

Scoring and Grading Cluster Reviews

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Criteria for Clustering

Criteria for Clustering

Applicable to all programmes of study to be reviewed in **2020**, i.e., those offered by **Faculties of Science, Applied Sciences, Computing, Information Technology, Engineering, Architecture** and **Geomatics**.

Criteria for Clustering - Guidelines

Where a faculty offers more than one qualification at undergraduate level, or more than one specialization within a given qualification, the faculty may opt to ask for one or more clustered review(s), provided the faculty is able to **demonstrate that more than 60% of the standards in the Programme Review manual are common to the cluster.**

Criteria for Clustering – Option 1

A faculty may choose to submit a SER that clearly distinguishes standards common to all programmes/specializations in the cluster from those that are specific to individual programmes, and also identifies the level of internalization of such standards in each named programme/specialization.

(More than 4 programmes/specializations should not be clustered together)

Criteria for Clustering – Option 2

A faculty may choose to submit a SER that is **not specific about the level of internalization of standards which are not common to all programmes /specializations within a cluster.**

(All programmes/specializations in the cluster must have a common window of intake and a single SLQF level in award of the qualification)

Criteria for Clustering - Guidelines

The SER must clearly indicate the standards common to all programmes/specializations in the cluster.

The SER must clearly indicate the standards specific to individual programmes/specializations in the cluster and identify the level of internalization of such standards in each named programme/specialization.

Programme Review Standards

No.	Criterion	Number of Standards
Criterion 1	Programme Management	27
Criterion 2	Human and Physical Resources	12
Criterion 3	Programme Design and Development	24
Criterion 4	Course/ Module Design and Development	19
Criterion 5	Teaching and Learning	19
Criterion 6	Learning Environment, Student Support and Progression	24
Criterion 7	Student Assessment and Awards	17
Criterion 8	Innovative and Healthy Practices	14

Example**Programme Review Standards – My Observations**

No.	Criterion	Program Specific Standards
Criterion 1	Programme Management (27)	-
Criterion 2	Human and Physical Resources (12)	-
Criterion 3	Programme Design and Development (24)	3.12, 3.13, 3.14, 3.18, 3.19, 3.23
Criterion 4	Course/ Module Design and Development (19)	4.1, 4.2, 4.5, 4.6, 4.9, 4.13, 4.19
Criterion 5	Teaching and Learning (19)	5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.17, 5.18
Criterion 6	Learning Environment, Student Support and Progression (24)	6.12, 6.13, 6.17, 6.19, 6.22, 6.24
Criterion 7	Student Assessment and Awards (17)	-
Criterion 8	Innovative and Healthy Practices (14)	8.2, 8.3, 8.7, 8.8, 8.9, 8.11

Example

Programme Review Standards – My Observations

It is possible that up to **119 standards** out of **156 (76%)** are **common to all study programs** offered by a faculty

Format of Self-Evaluation Report

Preparation of **Self-Evaluation Report** - Guidelines

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

Recommended Format for the **Section 3. Compliance with the Criteria and Standards**

Criterion 1. Programme Management			
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

Template for Section 3

Criterion No.			
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 Evidence Document
<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>

Scope of the Self-Evaluation Report (SER)

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

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

Template for **Section 3**

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

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

Criterion 1. Programme Management			
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

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

Sample for Criterion 1, Standard 1.4

Criterion 1. Programme Management			
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 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/

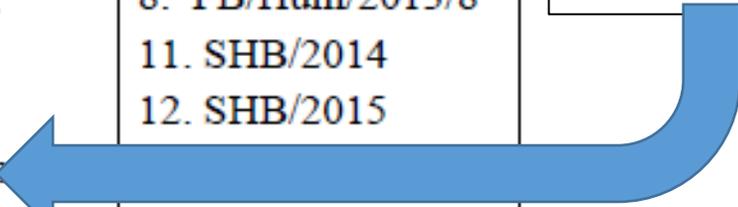
Sample for Criterion 1, Standard 1.4

Criterion 1. Programme Management			
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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 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/15/3 15. Web/March/3 23. Paper Advert/ Daily News 27. TV/ITN/News/ 2013/6/

