

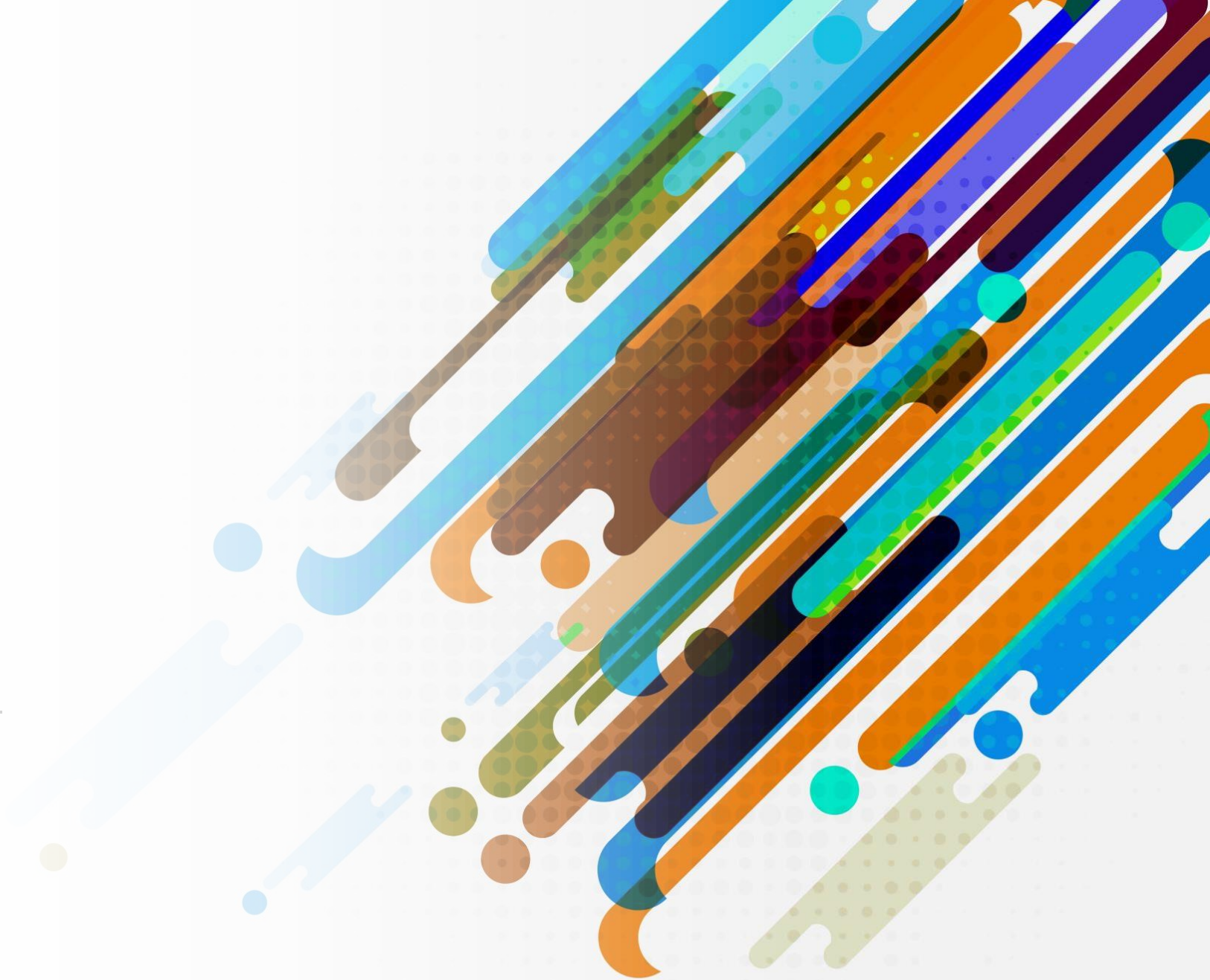


INSTITUTIONAL REVIEWS - 2023 WORKSHOP FOR SER WRITERS

Director

Quality Assurance Council

January 16, 2023



Programme

Time	Activity	Resource Person
9.30 – 9.40 am	Welcome address	Prof. Ananda Jayawardana Chairman QA Standing Committee
9.40 – 10.10 am	Section 1 - Introduction to ER, Institutional Reviews: purpose, scope, requirements to undergo review	Prof Tilak P D Gamage Director QA Council
10.10 – 10.40 am	Section 2 - Quality Assessment in IR: criteria, best practices, and standards	Prof Tilak P D Gamage
10.40 – 11.00 am	Section 3 - Importance of SER in the Review Process, Writing up and submission of SER	Prof Tilak P D Gamage
11.00– 11.45 am	Web-based System for IR: SER and Documentary Evidence Submission	Prof K P Hewagamage UCSC, University of Colombo
11.45 am – 12.15 pm	The Reviewer's Perspective: what do reviewers look for in the SER and during the site visit?	Prof Chitra Ranjanie University of Kelaniya
12.15 – 12.45 pm	Question and Answer Session	Prof Tilak P D Gamage and Prof KP Hewagamage Prof Chitra Ranjanie

Objectives of workshop

- To provide participants with information regarding:
 - the purpose and scope of external reviews conducted by the QAC and requirements to be met for institutional review
 - Criteria, best practices and standards for institutional review
 - QAC guidelines for writing and submission of SERs for IR in 2023
- To enable participants to understand reviewers' expectations and prepare for the site visit



SESSION 1. INTRODUCTION



National and Institutional Structures

National Structure



The Standing Committee on Quality Assurance – at the national level decision making



