appendix).
- The review team's observations on the Self-Evaluation Report (SER).
- Overview of the approach to quality assurance by the Faculty/Institute.

- Assessment of performance of the programme based on the standard-wise scores and the actual criteria-wise scores.
- Final judgment of performance of the programme based on the programme score.
- Commendations and recommendations

### **6.3 Review Judgments**

The Programme Review Manual prescribes eight core areas (criteria) that will be scrutinized during the external peer review process that all study programmes in universities and other HEIs in Sri Lanka will be subjected to at regular intervals of time (3-4 year cycle in general). Programme Review involves analysis of claims made in the SER and validation of the evidence presented during the site visit with respect to the eight criteria and standards in a programme of study. Based on an objective analysis of the criteria and standards of the programme under review as described in chapter 3, the review team will arrive at a collective judgment on the performance of the study programme.

Following reflection on the review visit, the review team will arrive at firm judgments and recommendations. Judgments should not be negative but constructive and supported by evidence. Recommendations should not be prescriptive but stated in a manner whereby the Faculty/Institute will be able to build upon what is already in place and strive towards quality improvement.

### **6.4 Format of the Programme Review Report (PRR)**

The PRR will be structured under eight broad sections as given below.

- Section 1 - Brief introduction to the programme
- Section 2 – Review team's observations on the Self - Evaluation Report (SER)
- Section 3 - A brief description of the Review Process
- Section 4 - Overview of the Faculty's/Institute's approach to Quality and Standards
- Section 5 - Judgment on the eight criteria of Programme Review
- Section 6 - Grading of Overall Performance of the programme
- Section 7 - Commendations and Recommendations
- Section 8 – Summary

#### ***Section 1 –Brief introduction to the programme***

This section will start with a brief introduction to the programme and its relevance in the local/international context. It will give a history of the Faculty/Institute offering the programme, the strength, qualifications and experience of academic staff, number of students enrolled, staff student ratio, infrastructure and facilities available for student support as given in the SER and observed by the peer review team during the review visit. This would enable the reader to get an idea of the context of the Faculty/Institute, its strengths and weaknesses



and any constraints faced by the Faculty with regard to delivery and sustainability of the programme.

This section will include a comment on the response of the Faculty/Institute to the recommendations made at previous Programme/Subject reviews.

### ***Section 2 - Review team's observations on the Self-Evaluation Report (SER)***

This section will indicate whether the SER has been prepared according to the guideline given in the Programme Review Manual using a participatory approach involving all constituents of the Faculty/Institute. The review team will comment on whether the evidence has been presented alongside the standards and criteria as shown in the template provided in the Appendix.

The review team could comment on the analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) as given in the SER and whether documents such as the Corporate Plan/Strategic Management Plan and any other relevant documents had been submitted alongside the SER. The team will make its observations on the extent to which the programme reflects the mission, goals and objectives set out in its corporate plan and whether student-centred learning and outcome-based education approach has been adopted along with a clearly laid down graduate profile. The team will see whether the standards and quality are in accordance with agreed national guidelines such as the Sri Lanka Qualifications Framework (SLQF) and the Subject Benchmark Statements (SBS) if available.

The review team will comment on whether remedial measures have been implemented to rectify deficiencies identified at previous programme/subject reviews and if not, what actions the Faculty/Institute is making towards implementation of the recommendations. Any obstacles encountered in the implementation of previous recommendations and constraints under which the programme is currently functioning could be mentioned in this section.

### ***Section 3 – A brief description of the Review Process***

This section will describe the steps involved in preparation for the programme review by the review team and by the Faculty/Institute/Department. This section will outline details of the review visit such as the schedule of meetings with different constituents of the Faculty/Institute (which could be provided as an appendix), the personnel interviewed, processes observed, evidence examined and meetings of the review team at intervals during the review visit. It will also mention the review team's satisfaction or dissatisfaction with the arrangements made to facilitate the conduct of the review visit in a cost effective manner. The degree of commitment of the Faculty/Institute to openness, transparency, communications and logistical support could be recorded in this section.

#### ***Section 4 - Overview of the Faculty's/Institute's approach to Quality and Standards***

This section will present the review team's observations on the overall approach of the University/Faculty to quality assurance and management. It should state whether the Faculty/Institute has a well-established Internal Quality Assurance Cell (IQAC) that works in liaison with the University's/HEIs Internal Quality Assurance Unit (IQAU) in accordance with the Internal Quality Assurance Manual (2013) of the UGC and the IQA circular of 2015. Comment will be made as to whether internal quality assurance is an ongoing process with best practices built into the day to day routine activities, thus ensuring that the quality culture is well entrenched within the Faculty/Institute.

This section will describe the key features of the Faculty's/Institute's approach to quality assurance and its capacity to implement measures to remedy weaknesses and seek quality improvement. This section could include the review team's impression of the Faculty's/Institute's commitment towards quality enhancement and excellence.