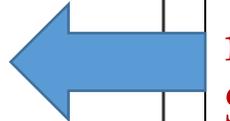
1. Degree of internalization of best practices and level of achievement of Standards



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



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



Format of Self-Evaluation Report for Clustered Reviews

Section 3. Compliance with the Criteria and Standards

Part I – Common Standards for All Programmes in the Cluster

Part II – Programme Specific Standards

Study Programme 1

Study Programme 2

⋮

Study Programme *n*

Format of Self-Evaluation Report for Clustered Reviews

Section 3. Compliance with the Criteria and Standards

Part I – Common Standards for All Programmes in the Cluster

Part II – Programme Specific Standards

Study Programme 1

Study Programme 2

⋮

Study Programme n

- In Clustering Option 1, maximum $n = 4$
- In Clustering Option 2, $n = 1$

Example

Section 3: Part I – Common Standards

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
4.1	Programme Specific Standard		
4.2	Programme Specific Standard		
4.3	The courses comply with the SLQF and SBAs	Students' Handbook	SHB/2018_19
4.4	Faculty develops standardized format for course design, and guidelines for Practical Training	Faculty Board Minutes, Practical Training guidelines	FB/225 PTG
4.5	Programme Specific Standard		
4.6	Courses are designed based on student centered teaching strategies	Students' Handbook, Study Guide	SHB/2018_19 SG
4.7	Students are provided with Student Handbook at the beginning of the program	Students' Handbook, Study Guide	SHB/2018_19 SG
4.8	Course design specifies the credit value and the workload	Students' Handbooks Faculty Timetable;	SHB/2018_19 TT
4.9	Programme Specific Standard		

Example

Section 3: Part II – Programme Specific Standards – Study Programme 1

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
4.1	The curriculum was revised to suite the GPA system in 2015	The approval of the syllabus was given in Faculty Board and Senate meetings	FB/225 SB/161
4.2	The course units are designed to meet the program objectives and outcomes	Faculty Board Minutes, Practical Training guidelines	FB/225 PTG
4.3	Common Standard		
4.4	Common Standard		
4.5	The teaching learning and assessment strategies of each course unit is designed to the students to achieve the programme ILO	Graduate profile, The syllabus approved by Faculty Board	SHB/2018_19 FB/225
4.6	Common Standard		
4.7	Common Standard		
4.8	Common Standard		
4.9			

**Grading of Overall Performance of a Study Programme
within the Cluster**

PR Scoring Sheets –MS Excel File

PR-scoring-sheets - Excel

File Home Insert Page Layout Formulas Data Review View Tell me what you want to do... Sign in Share

Clipboard Font Alignment Number Styles Cells Editing

B3 Faculty / Institute:

No	Standard	Score	Comments
1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions		
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.		
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.		
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.		
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.		
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.		
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.		
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.		
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.		

NR de Silva:
 0=inadequate
 1=barely adequate
 2=adequate
 3=good

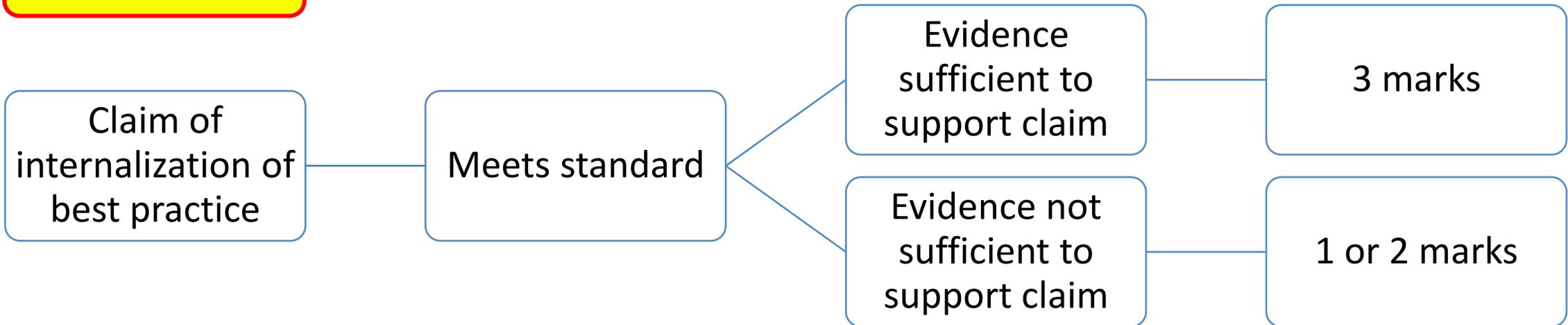
Criterion 1 Sheet1 Sheet2 Criterion 2 Criterion 3 Criterion 4 Criterion 5 Criterion 6 Criterion 7 Criterion 8 Summary scores