Quality Assurance Council (QAC) – Agency

Institutional Structure



Center for Quality Assurance (CQA) – institutional level



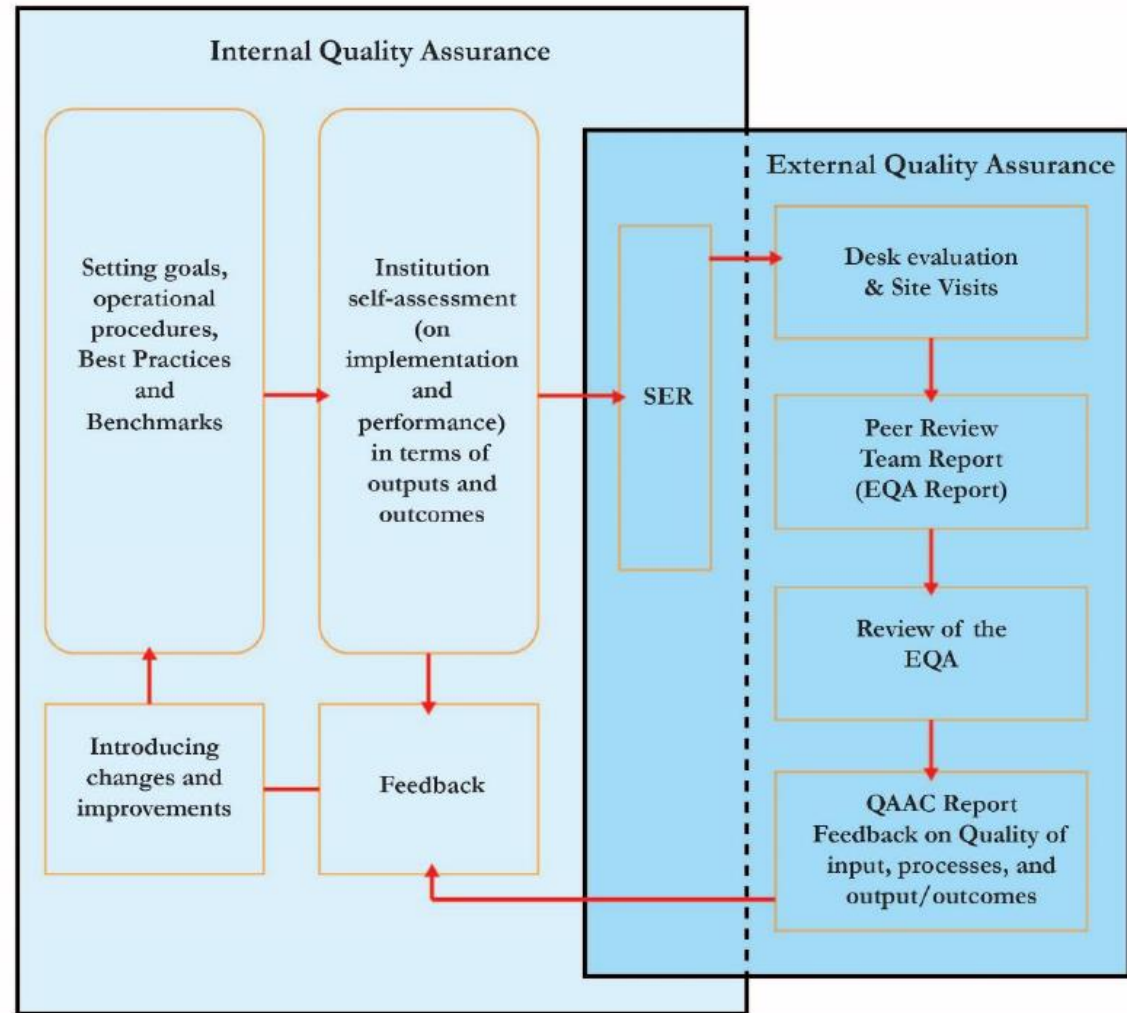
Internal Quality Assurance Cell (IQAC) – faculty level

Constituents of the QA System

- Policy Frameworks and Policy Devices
 - Sri Lanka Qualification Framework (SLQF)
 - Subject Benchmark Statements (SBS)
 - Codes of Practice (CoP)
- Quality Assurance Mechanisms
 - Internal QA mechanisms
 - External QA mechanisms

Functional link between the IQA and the EQA

- External QA mechanisms are operationalized by the UGC through the QAC.
- Operationalization of the internal QA mechanism is the responsibility of the CQAs of the universities.

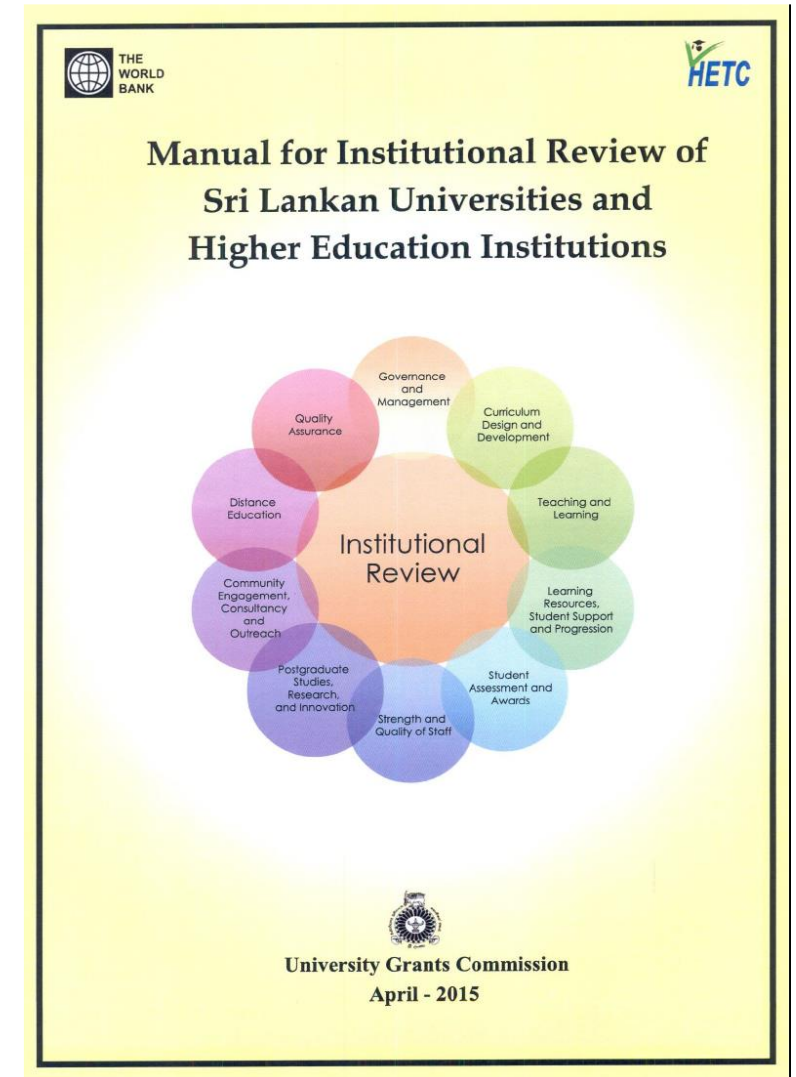


Types of External Reviews

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**

Scope of IR - 2015

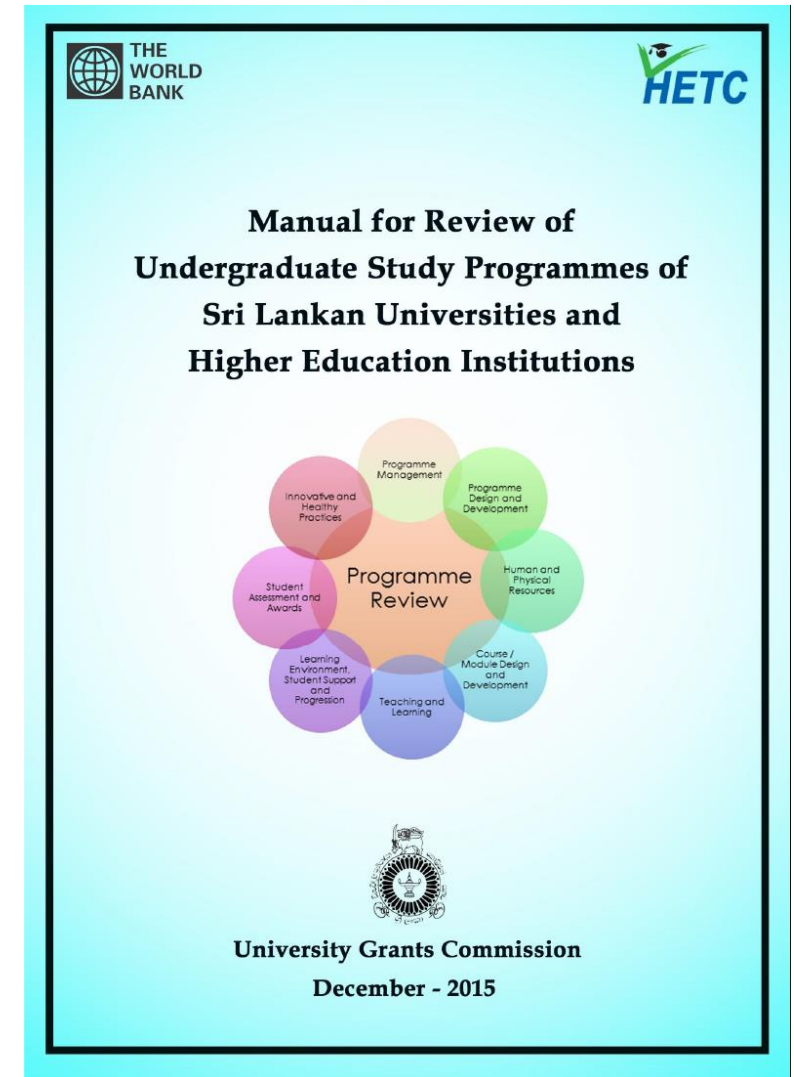
Governance and Management 29	Curriculum Design and Development 15	Teaching and Learning 10
Learning Resources 14	Student Assessment and Awards 15	Strength and Quality of Staff 11
Postgraduate Studies, Research, Innovation & Commercialization 25	Community Engagement 06	Distance Education 13
	Quality Assurance 07	