#### ***Section 5 - Judgment on the eight criteria of Programme Review***

This section will present the review team's judgment of the level of attainment of quality under each of the eight criteria of the study programme. Standard-wise scores and raw criterion-wise scores will be estimated based on the scoring system given in chapter 3. Actual criterion-wise scores for each criterion based on the allocated weightage will be calculated using the formula given in Box 1 in chapter 3. The sum of the eight actual criterion-wise scores will be converted to a percentage score for the study programme. In this section of the report, the above values should be presented in tabulated form using Table 3.4. The review team should provide its observations on the strengths and weaknesses of each criterion and make recommendations for enhancement of quality.

#### ***Section 6 - Grading of Overall Performance of the programme***

This will set out the review team's assessment of the level of accomplishment of quality expected of an academic programme based on the grading of overall performance under the categories of Grade A,B,C, or D as indicated in Chapter 3 under Procedure for Use of Standards for Assessment of Performance of the Programme of Study. Table 3.4 from Chapter 3 is reproduced below for convenience of the reader and members of the review team.

**Chapter 3, Table 3.4. Grading of Overall Performance of a Study Programme**

<i>Study Programme Score expressed as a %</i>	<i>Actual Criteria-wise score</i>	<i>Grade</i>	<i>Performance descriptor</i>	<i>Interpretation of descriptor</i>
$\geq 80$	Equal to or more than the minimum weighted score for each of all eight criteria (Table 3.3).	<i>A</i>	<i>Very Good</i>	<i>High level of accomplishment of quality expected of a programme of study; should move towards excellence</i>
$\geq 70$	Equal to or more than the minimum weighted score for seven of the eight criteria (Table 3.3)	<i>B</i>	<i>Good</i>	<i>Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects</i>
$\geq 60$	Equal to or more than the minimum weighted score for six of the eight criteria (Table 3.3)	<i>C</i>	<i>Satisfactory</i>	<i>Minimum level of accomplishment of quality expected of a programme of study; requires improvement in several aspects</i>
$< 60$	Irrespective of minimum weighted criterion scores.	<i>D</i>	<i>Unsatisfactory</i>	<i>Inadequate level of accomplishment of quality expected of a programme of study; requires improvement in all aspects</i>

### ***Section 7 - Commendations and Recommendations***

This section will list the commendations on excellence such as the Faculty's/Institute's policy and procedures in programme management; human and physical resources; programme design and development; course design and development; teaching and learning; learning environment and learner support; student assessment and awards; and healthy and innovative practices. This list is not all inclusive and any comments on quality pertaining to excellence in programme development and delivery could be included under commendations. This section will also make recommendations for remedial actions needed to bring about quality enhancement leading to excellence.

## ***Section 8 – Summary***

This will be a summary of the review team’s main findings as given under the different sections of the report and will be no longer than 1000 words.

### **6.5 Compilation of the PRR**

The review chair will take the responsibility for preparing the report for submission to the QAAC. The chair will discuss the review findings with other members of the review team and request them to undertake writing different sections of the report. The Chair will assemble the different sections and compile and edit the final comprehensive draft report agreed to by the team. The final draft report should not exceed 6000 words.

### **6.6 Procedure for Submission of the Report**

The chair of the review team will submit the draft report to the QAAC. The QAAC will send a copy of the draft report to the Faculty/Institute concerned for observations and comments.

#### **6.6.1 Request for Discussion**

The review team would have given an indication of its conclusions at the final meeting held after the review visit, with the Dean of the Faculty/ Director of the Institute, Chairpersons of the IQAU and IQAC, Heads of Departments and other relevant senior academic staff responsible for the programme. This meeting would have given the Faculty/Institute/ Department an opportunity to sort out any factual errors and misinterpretations made by the review team. However, on receiving the draft report from the QAAC, the university may ask for a further discussion with the review team about the contents of the report, prior to publication. The university should notify the QAAC of its wish to take up this opportunity within two weeks of receipt of the first draft of the report, highlighting the particular areas it wishes to discuss.

The meeting to discuss any clarifications should take place within six weeks of the university making the request. The meeting should be chaired by a member of the QAAC. The chair of the meeting should not be a member of the university concerned, nor should he or she have any other close links with it. Detailed notes of the meeting should be taken by a representative of the QAAC. Others present at the meeting will be members of the review team (all if possible, but at least two), and representatives chosen by the university, who are likely to be staff who prepared the SER and those who participated in the review visit. The discussion will be for the purpose of clarifying the veracity of one or more of the statements in the draft report and deciding on the need for making necessary changes.

Based on the outcome of the discussions and decisions arrived at during the meeting, the final draft report will be prepared by the Chair of the Review Team and submitted to the QAAC. It will then be published on the UGC website with the consent of the Faculty/Institute. Follow up actions by the Faculty/Institute, the University/ HEI, the UGC and the MoHE are dealt with in Part I, Chapter 1.