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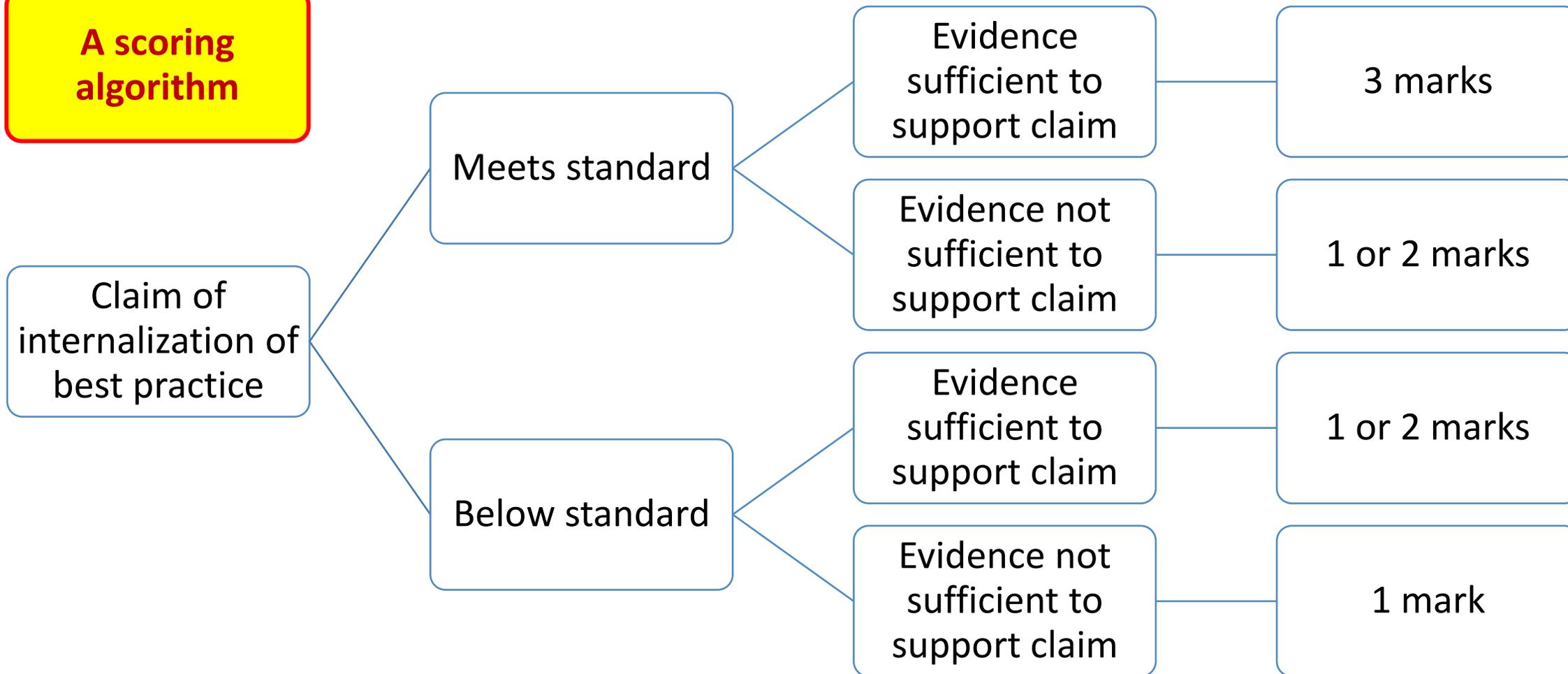
Example