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Scope of Ungd. PR

Programme Management 27	Programme Design and Development 12	Human and Physical Resources 24
Course/Module Design and Development 19	Teaching and Learning 19	Learning Environment, Student support • and Progression 24
Student Assessment and Awards 17	Innovative and Healthy Practices 14	



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Scope of Ext Degree PR

Governance and
Management 25

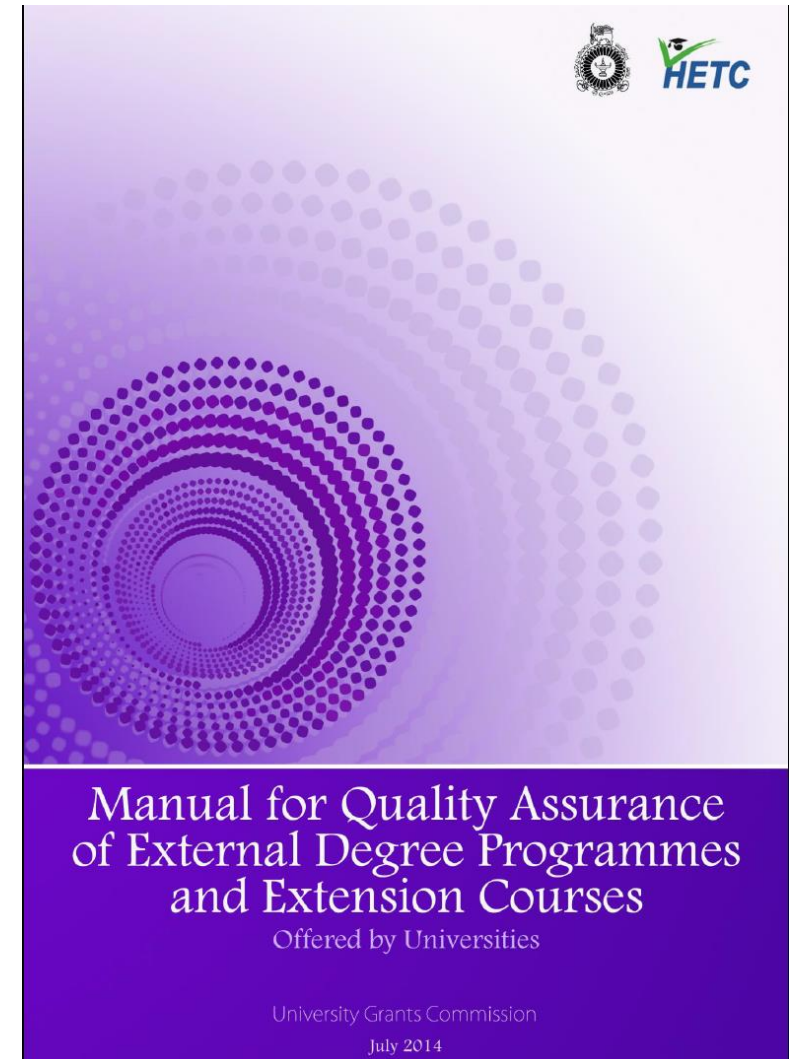
Programme Design
and Organization
13

Course Design and
Development 16

Infrastructure and
Learning Resources
10

Learner Support
and Progression 12

Evaluation, Learner
Assessment and
Awards 14



Scope of Und PR - Distance

Programme
Management 40