## Appendix

### Template for Section 3 of the Self-Evaluation Report

It is suggested that the SER writers will use the following template in tabular form when compiling the eight sub-sections of Section 3 on ‘Compliance with the Criteria and Standards’ of the SER as described under 4.3 of this Manual. As recommended therein, for each criterion, a separate table should be used, so that the Section will comprise of eight tables. It will be more convenient to use the landscape layout for this section.

<b>Criterion No.</b>			
<b>Standard</b>	<b>Claim of the degree of internalization of Best Practices and level of achievement of Standards</b>	<b>Documentary Evidence to Support the Claim</b>	<b>Code No. of the Evidence Document</b>
<i>Mention the standard and its number as stated in the first column of the Tables in Section 3.2 of the Manual, pp. 35-78).</i>	<i>Describe degree of internalization of Best Practices and level of achievement of Standards (Compliance with the 08 Criteria mentioned in the second column of the Tables in Section 3.2 of the Manual, pp. 35-78).</i>	<i>(Mention the titles of all documents that you will produce for the Review Team to substantiate the claims you have mentioned in Column 2. Examples of Evidence are mentioned in the third Column of the Tables in Section 3.2 of the Manual, pp. 35-78).</i>	<i>(Mention the code No. you have given to each document mentioned in the third Column of this Table.</i>
<b><i>A criterion-wise summary statement on how the programme has complied with Standards relevant to the respective Criterion</i></b>			

An example for Standard 4, under Study Programme Management is given overleaf.

### Sample for Criterion 1, Standard 1.4

<b>Criterion 1. Programme Management</b>			
<b>Standard</b>	<b>Claim of the degree of internalization of Best Practices and level of achievement of Standards</b>	<b>Documentary Evidence to Support the Claim</b>	<b>Code No. of the Document</b>
1.4. The Faculty/Institute adopts participatory approach .....	Regular communication with students and staff is maintained through; (a) making provision for two student representatives to attend the meetings of the Faculty Board; (b) Students' Handbook; (c) posting of printed notices on notice boards; (d) university web site; and (e) public print and electronic media	Minutes of the meetings of the Faculty Board; Students' Handbooks; samples of printed notices displayed in the past; hard copies of notices posted on the website of the HEI; samples of /or links to notices published in the print and electronic media .....	3. FB/Hum/2013/3 4. FB/Hum/2013/4 8. FB/Hum/2013/8 11. SHB/2014 12. SHB/2015 26. Notice/14/9 26. Notice/15/3 15. Web/March/3 23. Paper Advert/ Daily News 2014/4/18 27. TV/ITN/News/ 2013/6/
1.5			
1.6			
Summary of how the Study Programme has internalized the Best Practices under the Criteria No. 1			



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# Glossary

<b>Term</b>	<b>Definition</b>
Academic calendar	the schedule of planned events of an institution for the academic year giving details such as scheduled dates of re-opening for the academic year, commencement of semesters, holidays, examinations, release of results, convocation, etc.
Academic quality	the overall level of performance of the academic unit in the context of its mission as measured by the extent of accomplishment of the unit's intended learning outcomes, operational outcomes and broad-based goals; describes how well the study programme is designed and administered, and learning opportunities available help students to achieve the intended learning outcomes and awards. It encompasses provision of relevant curricula, effective teaching, learning support, assessment and learning opportunities.
Academic standards	the level of achievement a student has to reach to gain an academic award.
Access	the arrangements that an educational or training system makes with respect to entry requirements and provisions in order to offer greater opportunities for a much wider range of applicants in flexible terms than the traditional system.
Accreditation	formal process of enquiry against a set of agreed criteria and standards/benchmarks, undertaken by a formally constituted body and will lead, if successful, granting a formal status (i.e., an accredited institution or accredited programme or accredited degree).
Action plan	description of specific activities related to short and long term strategic objectives including outcomes and outputs with detailed roadmap, planned milestones or key performance indicators, details of resource commitments and time lines.
Active learning	interactive instructional techniques that engage students in such higher-order thinking tasks such as analysis, synthesis, evaluation and reflection. Students engaged in active learning might use resources beyond the faculty. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicum, independent study projects, peer teaching, role playing, or written documents.

