



PROGRAMME REVIEWS 2020  
**TRAINING WORKSHOP FOR  
REVIEWERS**

Prof Nilanthi de Silva  
Director, Quality Assurance Council  
16 June 2020



<b>Time</b>	<b>Activity</b>	<b>Resource Person</b>
9.00 – 9.15 am	Opening remarks	Prof Nilanthi de Silva Director, QAC
9.15 – 10.15 am	External Programme Reviews: <ul style="list-style-type: none"> <li>o Scope</li> <li>o role of reviewers</li> <li>o desk evaluation of SER</li> <li>o site visit</li> <li>o preliminary report,</li> <li>o draft and final review reports</li> </ul>	Prof Nilanthi de Silva Director, QAC
10.15 – 10.45 am	Q&A	
10.45 – 11.15 am	Sharing experiences from past programme reviews: tips for new reviewers	Prof Nirmali Pallewatte
11.15 – 11.45 am	Scoring and grading cluster reviews	Dr Upali Mampitiya
11.45 – 12.15 pm	A code of conduct for reviewers	Prof Ranjith Pallegama
12.15 – 1.00 pm	Q&A	
1.00 – 2.00 pm	Lunch break	
2.00 – 4.00 pm	Regional group discussions – case scenarios	Regional resource persons



# SESSION 1. INTRODUCTION



# Objectives of workshop

By the end of today, participants should be able to:

1. Describe/ explain the purpose of external programme reviews; the scope of programme review; and requirements for undergoing external review;
2. Describe/explain the criteria and standards against which external programme reviews are conducted at present in the state universities;
3. conduct a desk review of the Self Evaluation Reports submitted as per the format and procedures set out in the *Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions*, published by the UGC in 2015;



# Objectives, ctd

4. Participate in a site visit for validation of claims made in the SER, as per the format and procedures set out in the *Manual*;
5. award scores and a final grade to a degree programme after review as per the format and procedures set out in the *Manual*
6. write up a Programme Review Report as per the format and procedures set out in the *Manual*

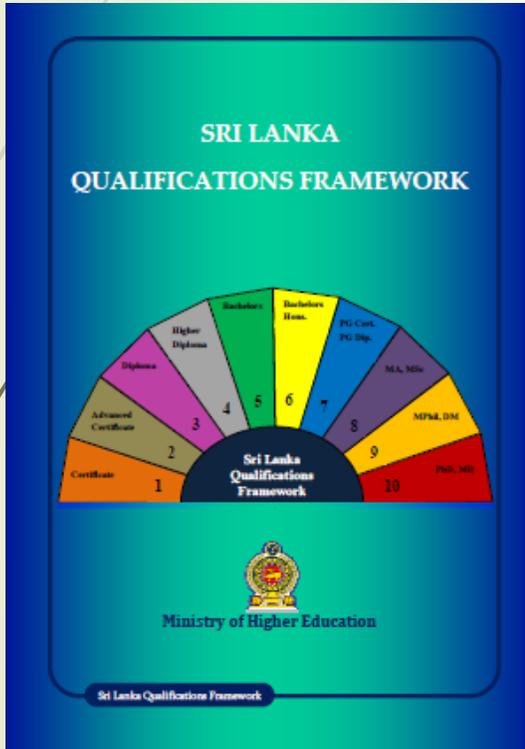


Background:

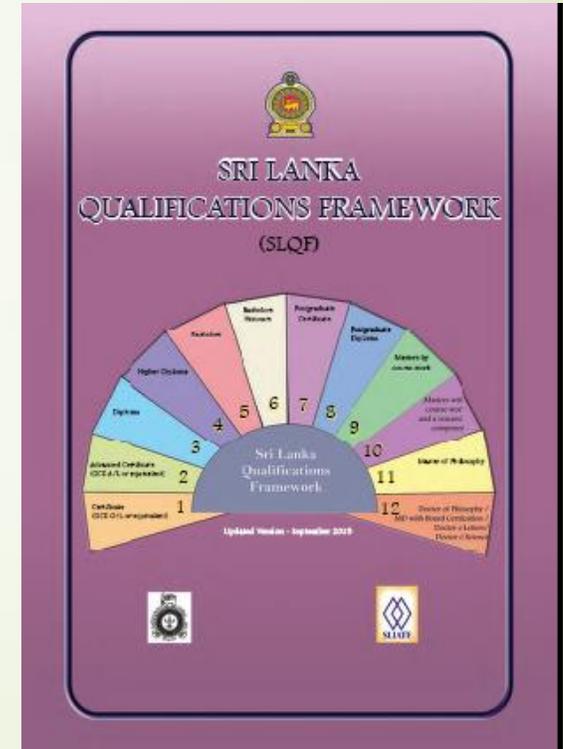
## **National Framework for Quality Assurance**

1. Sri Lanka Qualifications Framework
2. Subject Benchmark Statements
3. Codes of Practice
4. Internal Quality Assurance
5. External Quality Assurance

