12TH AUGUST 2021

PROGRAM REVIEWS 2021 PRE-REVIEW WORKSHOP

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PROGRAMME

Time	Activity	Resource Persons
8.00 – 8.10	Opening remarks	Prof Tilak Gamage
8.10 – 9.00	Introduction Objectives of the workshop, Programme review process and role of reviewers	Prof Tilak Gamage
9.00 – 9.15	Tea break	
9.15 – 9.45	Code of conduct for reviewers	Prof Ranjith Pallegama
9.45 – 10.15	Scoring standards and calculation of final grade in cluster reviews	Dr Upali Mampitiya
10.15 – 10.45	Deliverables by reviewers: Preliminary report, draft report and final reports	Prof Tilak Gamage
10.45 – 11.30	Q&A	

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1. INTRODUCTION

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OBJECTIVES OF THE WORKSHOP

Formal aspects

- Deliver SERs to assigned review panels + letters of appointment

Training aspects

- Ensure that all reviewers know what is required of them in the EQA process conducted by the QAC

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BACKGROUND

Fourth year of Program Reviews in current cycle (2nd)

- 2017 – UG programs in Arts, Humanities, Social Sciences
- 2018 – UG programs in Fine Arts, Education, Law, Management and Commerce
- 2019 – Programs related to Health, Agriculture (+ 1 from 2018)
- 2020 – Programs offered by Faculties of Science, Applied Sciences, Engineering, Technology

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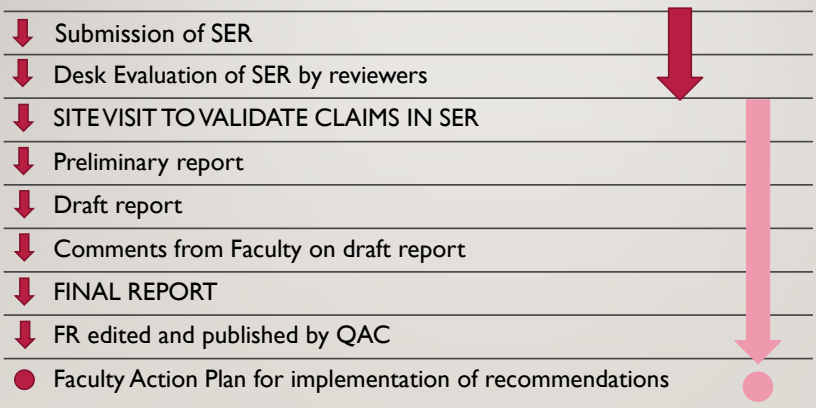
PROGRAM REVIEW PROCESS



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PURPOSE OF SER

- Purpose of SER is Not To Prove, but To Improve
- Produced by the involvement of all the stakeholders
- Considered both the Strengths & Weaknesses of the Programmes

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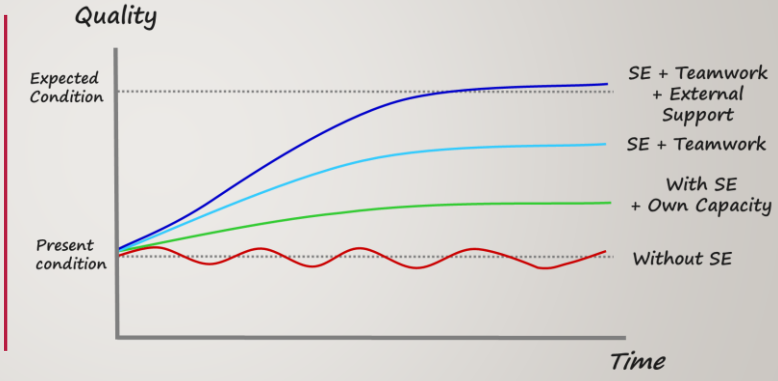
IMPACT OF SER



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ROLE OF REVIEWERS IN EQA

- Reviewers are vitally important in the effectiveness and success of EQA
- Need to work as a team, with Review Chair as the team leader
- Tasks need to be divided up between team members before, during and after site visit
- Only the initial desk evaluation is to be done individually

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REVIEWER PROFILE – KEY CHARACTERISTICS

- High degree of professional integrity and objectivity
- An enquiring disposition
- Ability to readily assimilate a large amounts of disparate information
- Ability to make appropriate judgments in the context of complex institutions different from their own
- Personal authority and presence
- Ability to act as an effective team member
- Good time management skills
- Ability to give effective oral feedback

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REVIEWER PROFILE – KEY CHARACTERISTICS

- Experience in organization and management, particularly in relation to teaching and learning matters
- High standard of oral and written communication, preferably with experience in writing formal reports
- Knowledge and understanding of the review topics, principles, and concepts
- Knowledge of the special characteristics and conditions of the educational provision to be reviewed
- Knowledge of quality assurance and quality enhancement procedures

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COMPOSITION OF REVIEW PANELS

Tried to include:	At least 2 members with expertise in broad field of study	Balance of Review Experience, University, & Gender
Considered:	Declarations by reviewers of any conflict of interest	Concerns expressed by Faculty under review

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DELIVERABLES REQUIRED OF REVIEWERS

Individually:

1. Desk evaluation report

As a team:

2. Preliminary report (key findings)
3. Draft report
4. Final report

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2. DESK EVALUATION OF SER

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DELIVERABLE 1.