Appeal mechanism	documented procedure for dealing with challenges to a rule or decision, or for reviewing a judgement or decision made on behalf of the institution. This also includes the constitution, roles, responsibilities and ethical practices of the committees or authority established for the purpose.
Assessment	the measurement of aspects of a learner's performance in terms of knowledge, skills and attitudes. It can be formal or informal and formative or summative.
Assignments	student-centred learning exercises given during a course at pre-determined intervals and according to defined criteria to achieve in fulfillment of assessment requirements. Work submitted by the learners may be assessed and feedback given.
Award	a certificate or title conferred by an academic institution signifying that the recipient has successfully completed a prescribed course of study that leads to a qualification such as a degree, diploma or certificate or other formal recognition.
Code of conduct	expectations of behaviour mutually agreed upon by the institution and its constituent members.
Benchmarking	measurement of the quality of an organization's policies, programs, strategies, etc., and their comparison with standard measurements, or similar measurements of its peers.
Blended learning	a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.
Collaboration	the process by which people/organizations work together to accomplish a common mission.
Collaborative learning	method of teaching and learning in which students team together to explore a significant question or create a meaningful project.
Community engagement	a working relationship between an institution and one or more community groups to help both to understand and work together to meet the needs in a mutually beneficial manner.
Competencies	ability to apply to practical situations the essential principles and techniques of a particular subject.

Compliance	a state of being in accordance with established guidelines, specifications, requirements or legislation.
Constituencies	key branches/departments/units/entities in an institution which need act together in coherent and complementary manner.
Continuous improvement	a management process whereby the procedures, services, content, material, teaching/learning processes of study programmes are constantly evaluated in the light of their efficiency, effectiveness and flexibility, and appropriate and timely improvements are made on a continual basis to achieve the desired benchmark/ excellence.
Continuous quality improvement	a philosophy and process for analyzing capabilities and processes and improving them on a continual basis to achieve the stated objectives and stakeholder satisfaction.
Counselling	the provision of academic, personal and emotional support and guidance to learners.
Course	a planned series of learning experiences in a particular subject/discipline offered by an institution; a self-contained, formally structured unit of a programme of study.
Course completion rate	percentage of students in the total enrollment for the course/programme who have satisfactorily completed the prescribed requirements of a given course/programme.
Course materials	materials in print or electronic format which are provided to the learner to support the achievement of the intended learning outcomes.
Course specification	a concise description of a course with respect to its aims(s), objectives, intended learning outcomes, volume of learning in terms of credits, course contents/synopsis, teaching and learning methods, assessment procedures, learner support available, recommended reading material, including the information on the programme for which the course is prescribed, department responsible for offering it, and prior-learning requirements.
Credit	a unit used in the expression and calculation of the academic value/volume of learning of the courses taken by a learner. The value of a credit is normally determined by the number of notional learning hours required to provide face to face instructions, assignments, practical, clinical, research and assessments, and self-study by students. According to SLQF norms 1 credit is equivalent to 50 notional hours.

Credit transfer	procedure of granting credit to a student for educational experiences or courses undertaken at another institution.. This not only facilitates smooth transfer of learners from one programme to another and from one institution to another nationally but also enables transnational mobility.
Culture of the institution	norms, values, beliefs and behaviours inherent in an institution and reflected in the functioning of the institution and its staff. The top management of the institution defines and creates the necessary environment and sets norms and standards for evolving and sustaining the institutional culture.
Differently abled learners	learners who have a physical or mental impairment which effect their ability to carry out normal day-to-day activities.
Distance Education	an educational process and system in which all or a significant proportion of the teaching is carried out by someone or something removed in space and time from the learner. Distance education requires structured planning, well-designed courses, special instructional techniques and methods of communication by electronic and other technology, as well as specific organizational and administrative arrangements.
Distance learning	a system and a process that connects learners to distributed learning resources. All distance learning, however, is characterized by separation/distance of place and/or time between instructor and learner, amongst learners, and/or between learners and learning resources conducted through one or more media.
Drop out	A term used for learners who cease to be active in a particular programme/course.
Dual mode institution	an institution that offers learning opportunities in two modes: one using traditional classroom-based methods, the other using distance methods.
Equity in education	the absence of differences in educational opportunity or achievement based on social class, ethnicity, caste, gender, disability, area of residence which are clearly preventable and unfair.
Ethics	the practice of applying a mutually agreed code of conduct based on moral principles to the day-to-day actions of individuals or groups within any organization.

Evaluation	a periodic assessment of the relevance, efficiency, effectiveness impact and/or sustainability of an activity or intervention.
Experiential learning	learning acquired through workplace or other previous experience.
Extension programmes/courses	educational training/courses provided by HEIs to individuals who are not enrolled as regular students.
External quality Assurance (EQA)	assessment performed by an organization external to the institution to assess the status and standards of operation of the institution or its programmes to see whether it meets the pre-determined standards/benchmarks.
Feedback to learners	formative and evaluative comments made to individual learners by their tutors in response to tasks or written assignments that enable learners to improve their learning.
Feedback mechanism	systems for obtaining information from participants in a process that contributes to the assessment of its quality and effectiveness.
Formative assessment	assessment of learning that is carried out during a course to provide feedback to students.
Formative evaluation	evaluation that occurs while a project or course is in progress, with the aim of identifying short-comings in the course.
Generic skills	skills that can be applied across a variety of subject domains; skills that are fundamental to a class of activities and are transferable from one job or activity to another. Lists of generic skills usually include basic/fundamental skills such as literacy, numeracy, analytical skills, technical skills: people-related skills; conceptual skills; learning-to-learn skills; personal skills and attributes; innovative and entrepreneurial skills; entertainment skills etc.
Goal	a result, milestone or checkpoint in the future which will indicate significant progress towards achieving the institutional mission. A goal should be specific, measurable, critical for success and benchmarked.
Governance	managing an organization based on pre-determined policy, rules, regulations and standards; providing leadership and standards, managing and coordinating the use of physical and human resources, effecting procedures and processes, in a transparent and efficient manner to successfully achieve the vision of the organization.