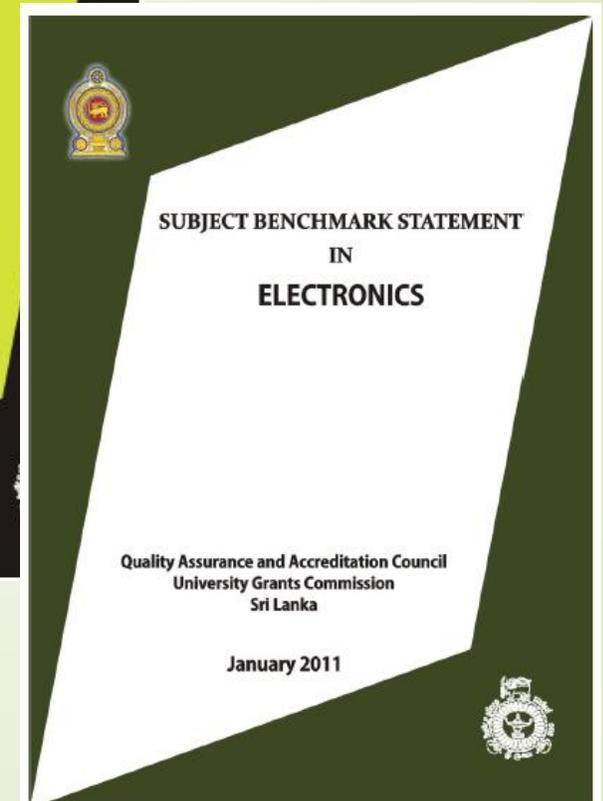
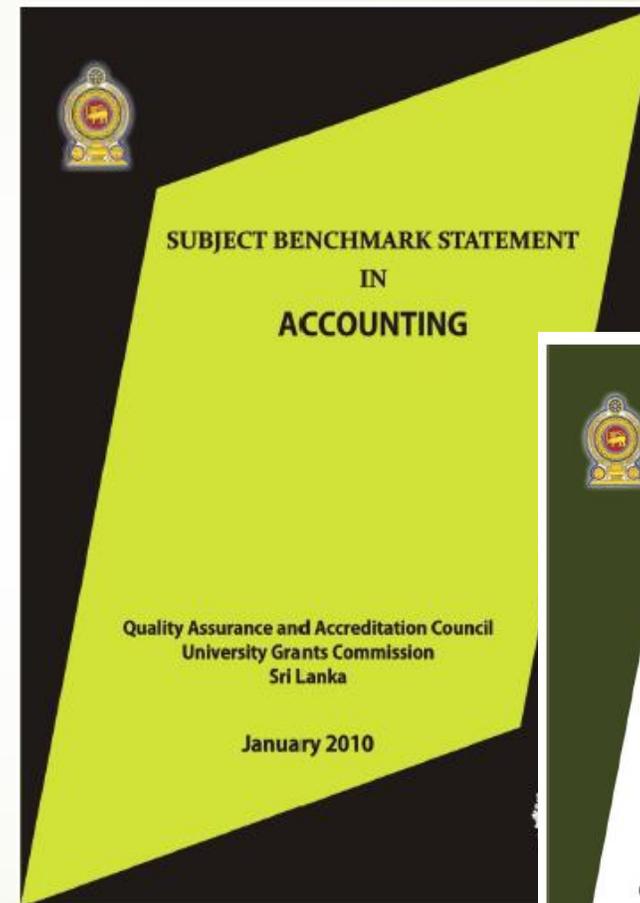
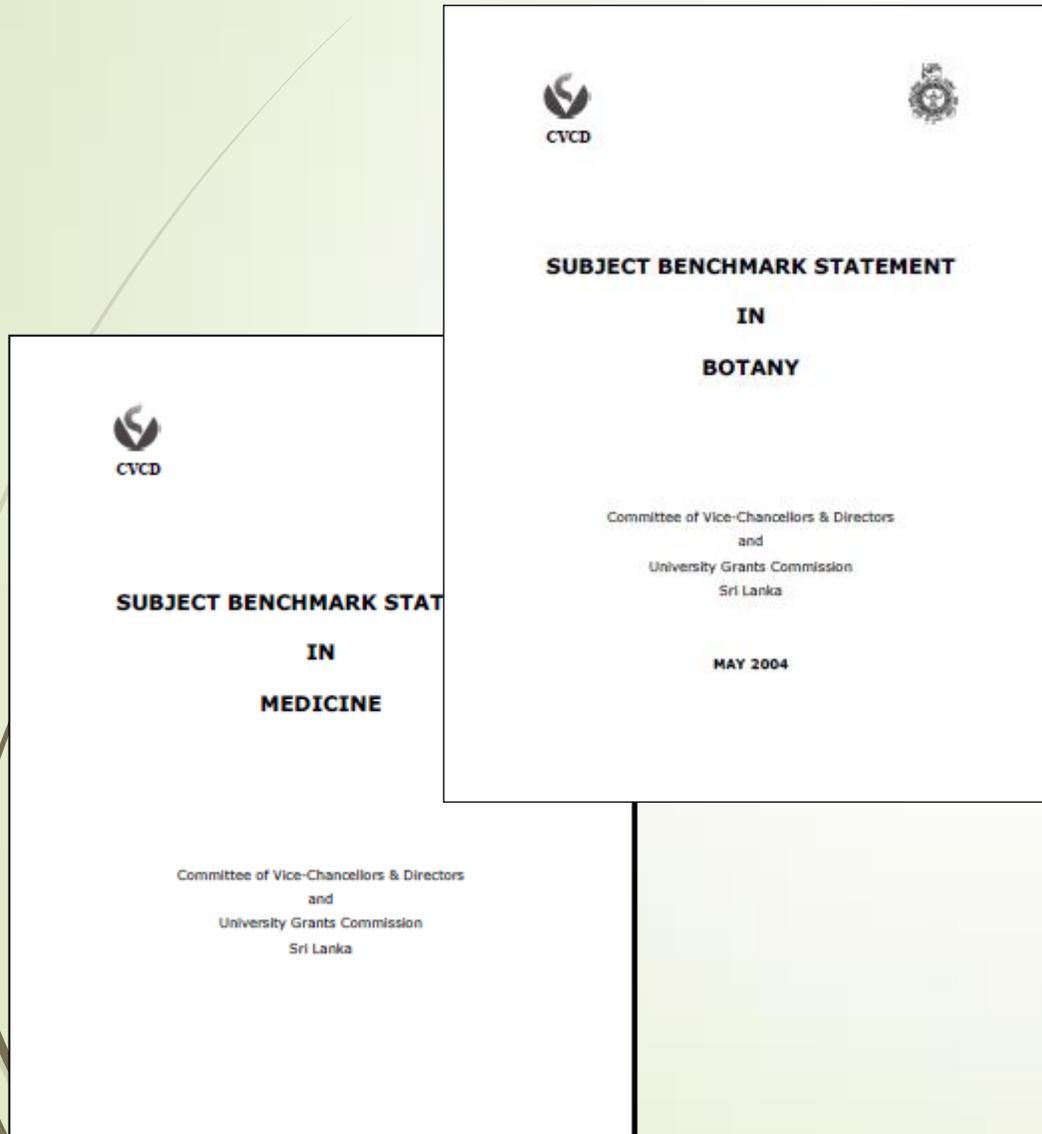
# Sri Lanka Qualifications Framework



- First Edition published in June 2012
- Updated version released by UGC in September 2015



