

# PROGRAMME REVIEWS 2020 WORKSHOP FOR SER WRITERS

Prof Nilanthi de Silva  
Director, Quality Assurance Council  
26 November 2019

Time	Activity	Resource Person
9.30 - 9.40 am	Welcome address	Prof. Mohan de Silva, Chairman, UGC
9.40 - 10.30 am	Introduction: workshop objectives, purpose, scope, requirements to undergo Programme Review	Prof. Nilanthi de Silva Director, QAC
10.30 - 10.45 am	Tea	
10.45 - 11.30 pm	Quality Assessment: criteria, best practices and standards in PR; writing up and submission of the SER	Prof. Nilanthi de Silva
11.30 - 12.00 pm	The reviewer's perspective: What do reviewers look for in the SER and during the site visit?	Prof R Mudiyanse, Faculty of Medicine, Peradeniya
12.00 - 12.30 pm	Clustered reviews: criteria for clustering, preparation of SER	Dr Upali Mampitiya, Faculty of Natural Sciences, OUSL
12.30 - 1.30 pm	Lunch	
1.30 - 2.00 pm	Preparation for the site visit	Prof P D Nimal, Faculty of Management Studies, USJ
2.00 - 3.00 pm	General Q&A session	

# SESSION 1. INTRODUCTION

# Objectives of workshop

- To provide participants with information regarding:
  - the purpose and scope of programme reviews conducted by the QAC and requirements to be met for programme review
  - Criteria, best practices and standards for programme review
  - QAC guidelines for writing and submission of SERs for PR in 2020
- To enable participants to understand reviewers' expectations and prepare for the site visit

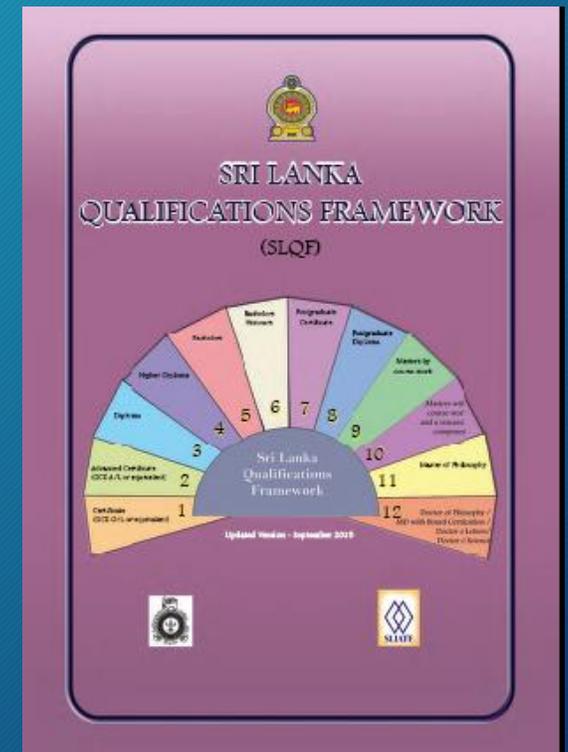
# Background: National Framework for Quality Assurance

- Sri Lanka Qualifications Framework
- Subject Benchmark Statements
- Codes of Practice
- Internal Quality Assurance
- External Quality Assurance