- Each reviewer is expected to assess the SER using a pre-formatted Excel file provided for this purpose
- Assign scores for each standard, by comparing what is given in the SER and the best practice listed in the Manual
- Make notes on any items that you would like clarified during the site visit
- Not necessary to complete final summary sheet (i.e., award final grade)

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PRE-FORMATTED EXCEL FILE FOR PR SCORES

- Save file with abbreviated name of university and degree, and your initials added at end
  - E.g. CMB_MBBS_Xxx.xls, PDN_BScMLS_Xxx.xls
- Email Excel file to QAC (dqac@ugc.ac.lk with copy to qaac@ugc.ac.lk) before 15th Sep. 2021

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SCORING EACH STANDARD AND CALCULATION OF FINAL GRADE

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Programme Review Quality Framework =

Criterion	No. of Standards
1	27
2	12
3	24
4	19
5	19
6	24
7	17
8	14

= 156 Standards

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ASSIGNING SCORES FOR STANDARDS

Score	Descriptor	Explanation of the Descriptor
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

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ASSIGNING SCORES OBJECTIVELY

When scoring a standard, the Panel should determine

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

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GUIDANCE IN PROGRAM REVIEW MANUAL

No.	Standards	Example of Sources of Evidence	Score Guide 0 – Inadequate 1 – Barely Adequate 2 – Adequate 3 – Good
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.	**0** ◯ **1** ◯ **2** ◯ **3** ◯

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CLAIM IN SER

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
1.4 The Faculty/Institute adopts a participatory approach in its governance and management …	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 the notice boards (d) university website; and (e) public print and electronic media ….	Minutes of meetings of the Faculty Board; Students' Handbooks; samples of printed notices displayed in the past; hard copies of notices posted on the websites, of the HEI …..	3. FB/HSS/2013/3 4. FB/HSS/2013/4 8. FB/HSS/2013/8 11. SHB/2014 26. SHB/2015 26. Notice/14/9

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Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
1.4 The Faculty/Institute adopts…..	Regular communication with students …..	Minutes of meetings of the Faculty Board……	3. FB/HSS/2013/3 4. FB/HSS/2013/4 8. FB/HSS/2013/8

1. Degree of internalization of best practices and level of achievement of Standards

2. Degree to which the claims are supported by documented evidence

3. Accuracy of the data and statements made in the SER

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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?

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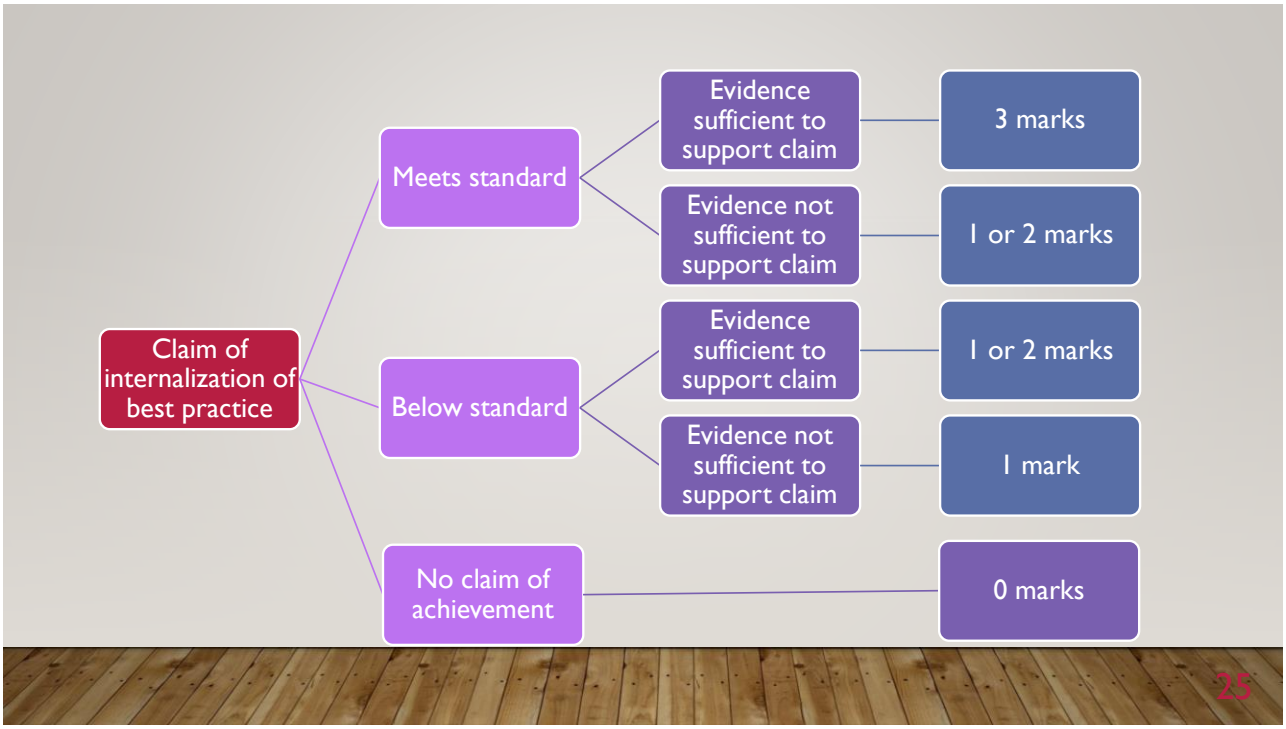