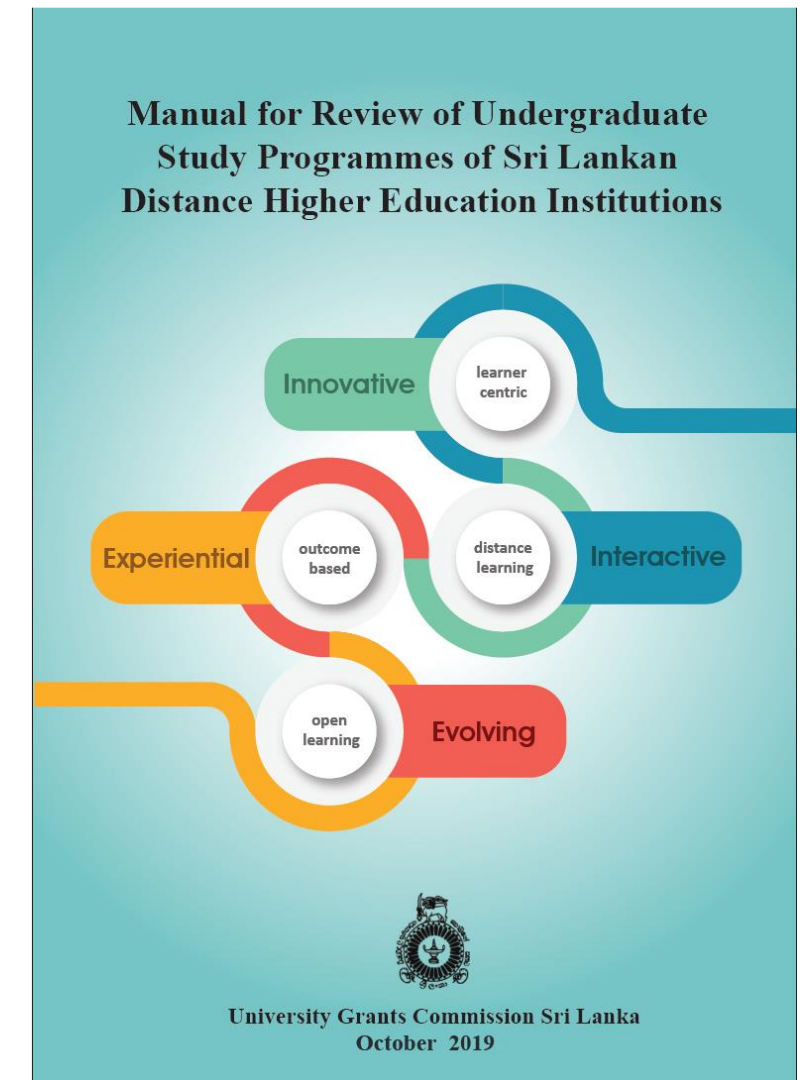
Programme Design
and Development
24

Course Design and
Development 25

Learning
Infrastructure,
Resources and
Learner Support 20

Learner Assessment
and Evaluation 21

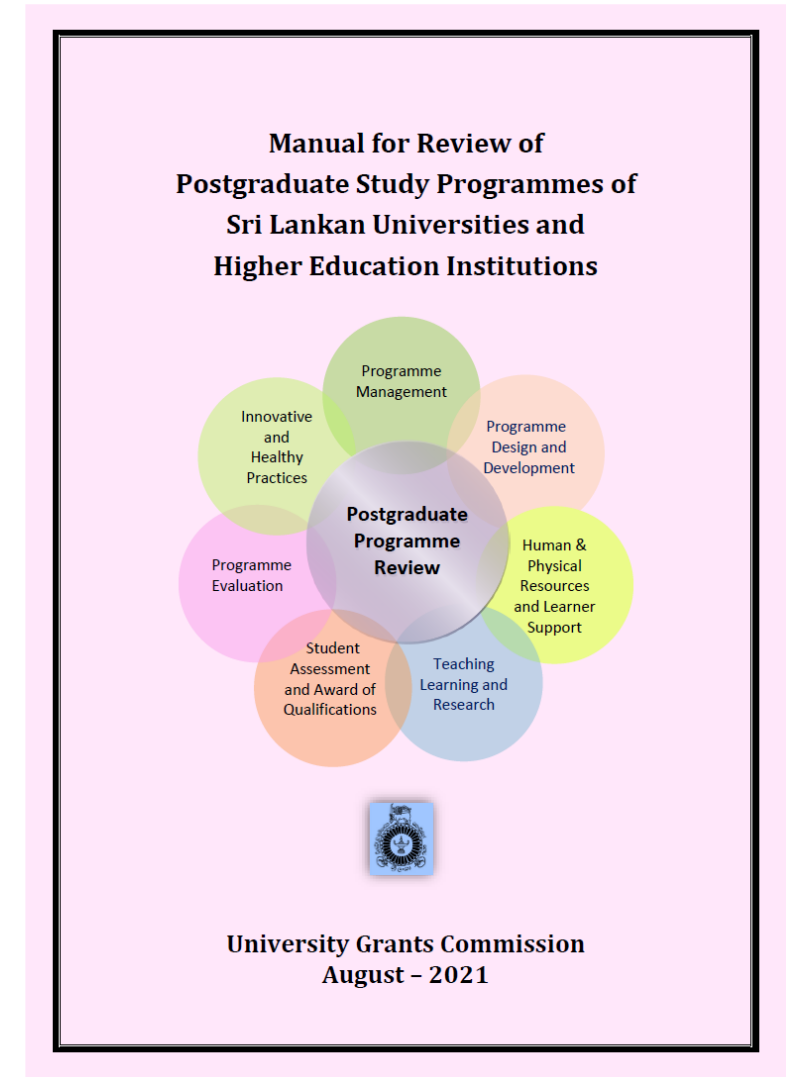
Innovative and
Healthy Practices14



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Scope of Postgraduate Study Programmes

Programme Management 23	Programme Design and Development 25	Human and Physical Resources and Learner Support 22
Teaching-Learning and Research 15	Student Assessment and Awards of Qualification 24	Programme Evaluation 12
	Innovative and Healthy Practices 15	



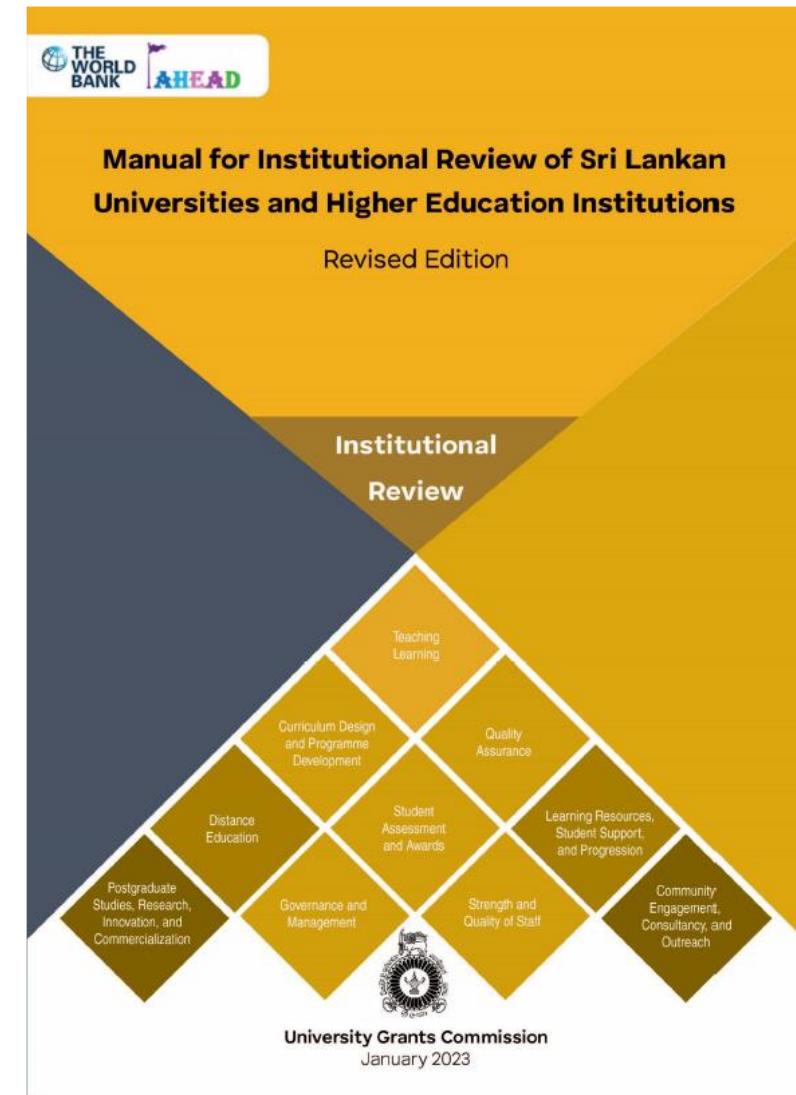
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Purpose of Institutional Review