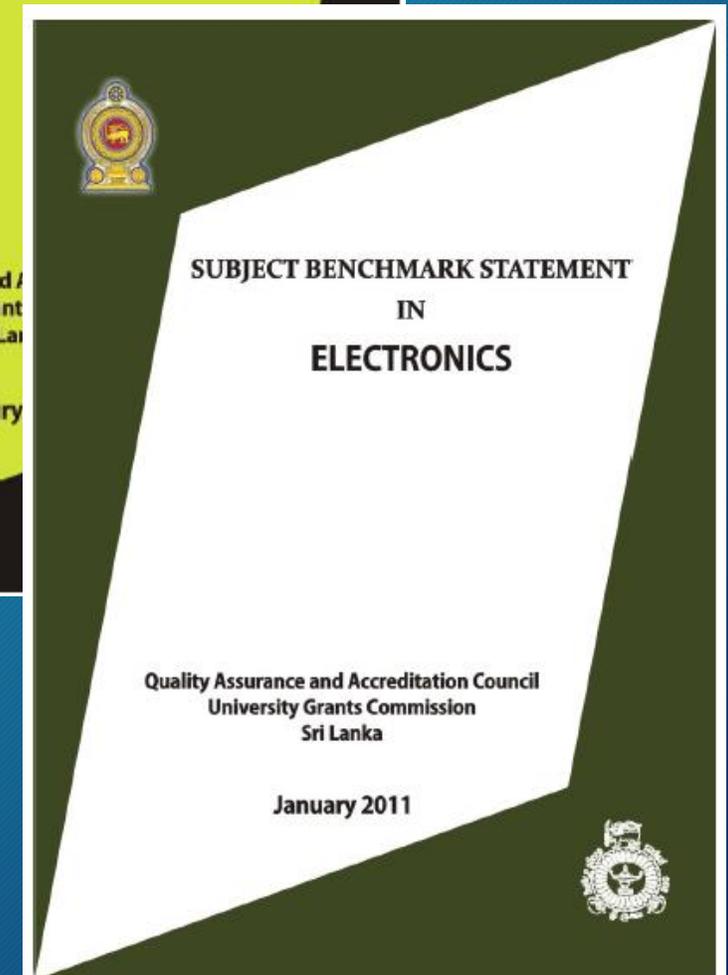
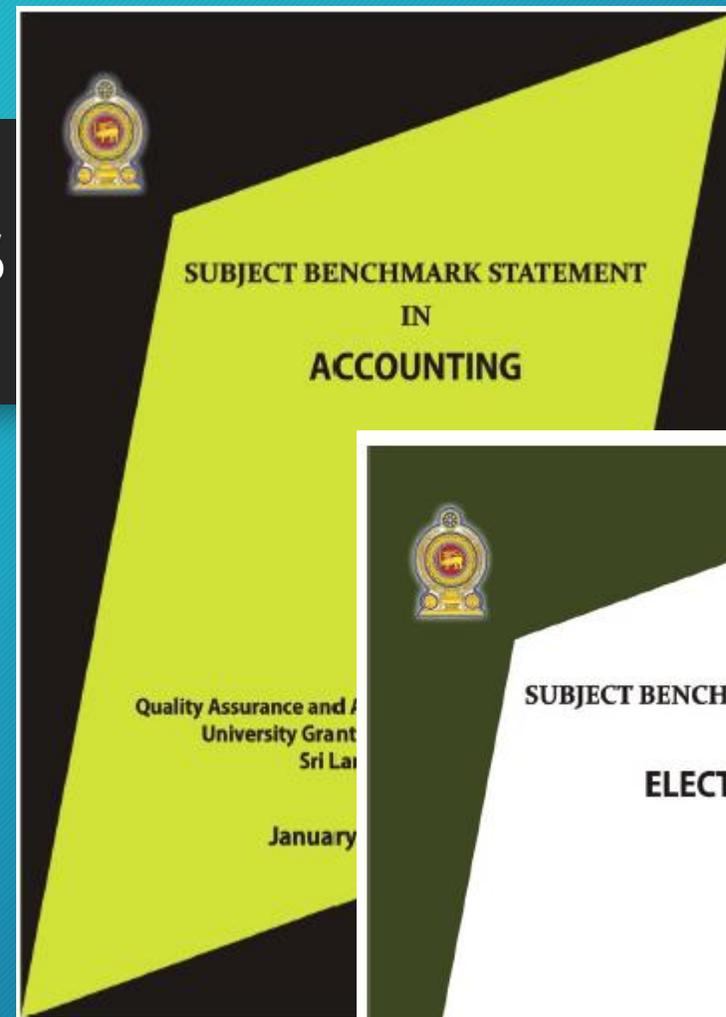