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Example

Criterion 1: Programme Management

No.	Standard	Examples of Sources of Evidence	Claim of the Degree of internalization of BP and level of achievements of standards	Documentary evidence to support the claim
1.4	The Faculty/Institute implements the performance appraisal system prescribed by the University/HIE; 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.	The Faculty doesn't practice the appraisal system except for the annual increment and promotion.	Sample of increment form UGC Circular 916

Review Team Observations:
SER claims Faculty doesn't practice the appraisal system except for the annual increment and promotion. Evidence listed to support the claimed level of achievement deserves only 1 mark

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CALCULATION OF FINAL GRADE

- Raw scores will be automatically converted to weighted actual scores on Excel file (Worksheet entitled 'Summary scores')
- For each criterion, check if the weighted actual score is above the weighted minimum score
- Check on total actual score
- Use table provided in worksheet entitled 'Summary scores' to determine final grade

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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

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FINAL GRADE

1

Decide on

- Review panel must decide on final scores and grade together during last session

2

Convey

- Convey main findings to Dean and Department during final wrap-up meeting

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Give

- Give commendations first; then recommendations for improvement

Grade Descriptors
A – Very Good
B – Good
C – Satisfactory
D – Unsatisfactory

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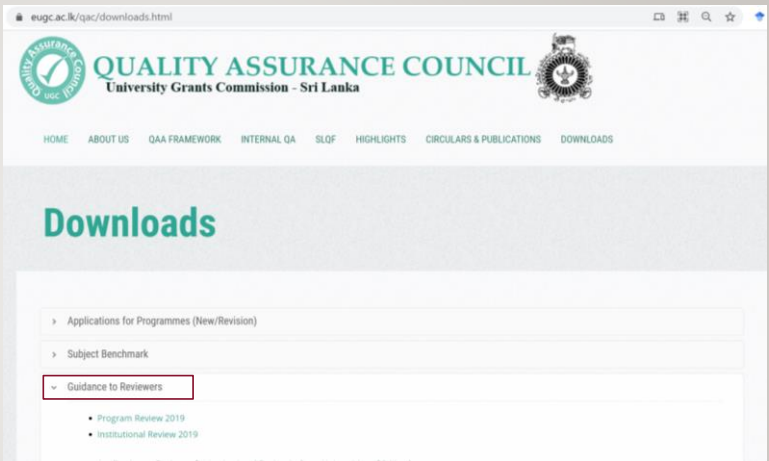
ACCESS TO DOCUMENT FORMATS ETC.



- https://www.eugc.ac.lk/qac/downloads.html

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SCORING SHEET

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SCORES FOR CRITERIA

Criterion No.	Assessment Criteria	Weighted on a 1000 Scale	Weighted Min. Score
1	Programme Management	150	75
2	Human and Physical Resources	100	50
3	Programme Design and Develop.	150	75
4	Course Module Design	150	75
5	Teaching and Learning	150	75
6	Learning Environment	100	50
7	Student Assessment	150	75
8	Innovative and Healthy Pact.	50	25
Total		**1000**	**500**