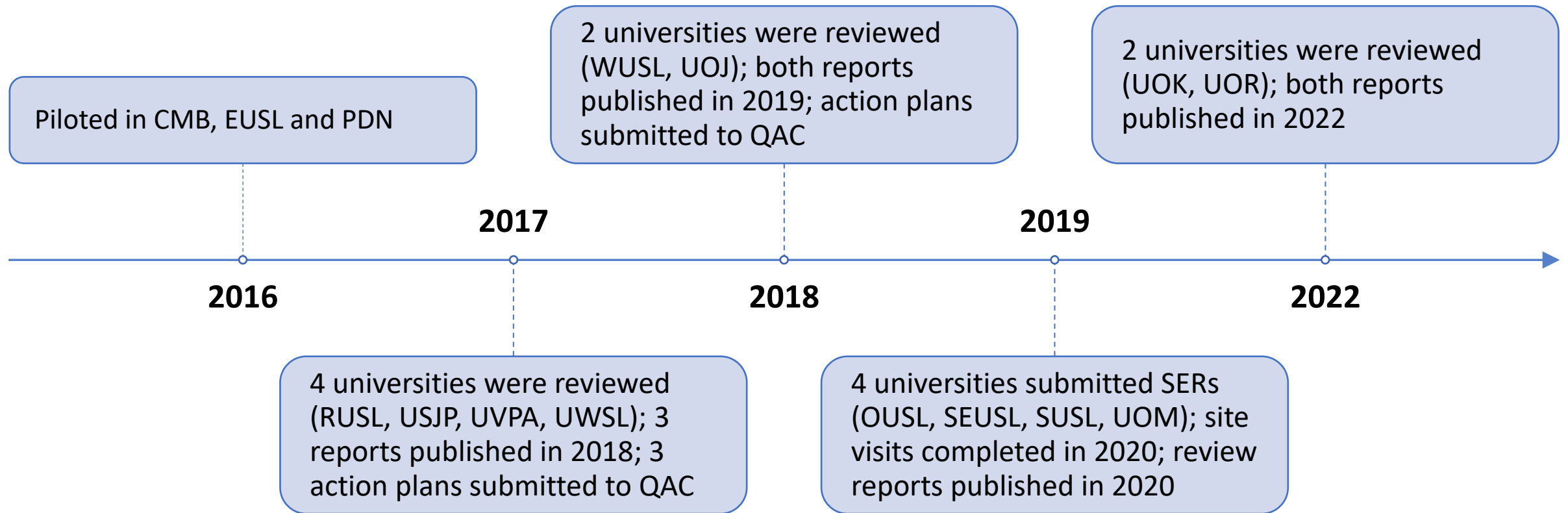
1. Instill **confidence** in institution's capacity to safeguard standards
2. To achieve **accountability** through external review and public report
3. Provide systematic, clear and accessible **information** on standards and quality claimed by an institution
4. To promote **improvement** in the functioning of the university
5. To showcase **innovative approaches** to teaching, research, community outreach, etc.

Scope of IR - 2023

Governance and Management 20	Strength and Quality of Staff 10	Curriculum Design and Programme Development 12	Teaching-learning 09
Learning Resources, Student Support and Progression 12	Student Assessment and Awards 08	Postgraduate Studies, Research, Innovation and Commercialization 12	Distance Education 10
Community Engagement, Consultancy and Outreach 06	Quality Assurance 08		





Progress in Institutional reviews: 2017 - 2022






SESSION 2. QUALITY ASSESSMENT






Criteria, standards and best practices

- The 10 **criteria** encompass key aspects of university operations
 - **Standards** - measurable indicators that provide the basis of comparison for making judgements concerning the performance of an instructional activity, programme, or institution.
 - **Best practices** Best practice refers to effective, ideal, or paradigmatic practice within an organisation that others would benefit from adopting or adapting to achieve a prescribed standard.
- 



Best Practices


- A practice qualifies to a 'Best Practice' status if it had resulted in value addition to any aspect of institutional operations in a University.
 - Best Practices are dynamic and continuous. They are the result of identification, experimentation, reflection, feedback, and innovation based on experience.
 - Best Practices are transparent, accountable, affordable, and accessible to both staff and students, and add value to an institution. They are contextual and influenced by many factors.
 - Best Practices show the path to success through continuous improvement leading to the benchmark of excellence.
 - Best practices are adopted by Universities to improve quality and can be seen as a guideline on the path towards excellence.
 - For quality enhancement, best practices should be internalized and become a part of the working culture of the University.
- 


Criteria and number of standards

No	Criteria	No of Stds.
1	Governance and Management	20
2	Strength and Quality of Staff	10
3	Curriculum Design and Programme Development	12
4	Teaching-Learning	09
5	Learning Resources, Student Support and Progression	12
6	Student Assessment and Awards	08
7	Postgraduate Studies, Research, Innovation, and Commercialization	12
8	Distance Education	10
9	Community Engagement, Consultancy, and Outreach	06
10	Quality Assurance	08
Total		107






Criterion 1. Governance & Management

- Legal Acts, establishment codes, rules, regulations, national policy framework and strategies are integrated within the governance and management.
 - The University's mission and objectives that reflect its values and standards, academic commitments, national needs, and international context.
 - The University has administrative policies, procedures, appropriately qualified personnel, efficient management and administrative capacity, physical facilities, effective communication channels, financial stability, and resources adequate for effective operations and evidence-based strategic decision making.
 - The University manages its activities in a technology-enabled way in addition to using technology as a teaching/learning resource in a student friendly non-discriminative environment
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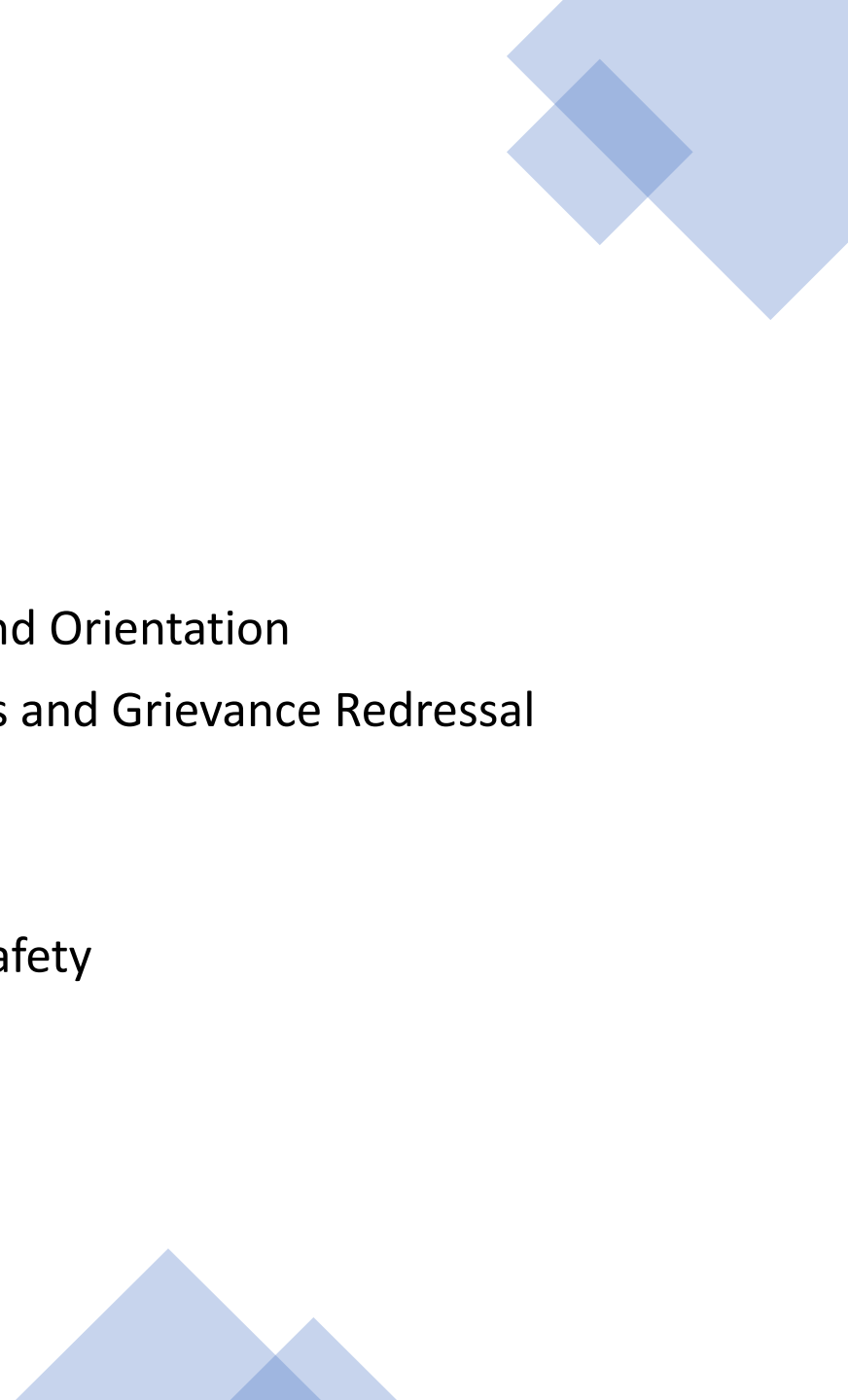