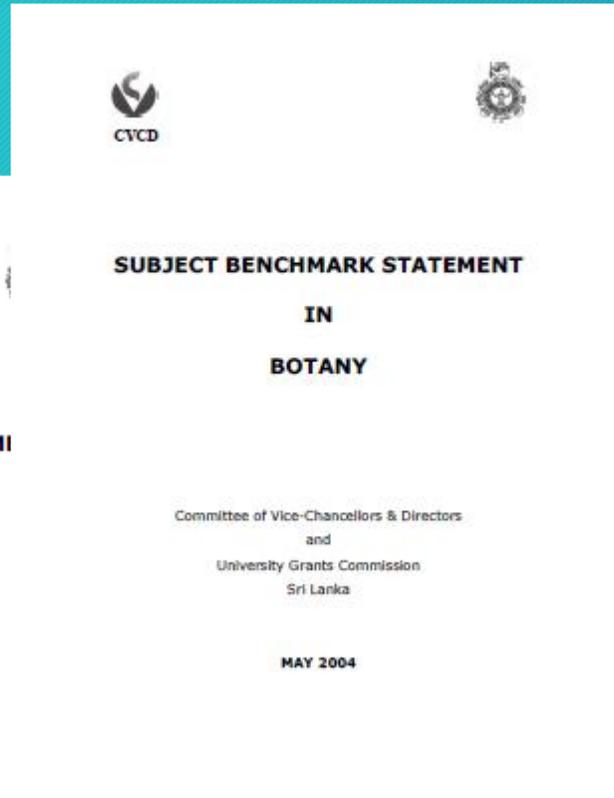
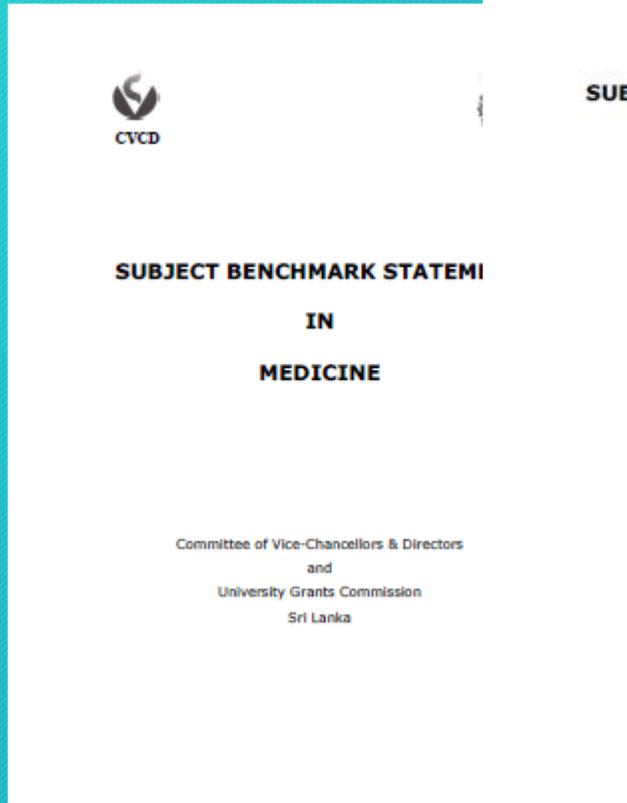
# Sri Lanka Qualifications Framework