# Subject Benchmark Statements



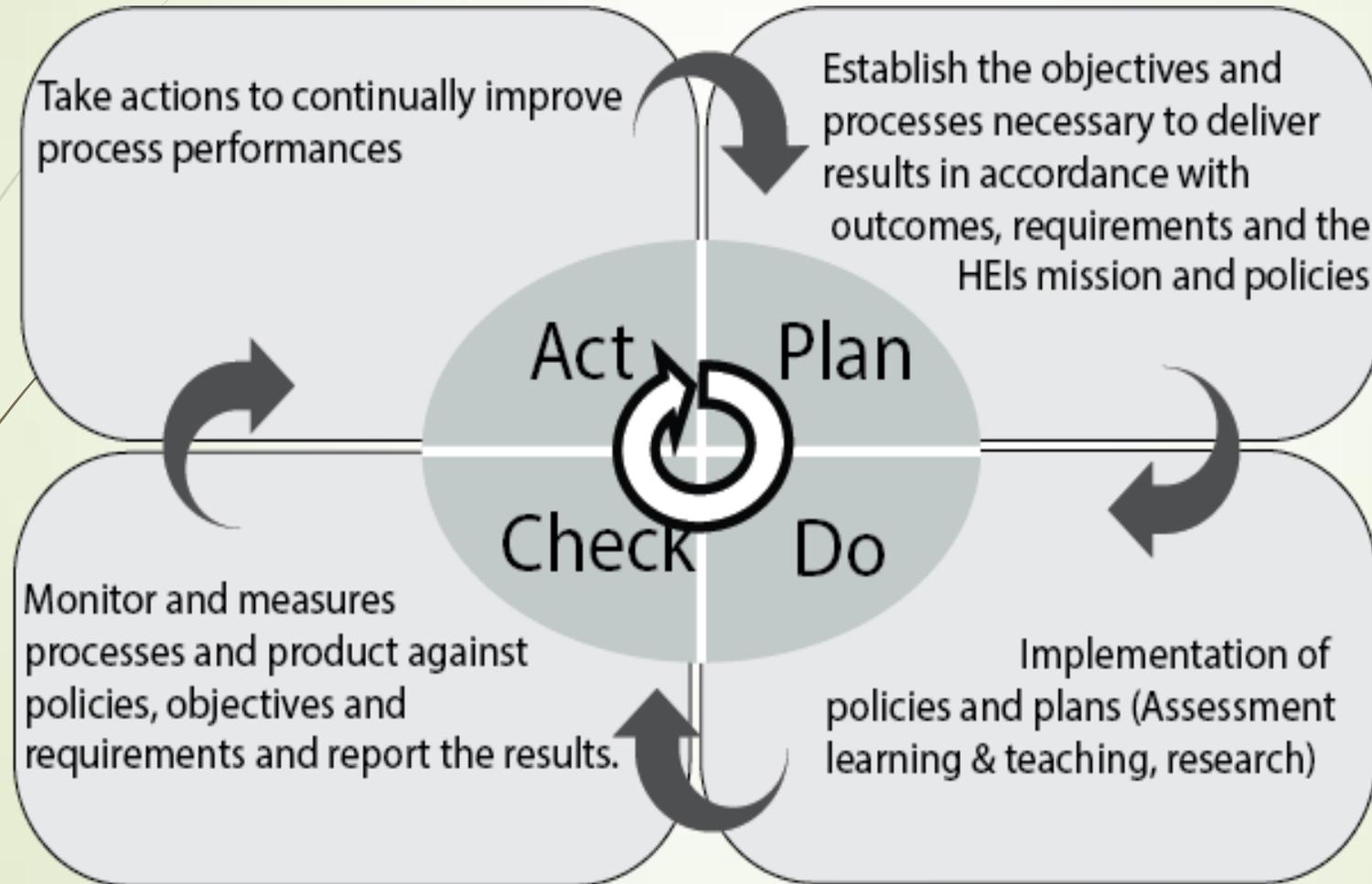


# Codes of Practice

provide reference points on key elements of good practice

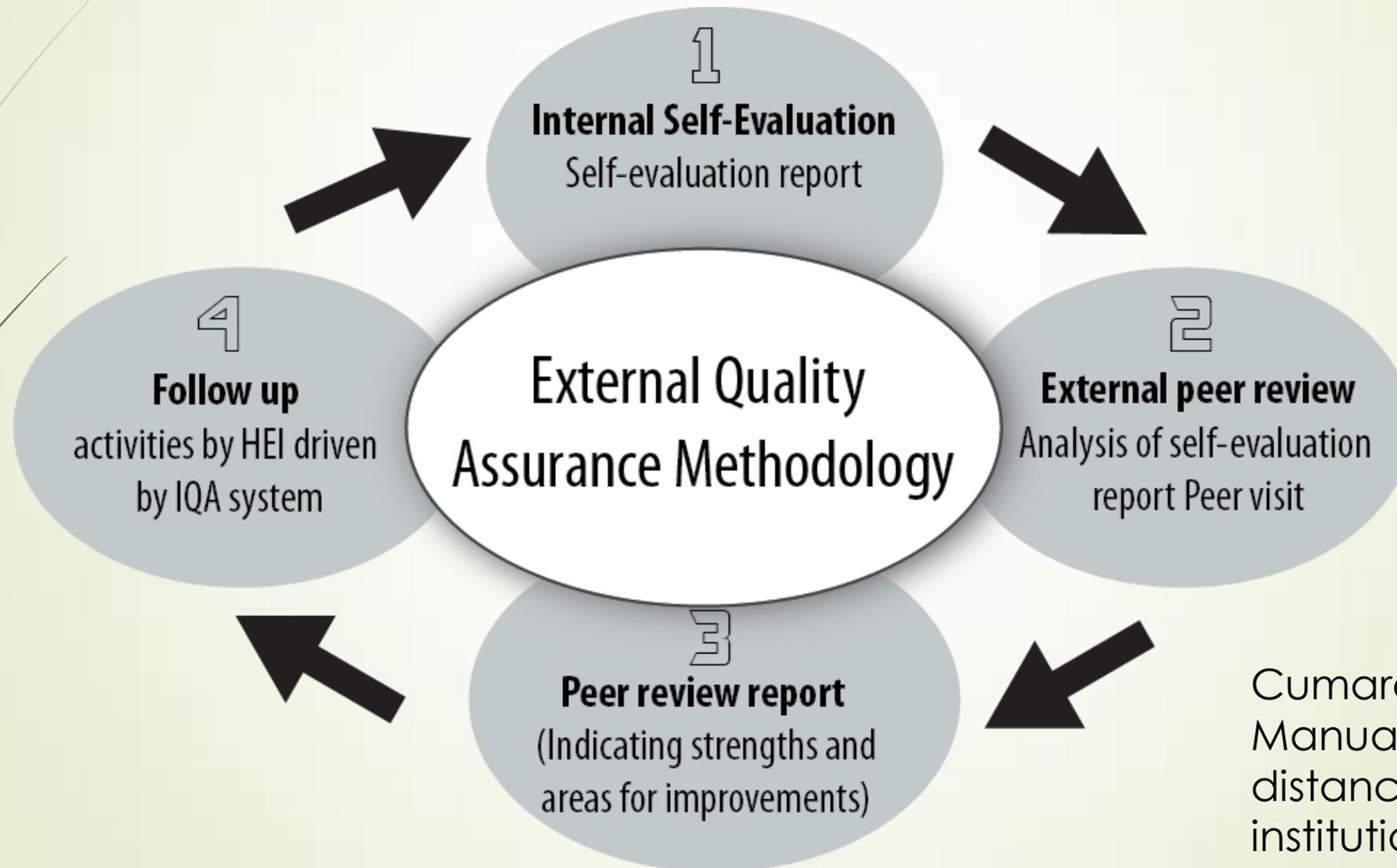
- Assessment of Students
- Career Guidance
- External Assessors
- Postgraduate Research Programmes
- Programme Approval, Monitoring and Review
- Student Support and Guidance
- Staff Development
- Student Feedback
- Peer Observation
- External Degrees
- Academic Accountability