Criterion one is
captured in the
following
'Standards'- I

- 
- 1.1 Vision and Mission; Strategic and Action Plans
 - 1.2 Governance Structure and Management
 - 1.3 Leadership and Inclusive Management
 - 1.4 Policy Formulation and Approval
 - 1.5 Implementation and Monitoring Procedures
 - 1.6 Standard Operating Procedures and Auditing
 - 1.7 Resource Allocation
 - 1.8 Procurement and Management
 - 1.9 External Funding and Disbursements
 - 1.10 IT for Management
- 





Criterion one is
captured in the
following
'Standards' - II

- 1.11 Information Security
 - 1.12 Work Norms
 - 1.13 Accountability
 - 1.14 Student Registration and Orientation
 - 1.15 Disciplinary Procedures and Grievance Redressal
 - 1.16 Internationalization
 - 1.17 Welfare Schemes
 - 1.18 Security, Health, and Safety
 - 1.19 GEE and SGBV
 - 1.20 Ragging
- 






Criterion 2. Strength and Quality of Staff

- The University has qualified, and competent faculty and staff needed for effective high-quality programmes and student services.
 - Induction and continuous professional development programmes are regularly organized for all categories of staff to assist in efficient and effective execution of their respective duties and responsibilities to ensure quality of education provision and standard of awards.
 - University facilitates faculty and staff to be innovative and creative and recognizes excellence in teaching and learning, research, and community engagement.
- 





Criterion two is
captured in the
following
'Standards'

- 2.1 HR Policy and Procedures
 - 2.2 Staff Recruitment
 - 2.3 Resources of the Staff Development Centre
 - 2.4 Activities of the Staff Development Centre
 - 2.5 Pedagogical Training for Academic and Academic Support Staff
 - 2.6 Administrative and Non-academic Staff Training
 - 2.7 Mentoring Newly Recruited Staff
 - 2.8 Training in IT skills and ICT Applications
 - 2.9 External Staff involved in Work-based or Industry Placement Training and Supervision
 - 2.10 Performance Appraisal
- 





Criterion 3. Curriculum Design and Programme Development

- Academic Programmes reflect University's mission, goals, and objectives.
 - Programmes are designed and developed based on needs assessment involving a review of existing courses and programmes, market research, industry needs, and national and regional priorities, using outcome-based approach and student-centred learning strategies, and adhering to approved policies and procedures.
 - University has an approved process for monitoring and reviewing programmes/courses.
 - Adequate emphasis is given in the course design for the development of self-directed learning and lifelong learning.
 - Courses clearly present the learning outcomes, content, teaching and learning strategies, assessment strategies, and student support approaches.
- 





Criterion three is captured in the following 'Standards'

- 3.1 Academic Programme Design
 - 3.2 Goals of Academic Programmes
 - 3.3 Published Programme Specifications
 - 3.4 Application of OBE and SCL
 - 3.5 Supplementary Courses to Enrich Curricula
 - 3.6 Innovation, Multidisciplinary, and Interdisciplinarity in Curriculum Design
 - 3.7 Programme Design, Development and Evaluation Regulations
 - 3.8 Credit Transfer
 - 3.9 Industry-HEI Collaborations for Industrial Training
 - 3.10 Phasing Out Curricula
 - 3.11 Monitoring, Reviewing, and Revising Academic Programmes
 - 3.12 Tracer Studies
- 

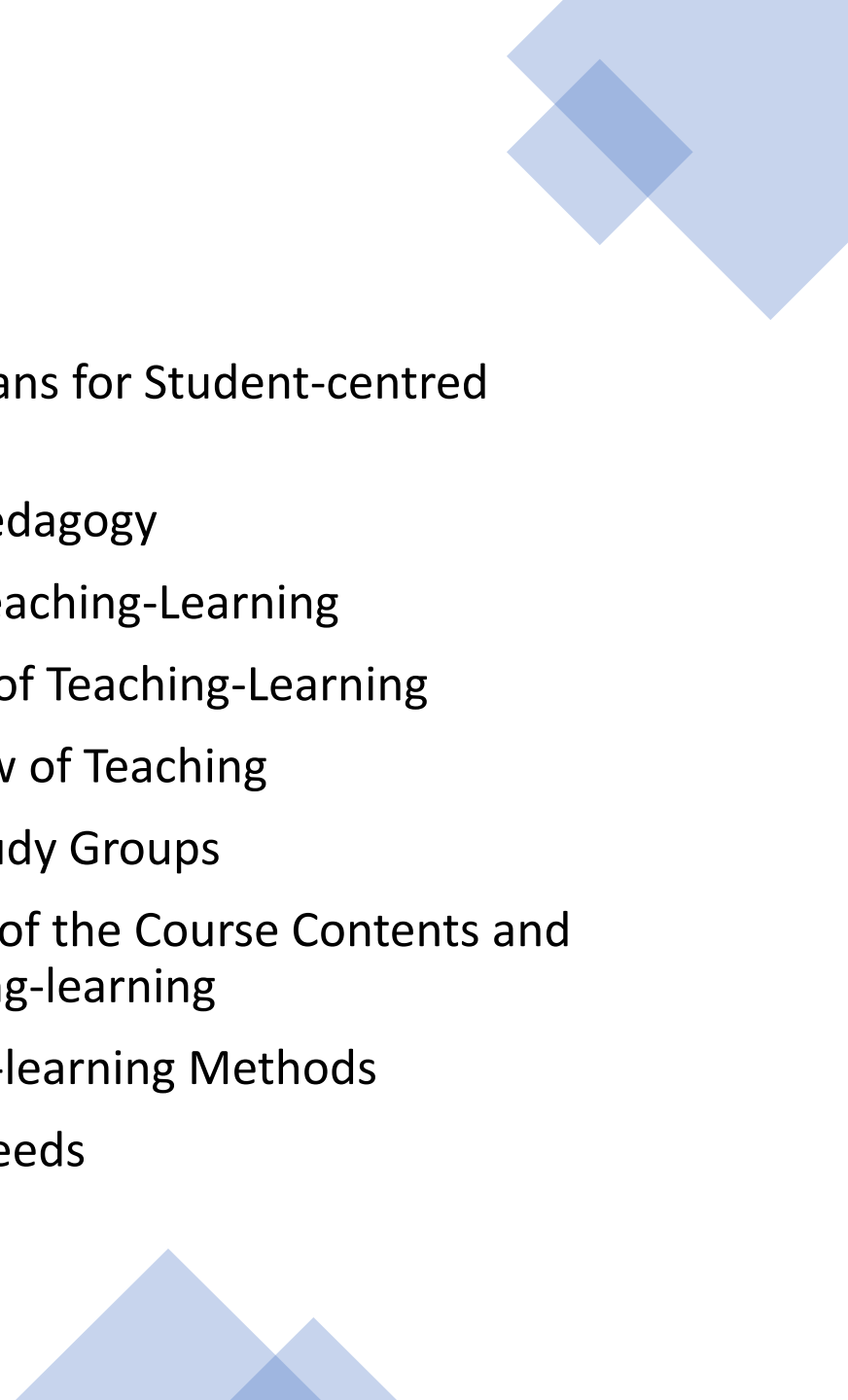




Criterion 4. **Teaching-Learning**

- The teaching and learning process is student-centred in keeping with outcome-based education approach.
 - Multiple teaching- learning methods are used to engage students actively in the learning process aligned with ILOs.
 - Use of innovative pedagogy and continuous improvement of teaching learning strategies are encouraged.
- 