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



# Subject Benchmark Statements

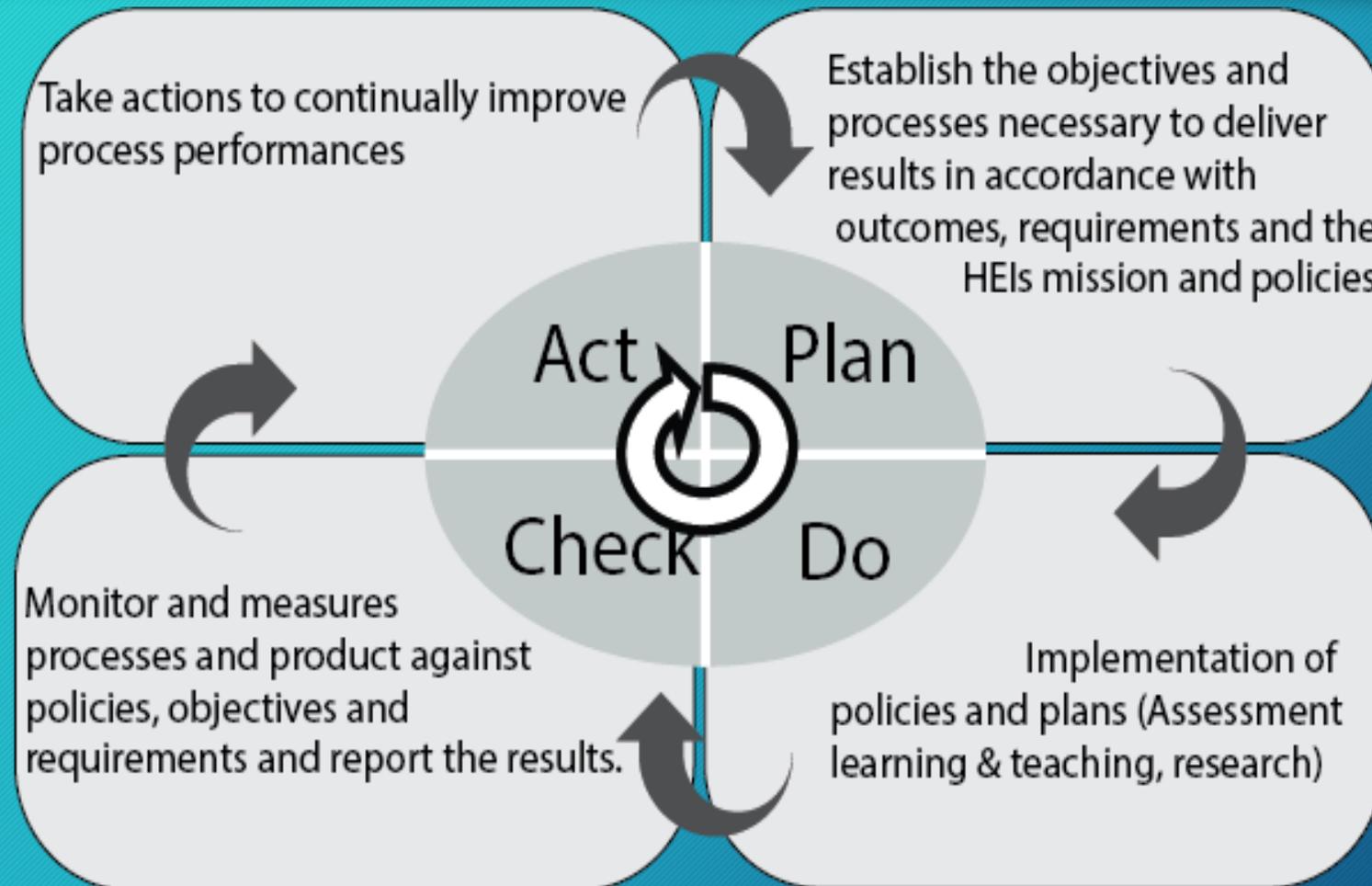


# Codes of Practice

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