Grievance redressal	mechanisms for receiving , processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.
Handbook	a publication produced by a Faculty/HEI for prospective students giving details about the institution, its resources, its programmes/course offered including and admission requirements, codes of conduct for students, students by-laws relating to discipline, etc.; this may also be referred as Student handbook provided by an HEI for registered students of an institution containing information on all matters relevant to students for their academic progress in the institution.
Independent learning	instructional system in which learners are encouraged to carry out their studies by themselves beyond the classroom instruction so as to prepare them for lifelong learning.
Independent study	mode of learning in which learners work through their study materials independently of other learners.
Induction/ Orientation programme	the process by which learners are introduced to a new organization/ environment; the learners are informed of their responsibilities, commitments, the study programme, facilities provided, expected conduct and behavior, etc.
Innovation	new knowledge/ technique/ tool generated through experimentation that will add value to product/tool/techniques or improve efficiency of a process/techniques/service.
Inputs	products, services and prepared materials used to produce the desired outcomes/outputs.
Institutionalization	formalization or internalization or adoption of a practice/ guidelines/ values/ norms which would add value to the institutional procedures and practices.
Instructional design	process of designing instructional materials in a way that helps learners to engage in learning effectively.
Instructional package	all essential instructions, guidelines, study materials of a course.
Interdisciplinary study	an integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.



Internal Quality Assurance ( IQA )	internal system of monitoring to ensure that policies and mechanisms are in place and to make sure that it is meeting its own objectives and pre-determined standards.
Internal review	Internal assessment or review process commissioned regularly by HEIs to assure internalization of best practices and achieving the standards/benchmarks with respect to its governance and management, and study programmes and allied activities.
Learner-centred education	a system of education where the learner is at the centre of education with responsibility for learning while the teacher functions as the facilitator of learning.
Learner support	a supportive network of preparatory courses, skill development opportunities, personal and academic counselling to meet learners needs through a flexible approach to resources including individualized support from the teacher/facilitator.
Learner support services	physical and academic facilities made available to enable every learner to achieve the stated ILOs through online support, tutor support, library and information services, laboratories and administrative support.
Learning activities	tasks designed and assigned to help learners to engage in analysis, synthesis by themselves, come up with explanations/solutions, constructively develop an argument, draw inferences, engage in critical review and relate their own ideas and experience to a topic.
Learning environment	the place and setting where learning occurs. A virtual learning environment is one in which a student is provided with tools and resources to learn both independently and with a virtual cohort of learners.
Learning Management System (LMS)	a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) courses or training programs. Typically, a learning management system provides an instructor with a way to create and deliver content, monitor student participation, and assess student performance.
Learning outcomes	statements of what a learner is expected to know and/or be able to do at the end of a period of learning.
Learning resources	the resources of the learning process which may be used by a learner (in isolation or with other learners) to facilitate learning.

Lifelong learning	a philosophical concept in which learning is viewed as a long term process beginning at birth and lasting throughout life; a conceptual framework within which the learning needs of people of all ages, educational and occupational levels may be met, regardless of circumstances; a process of accomplishing personal, social and professional development throughout the lifespan of individuals by learning to enhance the quality of life.
Lifelong learning skills	knowledge and skills which improve learners' competence and commitment at the time of learning and facilitate continuous learning throughout life.
Management Information System (MIS)	a computerized integrated information collection, collation, analysis and reporting system to support institutional management and decision making processes.
Market research	fact finding activities undertaken by an institution/individual to determine the demand for its programmes/services/products.
Mission	the overall function or purpose of an institution.
Module	a separate and coherent block of learning; a self-contained, formally structured unit of a programme of study.
Modular curricula	courses offered in units which are complete in themselves.
Monitoring	a management tool that operates during programme implementation to carry out a continuous or on-going collection and analysis of information about implementation, and to review programmes with a view to correcting problems as they arise.
Multimedia	learning technologies that involve the whole range of audio, visual, text and graphics media available, integrated into a package that has been effectively designed from an instructional perspective.
Needs analysis	a process of identifying the learning and training needs of a particular group or population.
Outcome-based Education	an educational theory that bases teaching learning and assessment components of an educational system around intended outcomes to ensure achievement of the ILOs by every student at the end of the educational experience; a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits" (Tucker, 2004).