A scoring algorithm



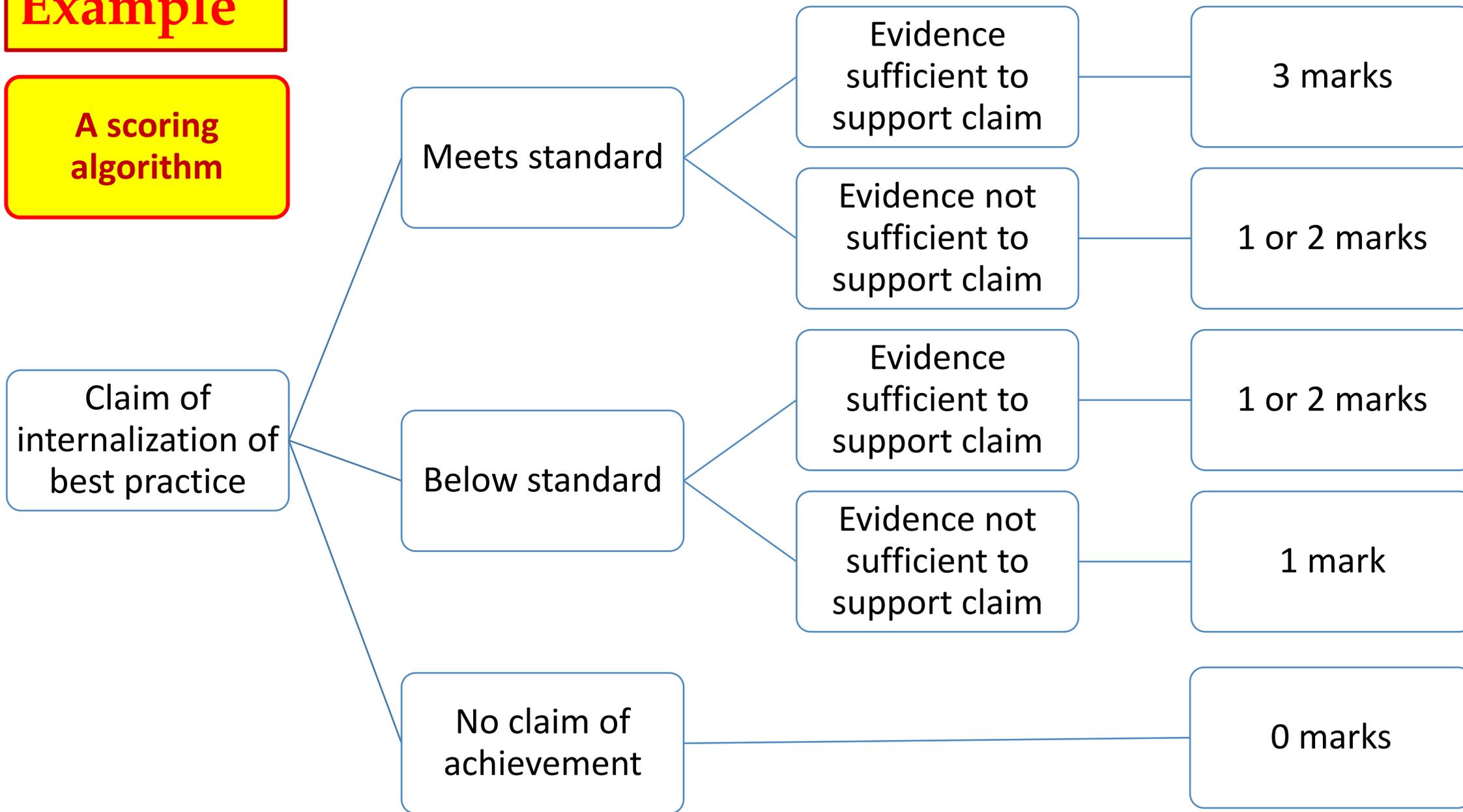
Example

A scoring algorithm



Example

A scoring algorithm



**For each Study Programme in the Cluster
you will get a separate PR Scoring Sheet
(MS Excel File)**

In Clustering Option 1, maximum of 4 scoring sheets
In Clustering Option 2, one scoring sheet