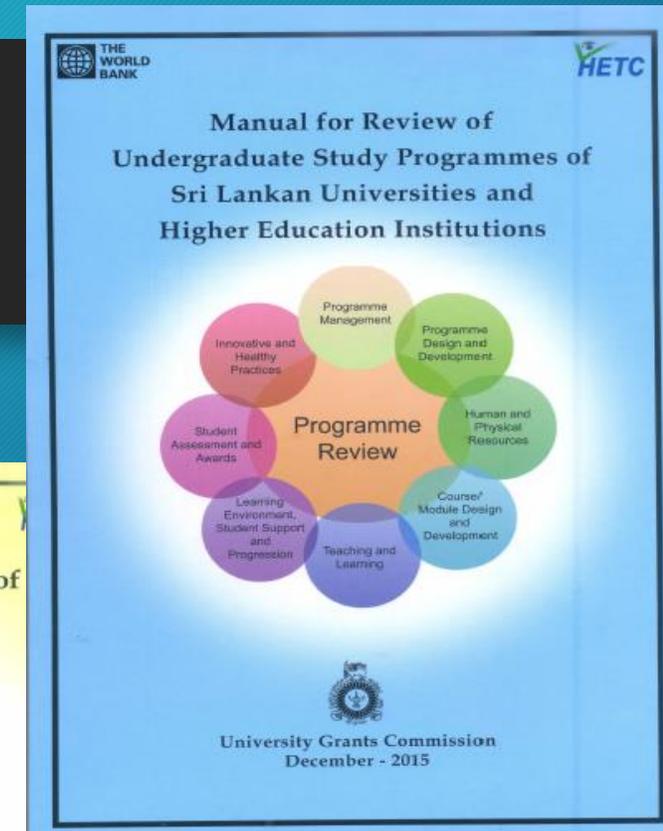
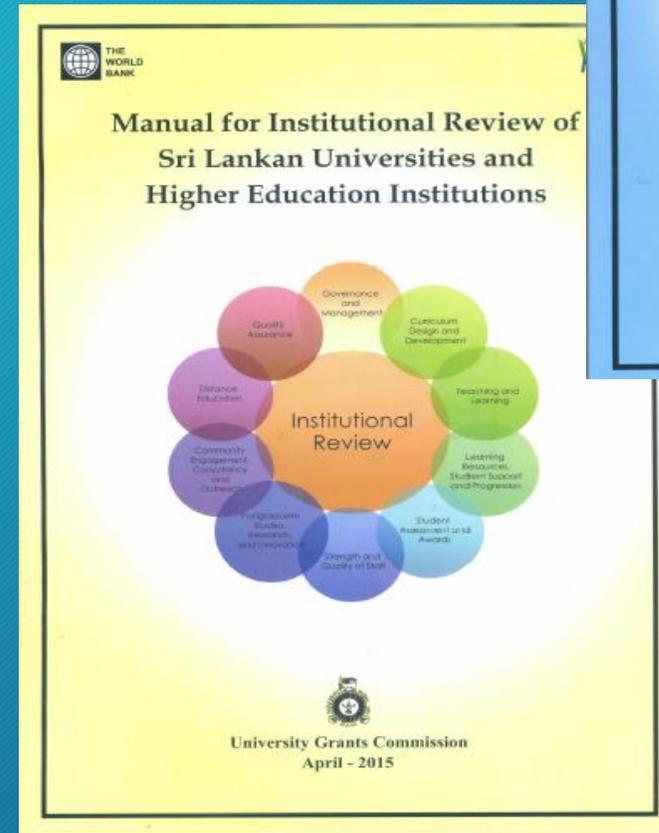
Cumaraswamy, 2019, Manual for review of distance education institutions