Criterion four is
captured in the
following
'Standards'

- 4.1 Strategies and Action Plans for Student-centred Teaching-learning
 - 4.2 Promoting Innovative Pedagogy
 - 4.3 Technology Enhanced Teaching-Learning
 - 4.4 Planning and Execution of Teaching-Learning
 - 4.5 Peer and Student Review of Teaching
 - 4.6 Teacher Guided Peer Study Groups
 - 4.7 Continuous Enrichment of the Course Contents and Improvement in Teaching-learning
 - 4.8 Use of Diverse Teaching-learning Methods
 - 4.9 Students with Special Needs
- 





Criterion 5. Learning Resources, Student Support and Progression

- The University has adequate and appropriate infrastructure and library facilities for the mode and type of teaching and learning and for the number of students to conduct quality academic programmes.
 - The University/Faculty/Department facilitates the use of technological innovations in educational transaction to enrich the learning experiences it provides to students.
 - Students are supported adequately by provision of a range of opportunities for tutoring, mentoring, counselling, and extracurricular activities, and career guidance to facilitate their holistic progression.
- 




Criterion five is
captured in the
following
'Standards'

- 
- 5.1 Infrastructure Facilities for Teaching-Learning
 - 5.2 Library Staff and Resources
 - 5.3 ICT-led Tools and Facilities for Library
 - 5.4 Learner Resources for IT
 - 5.5 Learner Resources and Services for Teaching English as a Second Language
 - 5.6 Learner Resources for Extra-curricular Activities
 - 5.7 Resources and Services for Students with Special Needs
 - 5.8 Mentoring, Academic Advisory and Counselling
 - 5.9 Career Guidance
 - 5.10 Student Helpdesk
 - 5.11 Information on Learning Resources and Learner Support Services
 - 5.12 Student Progression
- 







Criterion 6. Student Assessment and Awards

- The University has effective assessment systems, both during and at the end of the course, that reflect academic standards and measure the achievement of learning outcomes for individual programmes/courses through the use of diagnostic, formative, and summative types of assessment.
 - The university ensures that the principles, procedures, and processes of all assessments are clear, fair, transparent, valid, and consistent while ensuring confidentiality and integrity
- 



Criterion six is
captured in the
following
'Standards'

- 
- 6.1 Assessment Policies and Regulations
 - 6.2 Student Assessment Strategies and Awards
 - 6.3 Integrating Assessment into Teaching-learning
 - 6.4 Appointment of Examiners
 - 6.5 Moderation and Second Marking
 - 6.6 Confidentiality of Assessment and Assessment Decisions
 - 6.7 Feedback on Assessments and Release of Results
 - 6.8 Disciplinary Procedures
- 





Criterion 7. Postgraduate Studies, Research, Innovation, and Commercialization

- Research, consultancy, and extension services are actively promoted to build linkages with industry, business, community, and public organizations which foster close relationships between the world of work and the world of learning for the students.
 - The University has adequate infrastructure and administrative and financial mechanisms for research and postgraduate studies.
 - The University generates new knowledge through research in conjunction with other stakeholders such as Industry.
 - University is able to attract competitive research funding nationally and globally.
 - The results of research are published in indexed peer reviewed journals. Innovations are promoted and where relevant, patents are acquired, and commercialization is facilitated.
 - Research influences teaching at all levels. Postgraduate degrees are primarily research based or professionally oriented.
 - Ethical aspects of research are adequately addressed.
 - Systematic and transparent monitoring and assessment mechanisms are in place to ensure students' progress
- 




Criterion seven is
captured in the
following
'Standards'

- 7.1 Recognition for PG Education, Research, Innovation, and Commercialization
 - 7.2 Postgraduate Education By-laws and PGIs/FGSs
 - 7.3 QA of PG Programmes
 - 7.4 Promoting Research Culture
 - 7.5 Continuous Research Training for Faculty
 - 7.6 Applied Research
 - 7.7 Dissemination and Publication of Research
 - 7.8 Innovation, Commercialization, and IPR
 - 7.9 Academic and Research Collaborations and Partnerships
 - 7.10 Creative Works
 - 7.11 Discouraging Conflicts of Interest
 - 7.12 Postgraduate Supervision
- 





Criterion 8. Distance Education

- Programmes are delivered through open and distance learning (ODL) methods in order to offer educational opportunities to students who are unable to enter the conventional system.
 - The University places great emphasis on the consistency, continuity, and integrity of the learning environment.
 - All academic programmes/courses are taught by regular faculty and/or approved adjunct faculty or approved external training Universities and adhere to same standards and requirements as identical courses conducted face to face.
 - Regardless of the delivery format, learning is the primary aim with achievement of stated programme learning outcomes as the primary assessment measure
- 




Criterion eight is
captured in the
following
'Standards'

- 8.1 Distance Education Provision
 - 8.2 Engaging External Partners
 - 8.3 Dedicated Centre for ODL
 - 8.4 Admission of Students
 - 8.5 Staff Training and Delivery
 - 8.6 Availability of Resources
 - 8.7 Learner Support Services
 - 8.8 Accessibility to Learning Resources
 - 8.9 Recognition of External Qualifications
 - 8.10 Ownership of Learning Materials
- 



Criterion 9. Community Engagement, Consultancy, and Outreach

- The University is responsive to the needs of the community and supports community outreach by providing consultancy and extension services.
 - Continuous encouragement of faculty to offer consultancy not only builds up the reputation of the faculty but also helps in augmenting institutional image and social acceptance while providing new areas for research
- 



Criterion nine is
captured in the
following
'Standards'