# Internal quality assurance



Cumaraswamy, 2019,  
Manual for review of  
distance education  
institutions

# External Quality Assurance



Cumaraswamy, 2019,  
Manual for review of  
distance education  
institutions

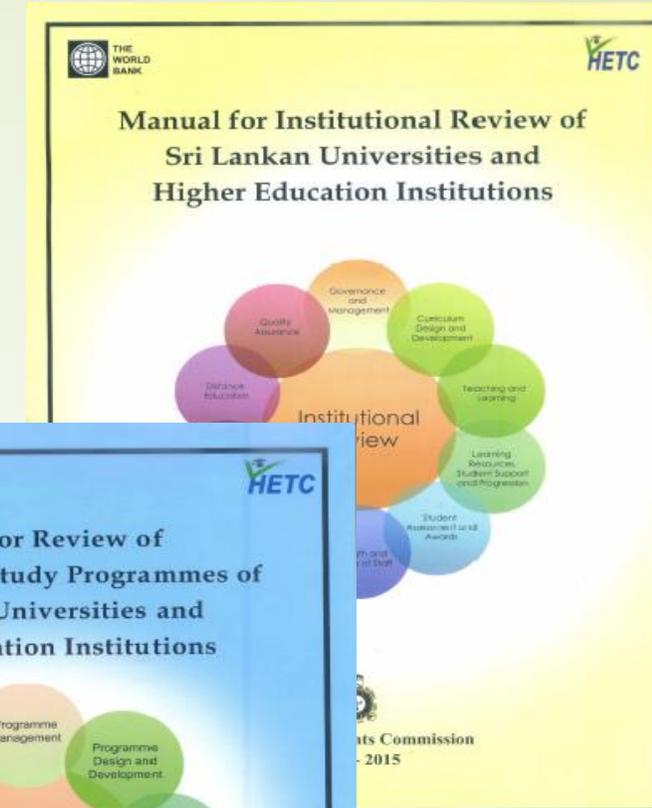
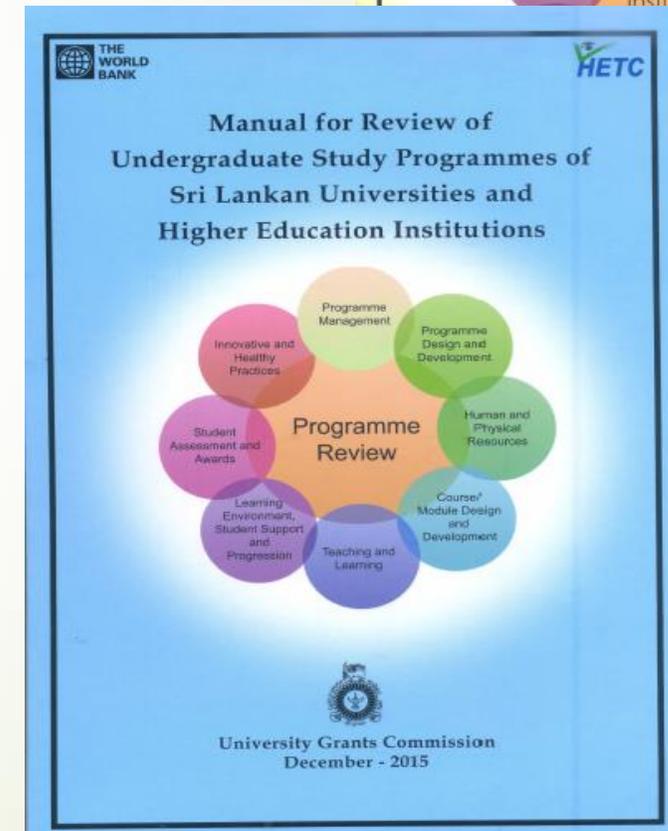


# Types of external reviews

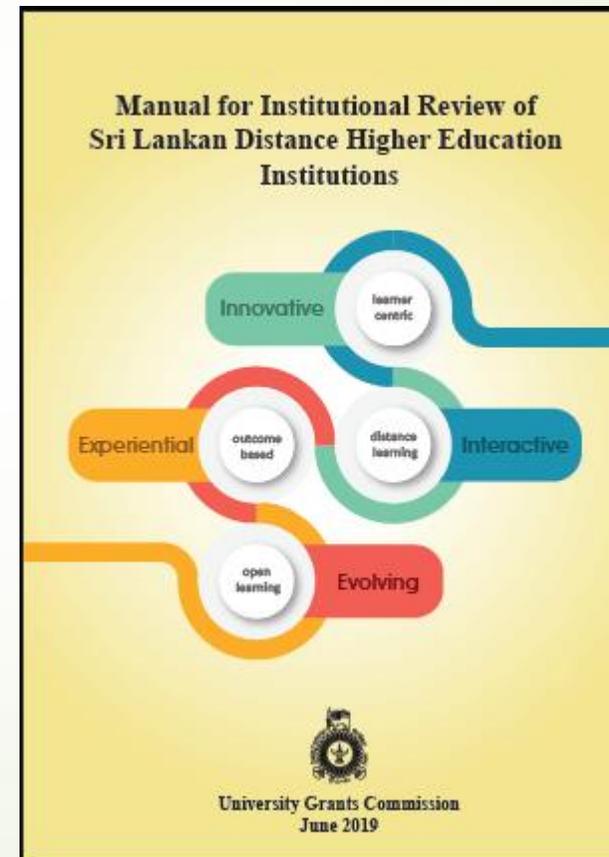
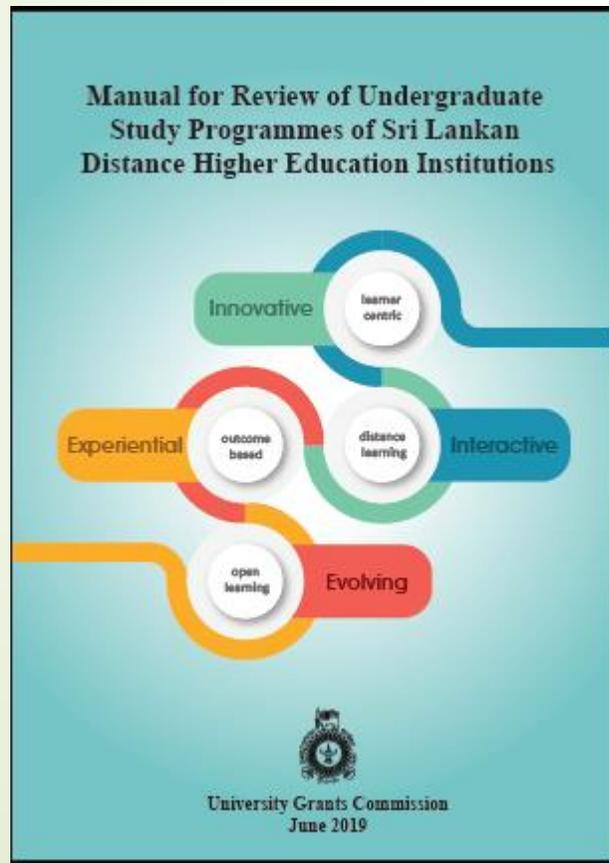
- 1. Institutional review** - analyses the effectiveness of an institution's processes for managing and assuring the quality of academic activities undertaken by the institution
- 2. Programme review** - evaluates the effectiveness of Faculty's or Institute's processes for managing and assuring quality of study programmes, student learning experience and standards of awards within a programme of study
- 3. Subject Review** - evaluates the management and assurance of quality at subject/departmental level, rather than the programme of study