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SCORES FOR CRITERIA

		Wei.	Stds	Score	Per 1
1	Programme Management	150	27	5.6	1.9
2	Human and Physical Resources	100	12	8.3	2.8
3	Programme Design and Develop.	150	24	6.3	2.1
4	Course / Module Design and Devlop.	150	19	7.9	2.6
5	Teaching and Learning	150	19	7.9	2.6
6	Learning Environment, Student sup.	100	24	4.1	1.4
7	Student Assessment and Awards	150	17	8.8	2.9
8	Innovative and Healthy Practices	50	14	3.6	1.2
	Total	**1000**	156		

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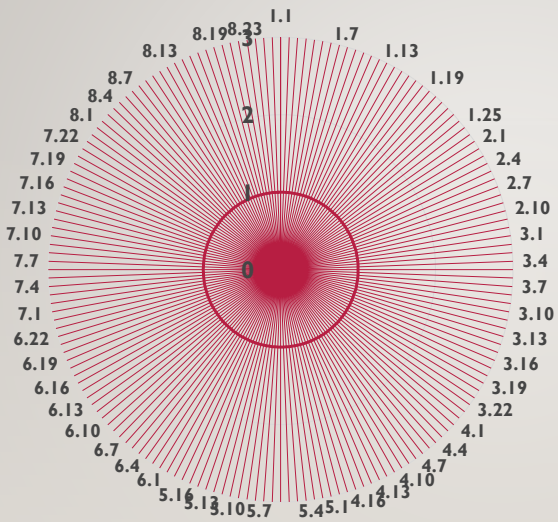

ALL STANDARDS = 1

- 33.3%
- D = Unsatisfactory

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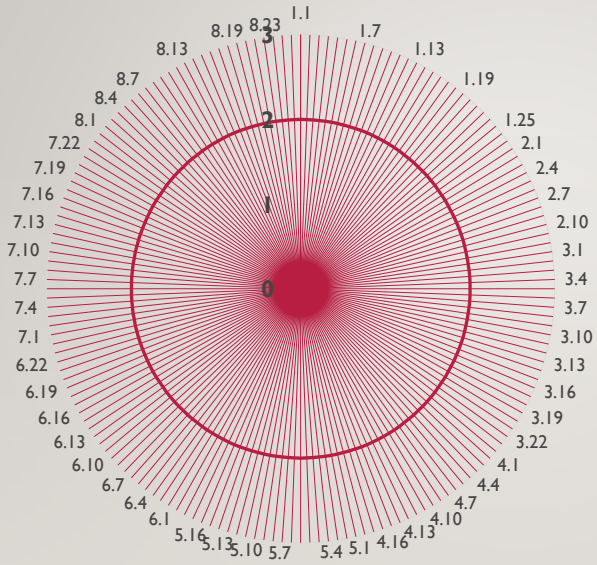

ALL STANDARDS =2

- 66.2%
- C=Satisfactory

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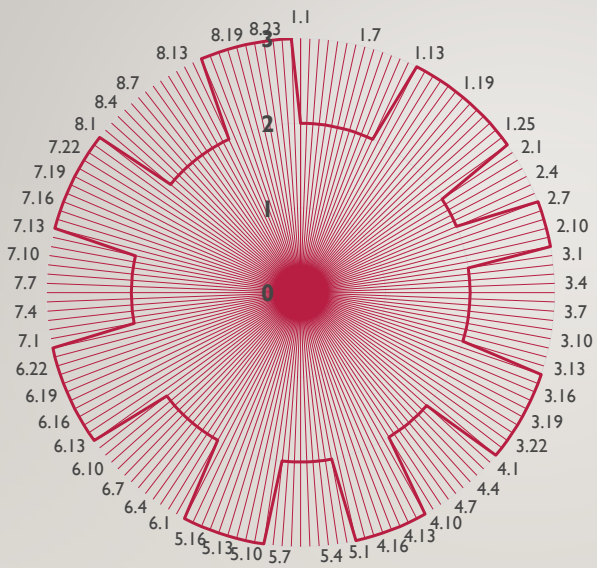

50% =2 & 50% =3

- 82.9%
- A=Very Good

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GRADING OF OVERALL PERFORMANCE

Score%	Actual criteria- wise score	Grade	Performance descriptor	Interpretation of descriptor
≥ 80	Equal to or more than the minimum weighted score for each of all 8 criteria.	A	Very Good	High level of accomplishment of quality expected of an academic institution; should move towards excellence
70 - 79	Equal to or more than the minimum weighted score for seven of the 8 criteria.	B	Good	Satisfactory level of accomplishment of quality expected of an academic institution; room for improvement
60 – 69	Equal to or more than the minimum weighted score for six of the 8 criteria.	C	Satisfactory	Minimum level of accomplishment of quality expected of an academic institution; definitely requires improvement
<60	Irrespective of minimum weighted criterion scores.	D	Unsatisfactory	Inadequate level of accomplishment of quality expected of an academic institution: Needs significant degree of improvement in all aspects

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QUESTIONS?

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