# Types of external reviews

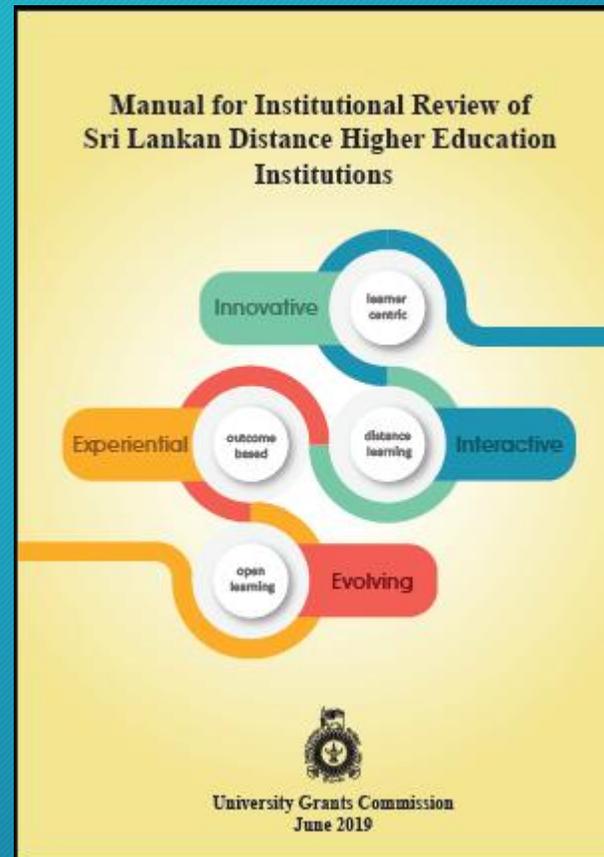
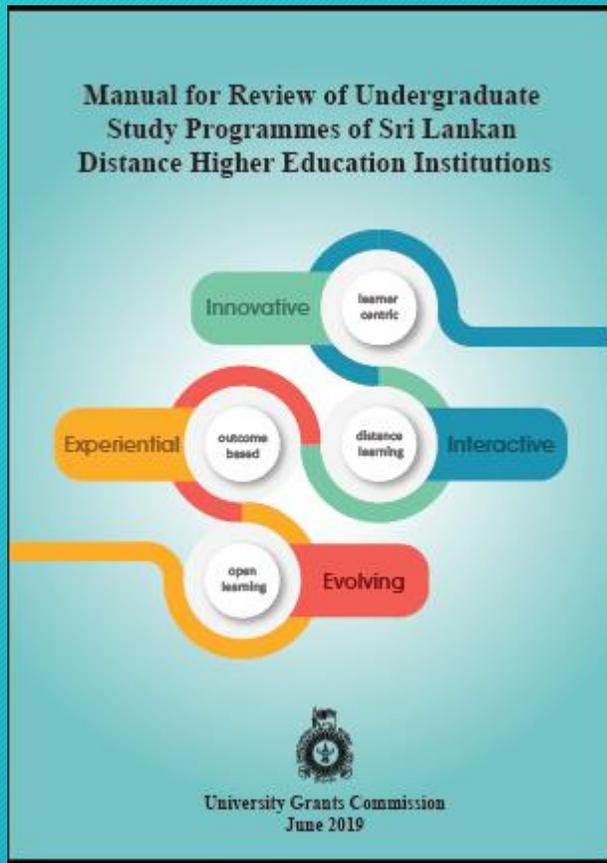
1. **Institutional review** - analyses the effectiveness of an institution's processes for managing and assuring the quality of academic activities undertaken by the **institution**
2. **Programme review** - evaluates the effectiveness of Faculty's or Institute's processes for managing and assuring quality 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 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