# External Reviews in current (2<sup>nd</sup>) cycle

- Two levels of assessment
  - Institution (university)
  - Program of study
- Nationally agreed criteria and standards
- Reviewers trained and selected at national level, from all universities, and across all disciplines



# Distance education institutions and programmes





# Purpose of Programme Reviews

- 1. Promote continuous improvement of study programmes**
2. Promote a quality culture with regular self-evaluation and periodic peer review
3. Instill confidence among all stakeholders regarding quality of study programmes
4. Achieve accountability for use of public funds
5. Promote and showcase innovations and good practices in study programmes



# Requirements to undergo PR

1. Any undergraduate degree programme which has graduated at least one batch of students
2. Programmes must be aligned to a specific level of the Sri Lanka Qualification Framework (SLQF)
3. Programme staff must be willing to engage in critical self-evaluation of their programme under the given criteria and gather evidence of achieving the required standards
4. The University's Centre for Quality Assurance (Internal Quality Assurance Unit) and the Faculty Quality Assurance Cell must support and facilitate the process



# Scope of programme reviews

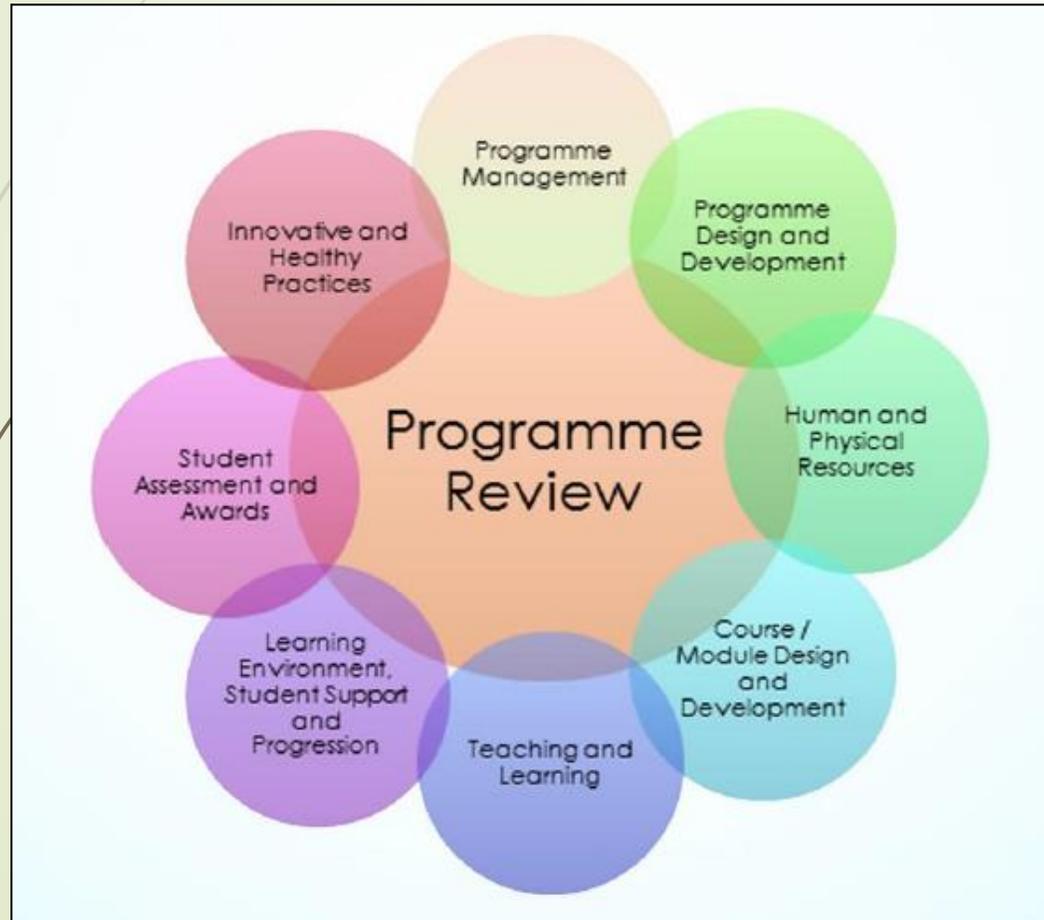
Criteria selected on the basis of feedback received from academics after completion of the first cycle of external reviews in 2004 – 2013

8 Criteria for conventional programmes

6 Criteria for distance education programmes

**Viewed from perspective of students' learning experience**

# Criteria for external review: conventional degree programmes





# Criteria for distance education programmes (OUSL)

1. Programme Management
2. Programme Design and Development
3. Course Design and Development
4. Learning Infrastructure, Resources, and Learner Support
5. Learner Assessment and Evaluation
6. Innovative and Healthy Practices



# Criteria for distance education institutions

1. Vision, Mission and Planning
  2. Governance and Management
  3. The Learners
  4. Human Resource Development
  5. Programme Design and Development
  6. Course Design and Development
  7. Learning Infrastructure, Resources and Learner Support
  8. Learner Assessment and Evaluation
  9. Postgraduate Studies, Research, Innovation and Commercialization
  10. Community Engagement, Consultancy and Outreach
- 



## 2<sup>nd</sup> cycle of external reviews

Going into 4<sup>th</sup> year of UG Programme Reviews in current cycle

**2017** – Arts, Humanities, Social Sciences

**2018** – Fine Arts, Education, Law, Management Studies and Commerce

**2019** – Medicine, Dentistry, Health Sciences, Indigenous Medicine, Agriculture, Veterinary Science

**2020** – Science, Applied Sciences, Engineering, Technology, Architecture, Geomatics

Total of ~60 degree programs offered by 17 Faculties are to be reviewed in 2020



# Criteria, best practices and standards

- The 8 '**criteria**' encompass key aspects of a programme
- '**Best practices**' relate to institutional approaches, policies, strategies, operations, procedures etc., that result in value addition to any aspect of the programme
- '**Standards**' correspond to best practices, and enable evaluation of the degree of internalization of each practice and the level of attainment.
- Standards serve as sign posts in quality assessment

# Criterion 1. Programme Management

- Organizational structure, governance and management procedures; Corporate plan
- By-laws relating to examinations, disciplinary procedures, student unions;
- Duty lists and Codes of Conduct for staff
- Curriculum development and revision; 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;
- Provisions for students with special needs; gender equity and equality, deter any sexual and gender-based harassment; zero-tolerance to ragging.