Open and Distance Learning	a way of providing learning opportunities characterized by the separation of teacher and learner in time and/or place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face to face meetings between tutor and learners; and a specialized division of labour in the production and delivery of courses.
Open learning resources	educational resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and re-distribute.
Organizational chart / Organogram	a diagram that shows the structure of an organization and the relationships and relative ranks of its parts and positions/jobs.
Organizational structure	a framework that shows the divisions of an organization and reveals vertical responsibilities and horizontal linkages, and may be represented by an organization chart
Orientation	a process through which a new student or employee is integrated into an institution, learning about its culture, policies and procedures, and the specific practicalities of his or her programme of study or job.
Outputs	products, materials, services or information arising out of a particular process.
Outreach	the provision of programmes, services, activities and /or expertise to those outside the traditional university community. Outreach is a one-way process in which the university is the provider either on a gratis basis or with an associated charge.
Outreach activities	a systematic attempt to provide services beyond the conventional limits of institutional provision to particular segments of a community e.g. educational programmes for illiterate adults.
Participatory management	a system of institutional management in which every member of the institution is involved at one stage or the other in the decision making and implementation processes.
Partner institutions/organizations	key institutions/organizations which are working in collaboration with another institution to achieve a common goal or to improve performance.
Partnership/alliance	a formal arrangement between two partners for a specific purpose; It is both a strategy and a formal relationship

	between the university and another major provider that engenders cooperation for the benefit of both parties and the student population at large.
Peer assessment	a method of assessment that is based on the consensus opinion of a peer group of learners on the respective contributions made to the work of the group by each individual.
Performance appraisal	a systematic assessment of an employee's performance in order to determine his/her achievement of assigned tasks, training needs, potential for promotion, eligibility for merit increment etc, and training needs to enhance performance.
Performance indicators	criteria used by educational institutions in self-evaluation and by external evaluators when judging the quality of educational provision.
Policy	a statement of principles or intentions which serve as continuing guidelines for management in accomplishing the institution's mission, goals and objectives.
Print media	printed materials, as distinguished from broadcast or electronically transmitted communications.
Prior learning	what has been learnt by an individual prior to enrollment in a particular programme by means of knowledge or skills acquired in an educational institution or previous experience gained from a workplace.
Process	a set of interrelated work activities characterized by a set of specific inputs and activities to achieve specific outputs/tasks.
Programme	structured teaching and learning opportunities which lead to an award; Refers to all activities that engage students in learning.
Programme of study	a stand- alone approved curriculum followed by a student , which contributes to a qualification of a degree awarding body.
Programme specification	a general overview of the structure and other key aspects of the programme, including concise description of the programme with respect to its aims, objectives, intended learning outcomes, volume of learning in terms of credits, courses, course contents, recommended readings, teaching, learning assessment procedures, responsible department, grading system, learner support, entry requirements, fallback options, requirements for the award of the degree.

Progression	vertical movement of learners from one level of education to the next higher level successfully or towards gainful employment.
Prospectus	a publication produced by an institution for prospective students giving details about itself, its programmes, courses and admission requirements.
Quality	the fitness for purpose of a product or service according to a set of required standards, with minimum cost to society.
Quality Assessment	a process of evaluation of performance of an institution or its unit based on certain established criteria.
Quality Assurance	the policies and procedures by which the universities can guarantee with confidence and certainty that standard of its awards and quality of its education provision and knowledge generation are being maintained. It also refers to the process of maintaining standards reliably and consistently by applying criteria of success in a course, programme or institution.
Quality review (external)	a systematic, independent examination by a third party to determine whether the institutional practices with respect to its governance and management, physical and human resources, academic development and planning, academic programmes and courses, teaching and learning, and assessment, learner support services and other allied activities and provisions comply with predefined quality dimensions (i.e. criteria, best practices and standards).
Quality enhancement	continuous institutional effort to achieve higher level of performance and quality that is understood to be reasonably better than which prevailed earlier. It is also defined as enhancing performance efficiency of a HEI/system.
Reflective practice	thoughtfully considering one's own experiences in applying knowledge and / or skills to practice.
Regulatory agencies	government or quasi government agencies with responsibility for the overall planning and monitoring of the educational provision of institutions commonly under their purview.
Research	rigorous intellectual activity which involves systematic investigation to generate new knowledge/ products/ services.
Self-appraisal	individual's or institution's evaluation of own performance.