# Scope of programme reviews

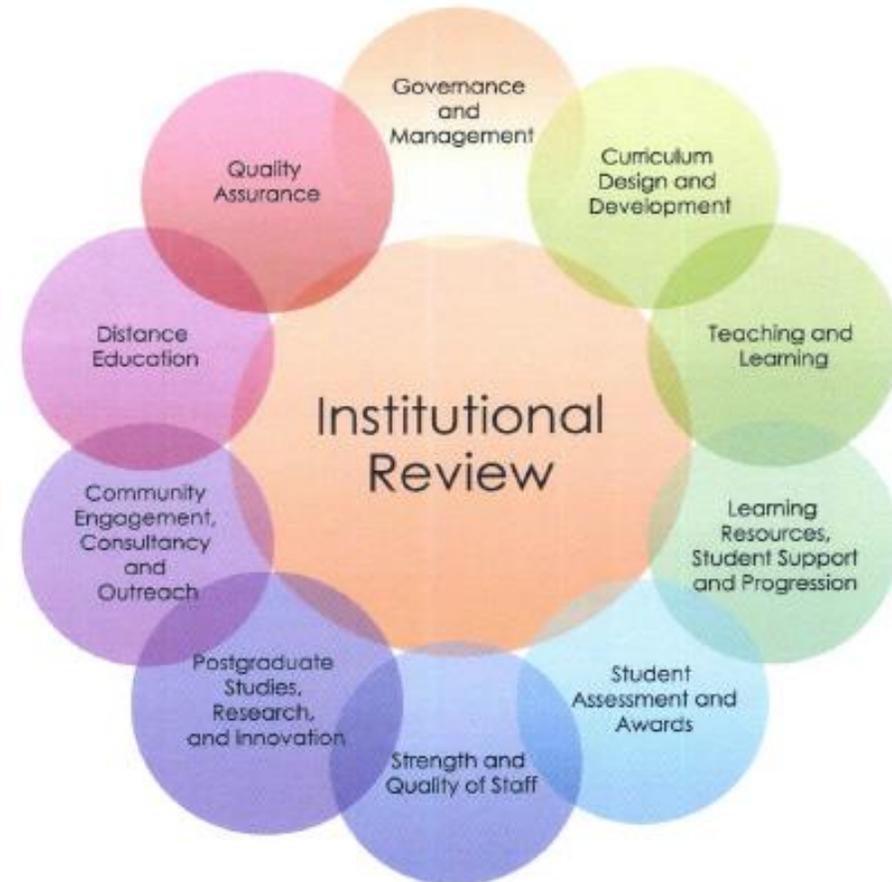
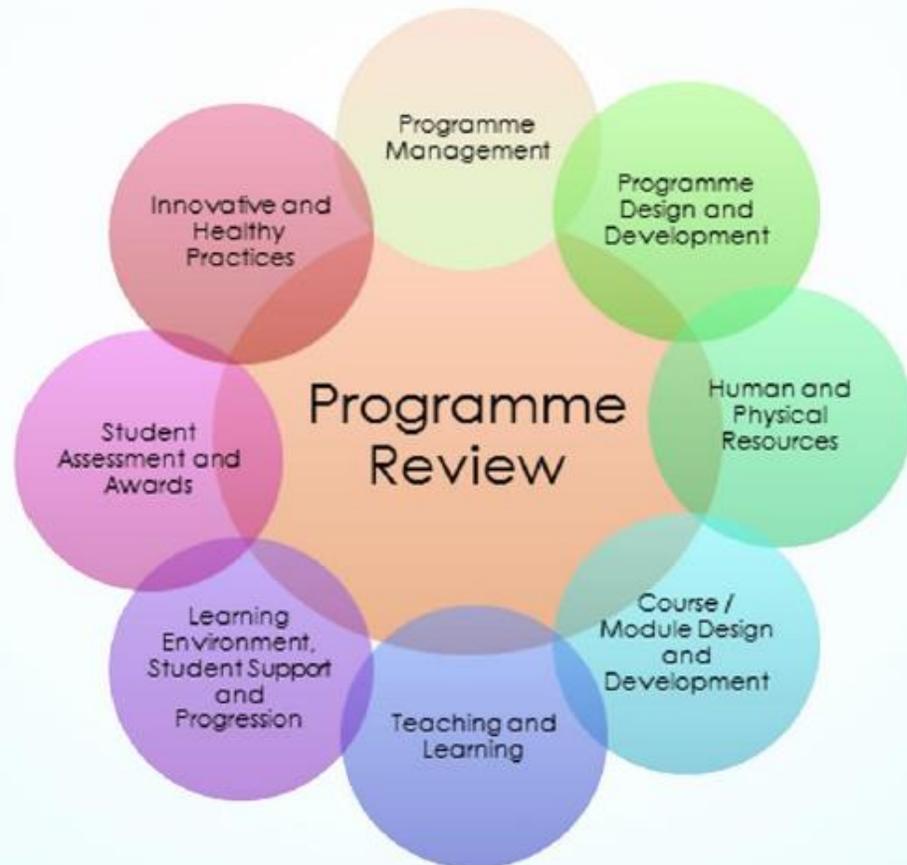
Criteria selected on the basis of feedback received from academics after completion of the first cycle of external reviews in 2004 - 2013