## Criterion 2. Human and physical resources

- 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.



# Criterion 3. Programme Design & Development

- Relevance to university's mission, goal and objectives
- Based on needs analysis and national reference points
- Outcome driven curriculum with mapping of course unit outcomes to programme outcomes
- Constructive alignment of course outcomes, content, teaching and learning strategies, and assessment strategies
- Develops intellectual, practical and transferable skills
- Process for regular monitoring and review of design, development and approval of programme



## Criterion 4. Course / module design and development

- ▶ Consistency between programme objectives and course objectives
- ▶ Course designed according to university policies and procedures
- ▶ Course curriculum encompasses aims and objectives, learning outcomes, content, teaching methods, methods of assessment
- ▶ Addresses needs of differently abled students
- ▶ Course specifications accessible to students
- ▶ Course credits conform to SLQF guidelines
- ▶ Regular monitoring and review processes to enhance learning outcomes and student achievements



# Criterion 5. Teaching and learning

- ▶ Learning experience enables students to achieve intended learning outcomes
- ▶ Student-centred process and outcome-based education
- ▶ Appropriate teaching methods and multiple learning opportunities encourage active learning
- ▶ Teaching learning strategies aligned with learning outcomes and assessment strategies
- ▶ Teaching informed by feedback loops



# Criterion 6. Learning environment, student support and progression

- ▶ Learner support services that address identified needs of students
- ▶ Policies and strategies for co-curricular experience
- ▶ Assessment and improvement of student support services
- ▶ Technological innovations enrich students learning experience
- ▶ Tutoring, mentoring, counselling and peer support structures to support students
- ▶ Adequate support for SCL and OBE



# Criterion 7. Student Assessment and Awards

- ▶ Policies and procedures relating to standards of performance
- ▶ Assessment strategies linked to ILOs
- ▶ Assessment practices are fair, valid, reliable and feasible, with provision for regular and prompt feedback on student progress
- ▶ Information about assessment published in print and online, and communicated to all students
- ▶ Regulations, rules and by-laws are explicit and consistent; and ensure confidentiality and integrity
- ▶ Faculty ensures academic provision to monitor and review assessments



# Criterion 8. Innovative and healthy practices

- ▶ Practices that enhance the learning experience and students outlook
- ▶ ICT platform and use of Open Educational Resources
- ▶ Faculty engagement in research, innovation and postgraduate research
- ▶ Performance appraisal system and reward mechanisms for staff
- ▶ International collaboration and staff and student exchange
- ▶ Student participation in co-curricular and extra-curricular activities
- ▶ Faculty-industry linkages and internships for students
- ▶ Credit-transfer mechanisms

# Relating criteria to best practices and standards

## Example 1. Criterion 2: Human & Physical Resources

- **Best practice:** 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.
- **Relevant Standard:** 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
- **Examples of sources of evidence:** Faculty Staff Cadre; list of expertise required to deliver the curriculum; HR Profile.

## Example 2. Criterion 8: Innovative & Healthy Practices

- **Best Practice:** The Faculty/Institute has policy and an 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
- **Relevant Standard:** The Faculty/Institute has established and operates an ICT- based platform (i.e. VLE/ LMS) to facilitate multi-mode teaching delivery and learning.
- **Sources of evidence:** physical evidence of presence of VLE / LMS; number of courses / documents uploaded into LMS



Questions?





## **SESSION 2. THE SELF EVALUATION REPORT**



# Purpose of SER

The SER should provide review team with

- an account of the degree of internalization of best practices and level of achievement of each standard
- Demonstrate the degree to which claims are supported by documented evidence

Data presented and statements made in the SER must be accurate



# Organization of SER

Section 1. Introduction to the study programme or cluster of programmes

Section 2. Process of preparing the SER

Section 3. Compliance with standards under each criterion

Section 4. Summary



# 1. Introduction to study programme(s)

- Graduate profile and ILOs
- Departments contributing to programme(s)
- Number(s) of enrolled students and choice of subject combinations
- Numbers and profiles of academic, academic support and non-academic staff
- Learning resources: library, ELTU, labs, computer facilities, etc
- Student support system and management
- SWOT analysis of the degree programme
- Major changes since last review



## 2. Process of preparing the SER

- Appointment of SER writing team and ToRs
- Composition and responsibilities of working teams
- Familiarization with manual and methodology of review process
- Activity schedules of the working teams, methods of collecting information
- Collation of data and evidence, synthesis of draft report
- Compilation into draft SER by Chair of writing team
- Discussion and finalization of report



## 3. Compliance with criteria and standards

- ▶ Should have 8 subsections (one for each criterion) in same order as in manual
- ▶ Use template set out in Manual Appendix
  - ▶ Column 1: serial number of standard
  - ▶ Column 2: claim of compliance
  - ▶ Column 3: supporting evidence
  - ▶ Column 4: codes of documents provided as supporting evidence
- ▶ Each subsection should have a summary statement on how the programme has internalized the best practices under the relevant criterion

# Example:

<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			



## 4. Summary

- Summarize the effectiveness with which the Faculty discharges its responsibilities for maintenance of academic standards prescribed in the Manual, and quality of its awards
- Should reflect the degree to which the Faculty has internalized best practices, and the internal monitoring mechanism used for continuous quality enhancement
- Indicate deficiencies / gaps and actions taken or planned to address such deficiencies and gaps



# SER length and format

- ▶ Word limits:
  - ▶ Single 3-year degree programme – 8,000 words
  - ▶ Single 4-year degree programme - 12,000 words
  - ▶ Single 5-year degree programme / cluster – 16,000 words
  - ▶ Cluster requiring separate grades - 20,000 words
- ▶ Format of report
  - ▶ Use Times New Roman, 12 point font size
  - ▶ 1.5 line spacing
  - ▶ A4 size pages