Self-assessment	a process in which learners answer questions or carry out prescribed activities to determine whether expected learning has occurred.
Self-Evaluation Report (SER)	a document prepared by the Faculty/ Institute providing a description and analysis with supporting evidence of the effectiveness with which the Faculty/Institute discharges its responsibility for academic standards and adherence to good practices in ensuring the quality of the study programme.
Sri Lanka Qualification Framework (SLQF)	a comprehensive document published by the Ministry of Higher Education, outlining a nationally consistent framework for all higher education qualifications offered in Sri Lanka, recognizing the volume of learning of students and identifying the learning outcomes that are to be achieved by qualification holders. Its objective is to have a uniform system in naming a qualification, the designators, and qualifiers of each qualification awarded by HEIs in Sri Lanka.
Staff development	skills development, refresher programmes or other training provided for staff within or outside the institution to enable them to continuously update their knowledge and skills for effective and efficient performance and career advancement.
Standards	measurable indicators that provide the basis of comparison for making judgements concerning the performance of an instructional activity, programme or institution.
Standard Operational Procedures	operational procedures developed and adopted by the governing authority/council of the university/higher educational institution by adhering to Acts, Ordinances, Circulars, Establishment Codes and letters issued by Parliament, Ministries and regulatory agencies, as the case may be, to guide the stakeholders to undertake their core functions; these are essential prerequisites for ensuring good governance and management.
Strategic plan	a specific and action-oriented, medium or long-term plan of the University/HEI to progress towards achieving a set of institutional goals as dictated by its mission and vision.
Student Charter	Student Charter sets out the general principles of the partnership between students, the HEI. It applies to all registered students of the HEI following taught or research programmes, whether studying on or off campus; student charter outlines values, principles, functions, responsibilities of the institution towards students and the students responsibilities and codes of practices, and also the consequences of breach disciplines.

Student-centered learning	methods of teaching that shifts the focus of instruction from the teacher to the student; also known as learner-centered education; aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students; focuses on skills and practices that enable lifelong learning and independent problem-solving.
Students' Feedback Analyses	gathering and analyzing feedback from students at the end of a study program or an individual course unit for improving and refining the education that the HEI provides; the strategies for gathering feedback from students may range from informal discussions with students to the use of feedback forms containing a mix of free-responses and quantitative questions using <i>Likert</i> scales.
Subject Benchmark Statement (SBS)	reference point that provides a description of a particular subject/discipline describing its general academic characteristics and standards, and articulating the attributes that a graduate should be able to demonstrate. It describes expectations about standard of awards in a subject/discipline and what gives a subject/discipline its coherence and identity. Subject Benchmarks are used when developing or revising course syllabi.
Summative assessment	assessment of learning that takes place on completion of the learning activity or activities.
Summative evaluation	evaluation that occurs at the completion of a course or project, which provides a summary account of its effectiveness and the extent to which it meets its goals and objectives.
Transparency	institutional processes that are characterized by openness, communication and clearly assigned accountability.
Tracer Studies	Information gathering methods/ studies conducted by an HEI to evaluate the relevance of their educational programmes in terms of employability and professional development of its graduates; obtain information about the state of employment of former graduates, labour market signals, professional success for retrospective evaluation of study programmes, curricular development, continuing education etc.
Tutoring	an interactive approach to disseminating knowledge that helps students to improve their learning in order to promote empowerment and independent learning.
Validation	process of confirming appropriateness; determination of the effectiveness of instructional materials or system by the use of appropriate summative evaluation techniques.

Virtual Learning  
Environment (VLE)

a Web-based platform for the digital aspects of courses of study, usually within educational institutions. VLE is a system for delivering learning materials to students via the web. These systems include assessment, student tracking, and collaboration and communication tools. This is also defined as a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process. This is also referred as LMS

Vision

a short memorable statement that paints a vivid picture of an ambitious, desirable future state aligned with institutional values. Its purpose is to inspire and act as a guide for decision-making and planning.



## Notes on Authors

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Professor Uma Coomaraswamy is Emeritus Professor, former Vice-Chancellor and former Dean of Natural Sciences of the Open University of Sri Lanka; served Sri Lanka University System for over forty years, as an academic and administrator; served as a QA consultant, ADB/Distance Education Modernization Project 2006-2009; developed QA tools and systems for Distance Higher Education at a national level and spearheaded the preparation of the “QA Toolkit for Distance Higher Education : Institutions and Programmes” published by the Commonwealth of Learning, Canada (2009); working in the field of QA from 2002; current involvements “ QA Manual for External Degree Programmes”; Manual of Best Practices, Standards and Guidelines for External Training Institutions” to be published by the UGC (2014); chapter to “Quality Assurance of Distance Education and e-learning: Challenges and Solutions from Asia” (2013) IDRC, Canada; External Reviewer of Quality on COL RIM for universities in South Asia 2014-2015. She currently functions as an External Reviewer of Quality on COL RIM for universities in South Asia.