Eight criteria for conventional programmes

Six criteria for distance education programmes

Viewed from perspective of students' learning experience

# Criteria for external review: conventional



# Criteria for distance education programmes

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

# Requirements to undergo PR

1. Any undergraduate degree programme which has graduated at least one batch of students
2. Programmes must be aligned to Level 5, 6 or 7 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

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

Going into 4<sup>th</sup> year of UG Programme Reviews in current cycle (2<sup>nd</sup>)

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 55-60 degree programs offered by 17 Faculties are to be reviewed in 2020

Questions?

# SESSION 2. QUALITY ASSESSMENT

# 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

Variable  
number of  
standards  
under each  
criterion

Criterion
1
2
3
4
5
6
7
8

=

Number of Standards
27
12
24
19
19
24
17
14

=

**156**  
**Standards**

# 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 & 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 & 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 & 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 & 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 & 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 & 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

# Criteria, best practices and standards: example 1

- **Criterion 2. Human & Physical Resources**
- **Best practice 1.** The Faculty 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.
- **Relevant Standard:** Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.
- **Examples of sources of evidence:** minutes of curriculum planning committee; workshop reports

# Criteria, best practices and standards: example 2

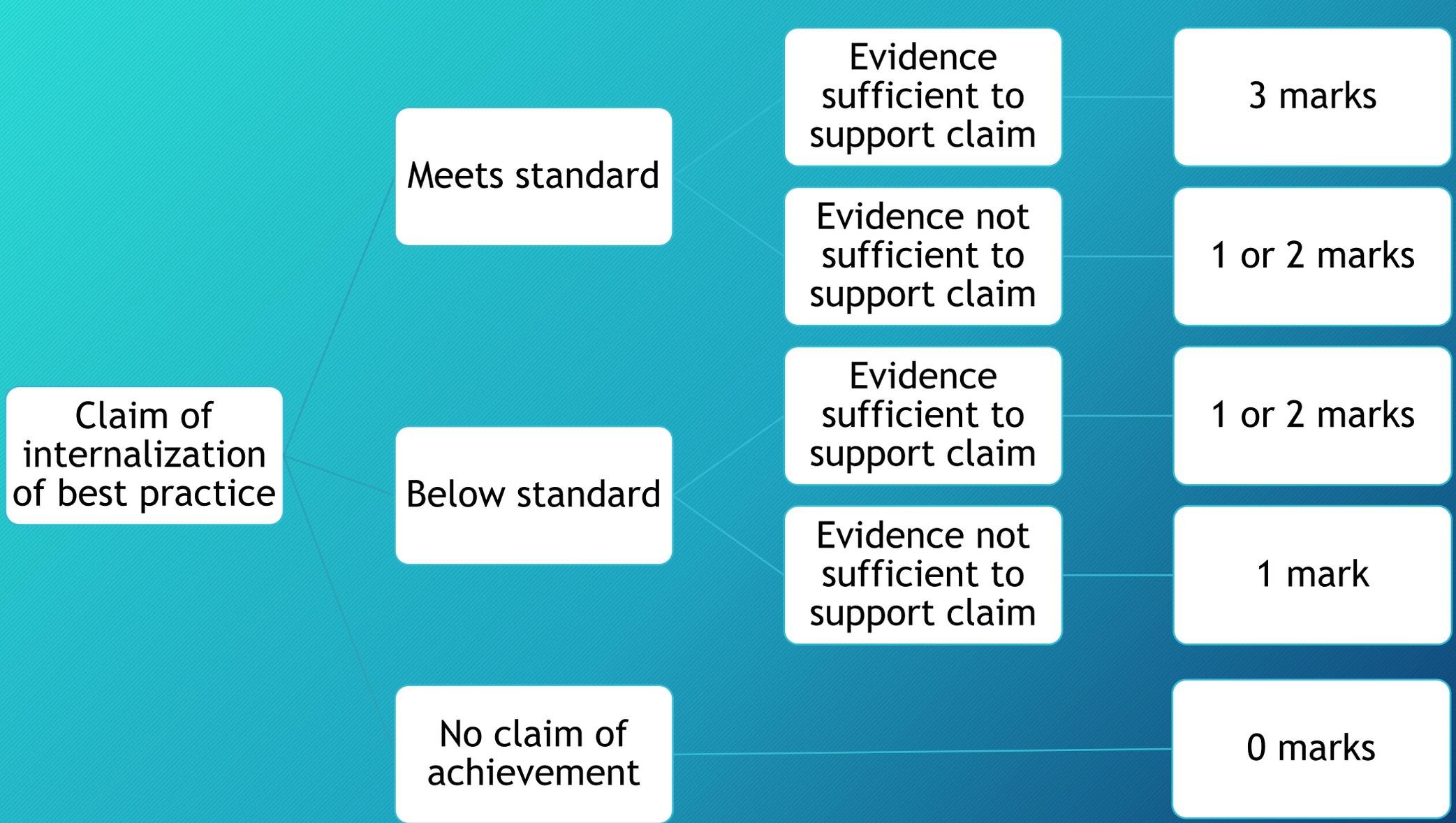
- **Criterion 8. Innovative & Healthy Practices**
- **Best Practice 1.** The Faculty/Institute has policy and an established ICT-based platform (i.e. VLE/LMS) to facilitate multi-mode teaching and student-centered learning; uses the ICT-enabled tools and techniques sensibly for delivery of learning material, 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.
- **Examples of source of evidence:** physical evidence of presence of VLE / LMS; number of courses / documents uploaded into LMS

# Assigning Scores for 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

# What will reviewers look for?

1. Degree of internalization of best practices and level of achievement of Standards, as stated in SER
2. Degree to which the claims are supported by documented evidence, as indicated in SER
3. Accuracy of the data and statements made in the SER, as observed during site visit



# 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
	Total Score	1000

# Award of final grade

Criterion-wise actual score	Total actual score (%)	Grade
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

Questions?

## SESSION 3. WRITING UP AND SUBMISSION OF SER

# 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:
  - 3-year degree programme - 8,000 words
  - 4-year degree programme - 12,000 words
  - cluster of 3 - 4 programmes - 16,000 words
- Format of report
  - Use Times New Roman, 12 point font size
  - 1.5 line spacing
  - A4 size pages

# Submission of SER

- Hard copies of SER
  - 4 copies required for a single programme
  - 5 copies required for a cluster of programmes
- Soft copy on CD in pdf format
- Cover letter signed by Dean
- Deadline for submission: 31 March 2020
- Send to: Director, Quality Assurance Council, 94/10  
Ananda Rajakaruna Mawatha, Colombo 8

# Process after submission of SER



# Resource materials

Presentations and other publications available on QAC website:

- <https://www.eugc.ac.lk/qac/>
- Highlights > Events > Workshops
- Workshop for SER writers for Programme Reviews in 2020, held on 26 Nov 2019

Questions?