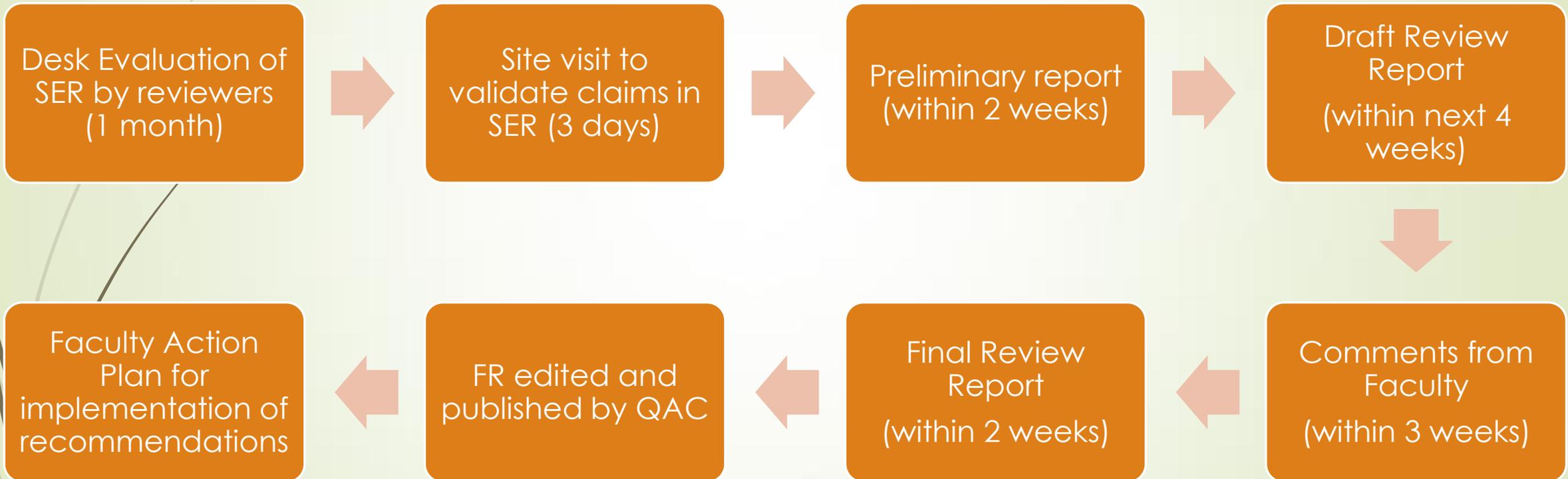
# Deadlines for submission of SER

- Initially 31 March 2020
  - Now 30 June 2020
- 



# **QUALITY ASSESSMENT BY REVIEWERS**

# Process after submission of SER





# Overview of evaluation system

- Conventional programmes are evaluated in terms of 156 standards, under 8 criteria
- Each standard is scored from 0 to 3, by judging implementation in the programme, against the best practice stated in the manual.
- After scoring each standard, the total for each criterion is weighted as instructed in the manual
- The weighted score for each criterion is compared with the weighted minimum (50% of the weight) and the weighted total calculated for a score out of 1000
- Final grade is awarded based on achievement of the weighted minimum and the total weighted score

# Scoring Standards

<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



# Guidance for decision-making

- **Question 1.** What is the recommended best practice for this standard as stated in Program Review Manual?
- **Question 2.** What is the claim made by the program regarding their own practice(s) as stated in SER?
- **Question 3.** What evidence does the program provide to support this claim, as stated in the SER?
- **Question 4.** Do the Panel's observations during the site visit support the claim?



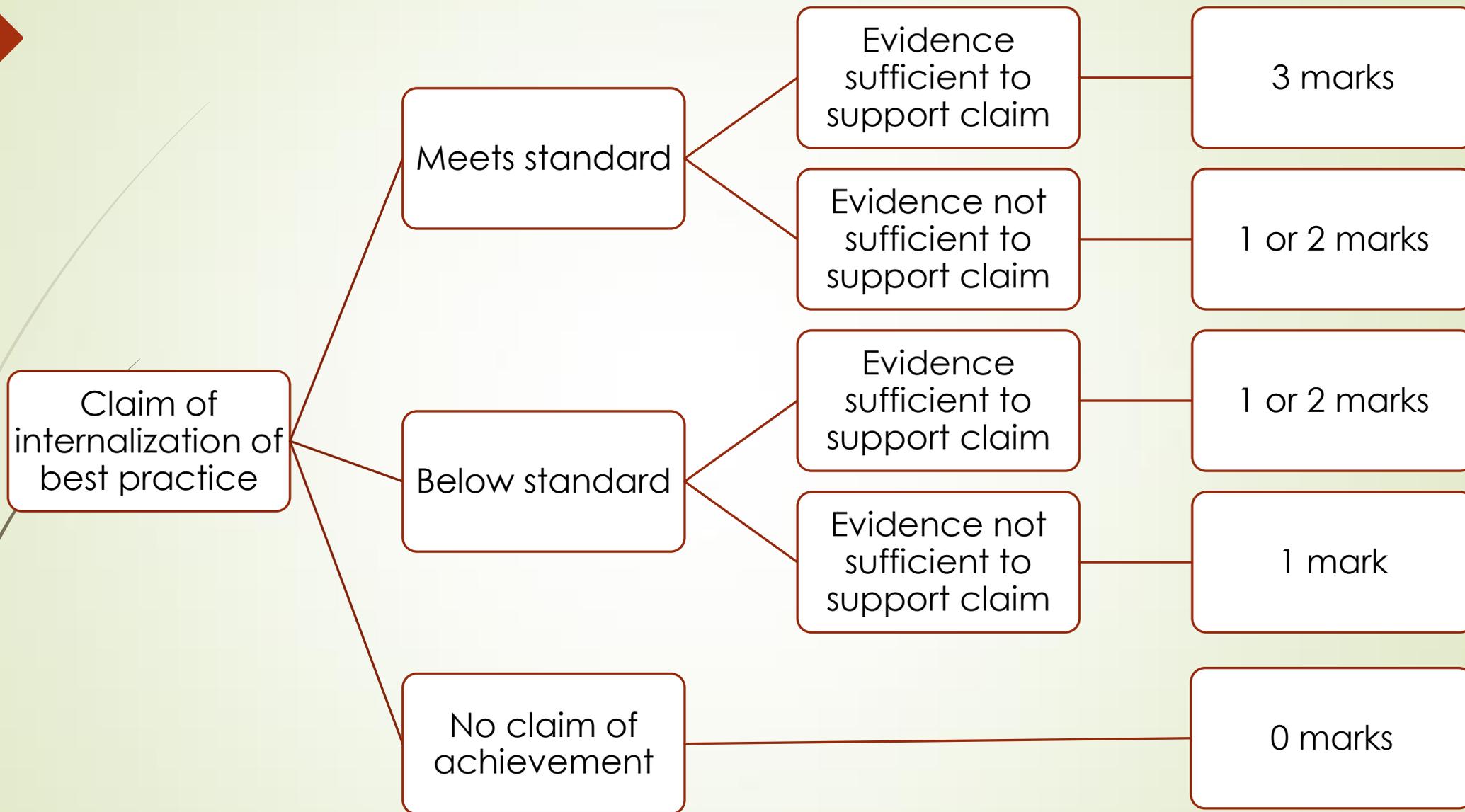
# Evidence gathering during site visit

## Three types of evidence

1. Documentary evidence (in hard copy or e-copy)
2. Observed facilities and teaching
3. Stakeholder meetings

## Internalization of best practice

- Evidence of practice for at least 3 years (not 5 years).