Professor Nandani de Silva is Senior Professor of Family Medicine at the General Sir John Kotelawala Defence University, Emeritus Professor, University of Kelaniya and a former Vice Chancellor of the Open University of Sri Lanka (OUSL). She is a member of the Standing Committee for External Degrees at the UGC and served on the Standing Committee on Quality Assurance from 2006-2009. She is the UGC nominee on the Board of Management, CODL, University of Moratuwa. She was a Quality Assurance Reviewer for Institutional and Programme Reviews and conducted the SLQF Survey in 2014. Previous positions include Project Coordinator, Postgraduate Diploma in Family Medicine by distance education at the Postgraduate Institute of Medicine; Course Director for the CPD programme for Doctors at OUSL; Editor of the CME Bulletin of the Sri Lanka Medical Association; and a contributing author to the National Policy Framework on Higher Education 2008 by the.

Professor B.D. Nandadeva is a Professor in the Department of Fine Arts of the University of Kelaniya with over 36 years of experience in teaching. He earned his Ph.D. in Art Conservation Research from the University of Delaware, USA, M.Sc. from the University of Moratuwa, a Graduate Diploma from the University of Canberra, Australia, and B.A. (Hons) from the University of Ceylon. He has conducted research at the University of Thessaloniki in Greece, the Freer Gallery of Art of the Smithsonian Institution in Washington DC, Sojo University in Japan, and at the Courtauld Institute of Art of the University of London. He has contributed to academic administration at the University of Kelaniya holding several important positions as Head of Department, Director of the Staff Development Unit, Deputy Director of Student Affairs, Member of the Internal Quality Assurance Unit, Coordinator of the HETC-UDG Project, and in numerous Senate and Faculty Sub-committees.

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Dr. H.G.P.A. Rathnaweera	Faculty of Engineering Technology
<b><i>Wayamba University of Sri Lanka</i></b>	
Prof. J.M.P.K. Jayasinghe	Faculty of Livestock Fisheries & Nutrition
Dr. Renuka Silva	Director/IQAU
Dr. (Mrs.) Rupika Abeynayake	Faculty of Agriculture & Plantation Management
Mr. T. Arudchelvam	Faculty of Applied Sciences
Dr. (Ms). UGAC Karunanande	Faculty of Business Studies & Finance
<b><i>Rajarata University of Sri Lanka</i></b>	
Prof. Sanath Hettiarachi	Faculty of Applied Sciences
Dr. Sisira Siribaddana	Faculty of Medical & Allied Health Science
Mr. T.M.P.A.B. Thennekoon	Faculty of Management Studies
Mr. D.M.S. Duminda	Faculty of Agriculture
Mr. D.S.W. Gunawardane	Faculty of Social Sciences & Humanities
<b><i>Sabaragamuwa University of Sri Lanka</i></b>	
Dr. Athula Gnanapala	Head/Faculty of Management Studies
Dr. S.J.M.N.G. Samarakoon	Director/IQAU
Dr. Eranda Gunatillake	Faculty of Geomatics
Dr. Nirosan Perera	Faculty of Social Sciences & Languages
Mr. A.L.C.J. Liyanage	Faculty of Applied Sciences
<b><i>Eastern University of Sri Lanka</i></b>	
Dr. F. C. Ragel	Dean/ Faculty of Science
Dr. (Mrs.). Thayamini Seran	Chair/ Curriculum Committee, Faculty of Agriculture
Dr. K. Rajendran	Faculty of Arts & Culture
Mr. R. Udayakumar	Faculty of Commerce & Management
<b><i>Trincomalee Campus</i></b>	
Mr. D.R. Ruwan Lakjeewa	Faculty of Communication & Business Studies
<b><i>South Eastern University of Sri Lanka</i></b>	
Dr. M. Abdul Jabbar	Dean/ Faculty of Arts & Culture
Dr. S.M. Junaideen	Dean/ Faculty of Engineering

Dr. (Ms.) F. Hanzuya  
Abdul Rauf Faculty of Management & Commerce  
Dr. N.W.B. Balasooriya Director/IQAU; Faculty of Applied Sciences  
Mr. M.S.M. Jalaldeen Faculty of Islamic Studies & Arabic Language

***Uva Wellassa University***

Dr. S.C. Jayamanne Dean/ Faculty of Animal Science & Export Agriculture  
Dr. A.N.A.M.B. Attanayake Director/IQAU  
Ms. S.F. Fasana Dean/ Faculty of Management  
Dr. D.D.C. Wanniarachchi Faculty of Science & Technology

***Visual and Performing Arts University***

Prof. R.Podinilame Faculty of Visual Arts  
Mr. Chandraguptha Thenuwara Director/IQAU  
Mr. Mangala Senanayake Faculty of Dance & Drama  
Mr. Kumara Liyanawatta Faculty of Music

***Sri Lanka Institute of Information Technology***

Dr. Gobithas Tharmarajah Faculty of Engineering  
Mr. Indraka Udayakumara Faculty of Computing  
Ms. Mano Weligodapola Faculty of Business

***General Sir John Kotelawala Defence University***

Dr Faiz Marikar Director/Staff Development