Criteria for Clustering – Option 1

A faculty may choose to submit a SER that clearly distinguishes standards common to all programmes/specializations in the cluster from those that are specific to individual programmes, and also identifies the level of internalization of such standards in each named programme/specialization.

The review panel will be required to provide a report that distinguishes between recommendations that are common to the cluster, and those that are specific to individual programmes/specializations, and also provide overall scores and grades that are specific to each individual programme/specialization in the cluster.

Criteria for Clustering – Option 2

A faculty may choose to submit a SER that is **not specific about the level of internalization of standards which are not common to all programmes /specializations within a cluster.**

(All programmes/specializations in the cluster must have a common window of intake and a single SLQF level in award of the qualification)

The review panel will be **required to provide a review report with a single set of recommendations** and a single set of scores and grades that are common to all programmes / specializations within the cluster.

Example

PR Scoring Sheets – Study Programme 1: Criterion 4 (MS Excel File)

No	Standard	Score	Comments
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.		Specific Standard
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.		Specific Standard
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.		
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		
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).		Specific Standard
4.6	Course design and development takes into account student-centred teaching strategies enabling the students to be actively engaged in their own learning.		Specific Standard
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.		
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.		
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.		Specific Standard
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.		
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.		
4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.		
4.13	Course design, development and delivery incorporates appropriate media and technology.		Specific Standard
4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.		
4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.		
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.		
4.17	Relevant staff are made aware of the criteria against which the course proposals/specifications are assessed in the course approval process.		
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.		
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.		Specific Standard
Total		0	

PR Scoring Sheets — Study Programme 1: Summary Score (MS Excel File)

University:							
Faculty / Institute:							
Degree programme:							
Criterion No.	Assessment Criteria	Weight	Raw Score	Converted Actual Score	Weighted Minimum Score	Above WMS (Y/N)	
1	Programme Management	150	0	0	75	No	
2	Human and Physical Resources	100	0	0	50	No	
3	Programme Design and Development	150	0	0	75	No	
4	Course/ Module Design and Development	150	0	0	75	No	
5	Teaching and Learning	150	0	0	75	No	
6	Learning Environment, Student Support and Progression	100	0	0	50	No	
7	Student Assessment and Awards	150	0	0	75	No	
8	Innovative and Healthy Practices	50	0	0	25	No	
	Total Score	1000	0	0			
	Total Score (%)			0.00			
	Final grade						

PR Scoring Sheets — Guide to Award of Final Grade (MS Excel File)

Guide to 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

Grade descriptors:

A = Very good, **B** = Good, **C** = Satisfactory, **D** = Unsatisfactory

Example**Standards – My Observations**

No.	Number of Common Standards	Number of Program Specific Standards
Criterion 1	27	-
Criterion 2	12	-
Criterion 3	18	6
Criterion 4	12	7
Criterion 5	7	12
Criterion 6	18	6
Criterion 7	17	-
Criterion 8	8	6

Grading of two Study Programmes within the Cluster

	Weightage on a thousand scale	Actual criteria-wise score	
		Study Programme 1	Study Programme 2
Criterion 1	150	127.5	127.5
Criterion 2	100	85	85
Criterion 3	150	127.5	125
Criterion 4	150	127.5	105.2
Criterion 5	150	127.5	86.8
Criterion 6	100	85	83.3
Criterion 7	150	127.5	127.5
Criterion 8	50	42.5	35.7
Total	1000	850	776
%		85	78
Grade		A	B

A POSSIBLE SCENARIO

Thank You