# Example 1. Criterion 2: Human & Physical Resources

- **Best practice:** 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.
- **Relevant Standard:** 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
- **Claim of internalization (example from SER):** Dept has 17 qualified academic staff and trains them to design, develop and deliver the study programme, engage in relevant research and outreach activities
- **Examples of evidence (from Manual):** Faculty Staff Cadre; list of expertise required to deliver the curriculum; HR Profile.
- **Sources of evidence (from SER):** staff profiles; website; prospectus; student-teacher ratios; Google Scholar and Researchgate profiles

## Example 2. Criterion 8: Innovative & Healthy Practices

- **Best Practice:** The Faculty/Institute has policy and an 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
- **Relevant Standard:** The Faculty/Institute has established and operates an ICT- based platform (i.e. VLE/ LMS) to facilitate multi- mode teaching delivery and learning.
- **Claim of internalization (example from SER):** The Faculty/Dept facilitates multimode teaching and learning by utilizing the ICT facilities outlined in Appendix IV-B. The Faculty / Dept ensures effective LMS management through respective LMS coordinator. Dept ensures timely updating of the website through the dept coordinator
- **Examples of evidence (from manual):** physical evidence of presence of VLE / LMS; number of courses / documents uploaded into LMS
- **Sources of evidence (from SER):** links to relevant webpages, Faculty prospectus, Dept timetable, course specifications, photos of lab sessions



**Variable  
number of  
standards  
under each  
criterion**

<b>Criterion</b>
1
2
3
4
5
6
7
8

**=**

<b>Number of Standards</b>
<b>27</b>
<b>12</b>
<b>24</b>
<b>19</b>
<b>19</b>
<b>24</b>
<b>17</b>
<b>14</b>

**=**

**156  
standards**

# Calculation of final score

Criterion No.	Assessment Criteria	Weight
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
	<b>Total Score</b>	<b>1000</b>



# Calculation of final grade

1. Raw scores will be automatically converted to weighted actual scores on Excel file (Worksheet entitled 'Summary scores')
2. For each criterion, check if the weighted actual score is above the weighted minimum score (50% or more of the weight)
3. Check on total actual score
4. Use table provided in worksheet entitled 'Summary scores' to determine final grade

# Award of final grade

<b>Criterion-wise actual score</b>	<b>Total actual score (%)</b>	<b>Grade</b>
Equal to or more than the minimum weighted score for all eight criteria	80 - 100	A
	70 - 79	B
	60 - 69	C
	<60	D
Equal to or more than the minimum weighted score for seven of the eight criteria	70 - 100	B
	60 - 69	C
	<60	D
Equal to or more than the minimum weighted score for six of the eight criteria	60 - 100	C
	<60	D
Irrespective of minimum weighted criterion scores	<60	D



# Desk evaluation

- Each individual reviewer must complete DE of SER on Excel scoring sheet provided by QAC and submit to DQAC within 4 weeks of being given SER
- Score each standard
- Note clarifications required during site visit
- Request any additional supporting evidence to be produced during site visit



# Site visits

- ▶ Planned for Aug – Dec 2020 (provided universities re-open)
- ▶ Generic format provided by QAC for 3 ½ days on site
- ▶ Should be modified to suit requirements of programme
- ▶ Includes time for observing documents, facilities and teaching-learning activities and meeting all stakeholders
- ▶ Must be during term time (not during exams or vacation)
- ▶ Faculty must provide academic timetables so reviewers can decide on which teaching-learning activities are to be observed
- ▶ Schedule should be broadly agreed upon prior to site visit (Review Chair and Dean/Programme Coordinator)



# Stakeholder meetings during site visit

- Use meetings as an opportunity to triangulate evidence presented in documentary form
- Go prepared with list of questions that need to be answered by participants in each meeting
- Make a note of specific questions in relation to the criteria and standards assigned to him /her
- Use open-ended questions to start with, and specific questions when clarity is needed
- Be punctual and stay with the agreed program for meetings
- Keep attendance records and written notes of all discussions



# Typical list of stakeholders

1. Students
2. Dean / Director / Rector and academic staff (permanent and temporary)
3. Librarian / S.A.L. / A.L.s
4. Administrative staff – S.A.R. /S.A.B. / Civil Supervisor etc
5. Support staff: IT instructors, English instructors, Career Guidance Unit, Student Counsellors
6. Research assistants / Directors of centres/units/cells
7. Non-academic staff – especially T.O.s and M.A.s
8. Alumni and employers
9. Director CQA, Faculty QA Coordinator, FQAC
10. Vice-Chancellor (and DVC)



# Supporting evidence

- Paper-based hard copies and digital documents / material are both **equally** acceptable
- Documents should be coded and filed in a manner that makes them easy to retrieve
- Manual provides only **examples** of relevant supporting evidence. The Faculty may use some other name, but if appropriate for the standard, then accept it.
- If evidence that is produced is irrelevant, ask for other possible forms of evidence
- If no evidence is provided in relation to a standard, then ask why and suggest possibilities



# Preliminary Report

- ▶ Must be submitted by Review Chair to Director QAC within 2 weeks of completing site visit
- ▶ 2 separate files:
  - ▶ Word document with brief overview of programme of study, and observed strengths and weaknesses in relation to each criterion
  - ▶ Excel file with final scores assigned by review panel for each standard, final weighted aggregate score and grade (may be shared with Dean, on request)



# Draft Review Report

- To be submitted by RC to DQAC within 6 weeks of completing site visit
- Format set out in Programme Review Manual (p 98–102)
  - Section 1: Introduction to programme
  - Section 2: Observations on SER
  - Section 3: Description of review process
  - Section 4: Faculty's approach to quality and standards
  - Section 5: Judgment on each of the 8 criteria
  - Section 6: Grading of overall performance
  - Section 7: Commendations and recommendations
  - Section 8: Summary
  - Annexures



# Final Review Report

- Basically same as draft, but with amendments subsequent to feedback from Dean on the draft Review Report (if review panel considers it acceptable)
- Must incorporate
  - Sheet with signatures of review panel
  - Site visit schedule
  - Attendance sheets from stakeholder meetings
  - Photographs taken during site visit (optional)



# Resource materials

Presentations and other publications available on QAC website:

- <https://www.eugc.ac.lk/qac/>
- Highlights > Events > Workshops
- Training workshop for programme reviewers 2020, held on 16 June 2020



Questions?