9.1 Policy on Community Services

9.2 Policy on Consultancy Services

9.3 Policy on Technology Transfer

9.4 Resources for Implementation of Outreach Activities


9.5 Centre for Outreach Activities


9.6 Income generation through outreach activities



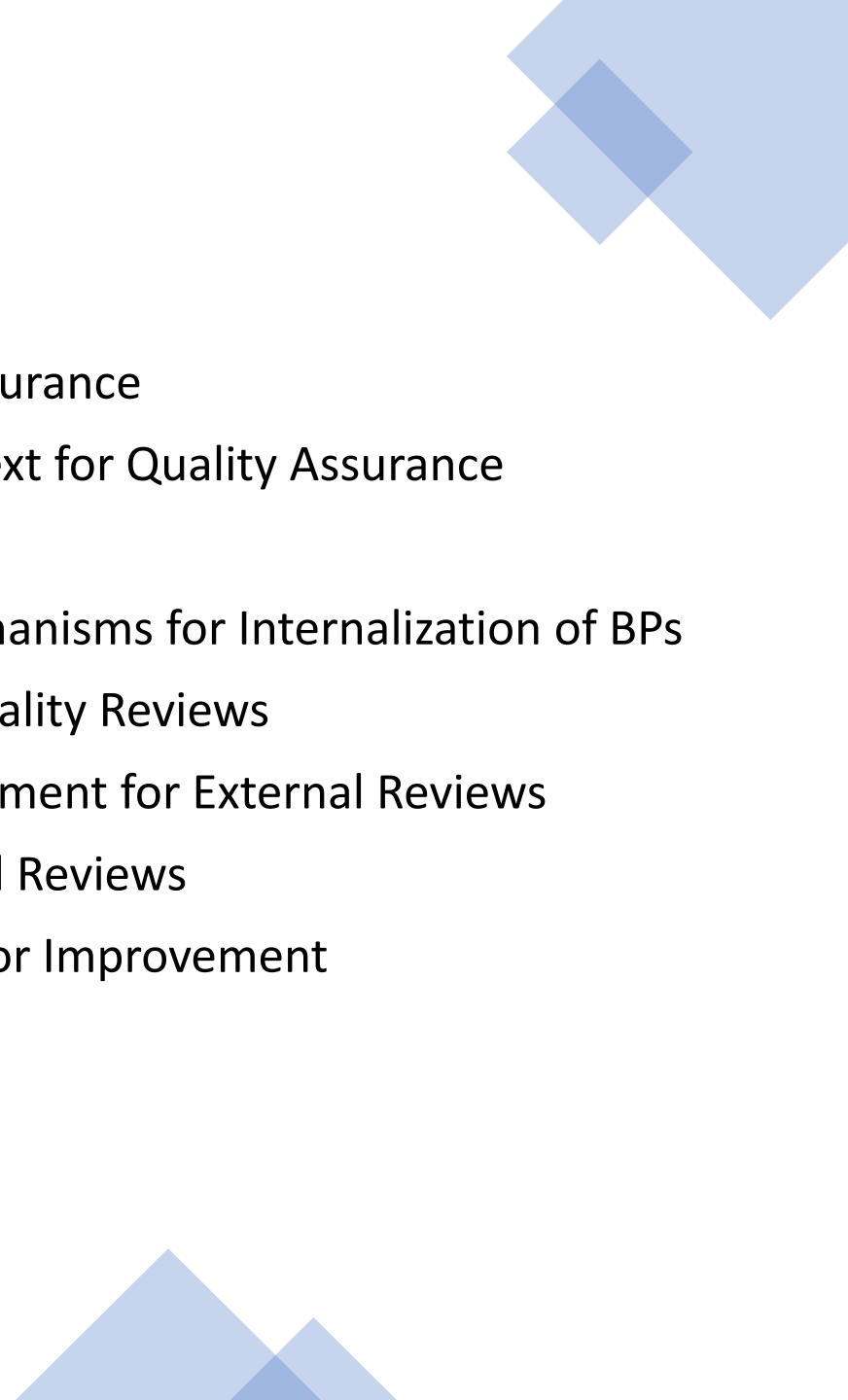


Criterion 10. Quality Assurance

- Quality Assurance is an integral part of the overall functioning of a University, to ensure that the education provision of the University meet both the purpose and the standards set.
 - It is developed to ensure that the University is committed to complying with national policies, regulations, and guidelines prescribed by regulatory agencies.
 - External monitoring emphasises accountability and continuous improvement.
 - Traditional regulatory methods for assuring the quality of higher education are internal and conducted by CQAs.
 - Critical self-assessment fosters the development of a quality culture that leads to continuous improvement and quality enhancement.
 - Regular reporting to the highest body of the University ensures that quality assurance is well monitored.
- 



Criterion ten is
captured in the
following
'Standards'

- 10.1 Policy on Quality Assurance
 - 10.2 Organizational Context for Quality Assurance
 - 10.3 CQAs and FQACs
 - 10.4 Guidelines and Mechanisms for Internalization of BPs
 - 10.5 Systemic Internal Quality Reviews
 - 10.6 Institutional Commitment for External Reviews
 - 10.7 Response to External Reviews
 - 10.8 Use of Information for Improvement
- 

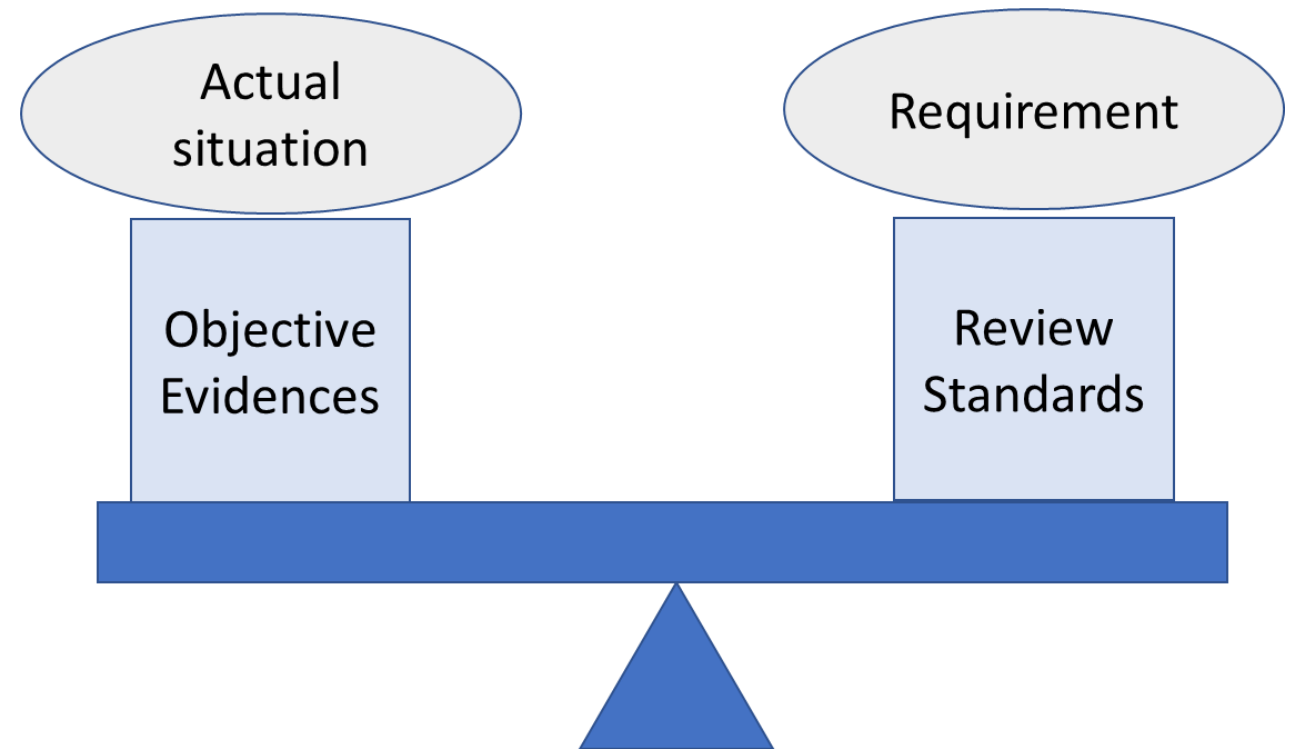
What will reviewers look for?

Degree of internalization of best practices and level of achievement of Standards, as stated in SER.

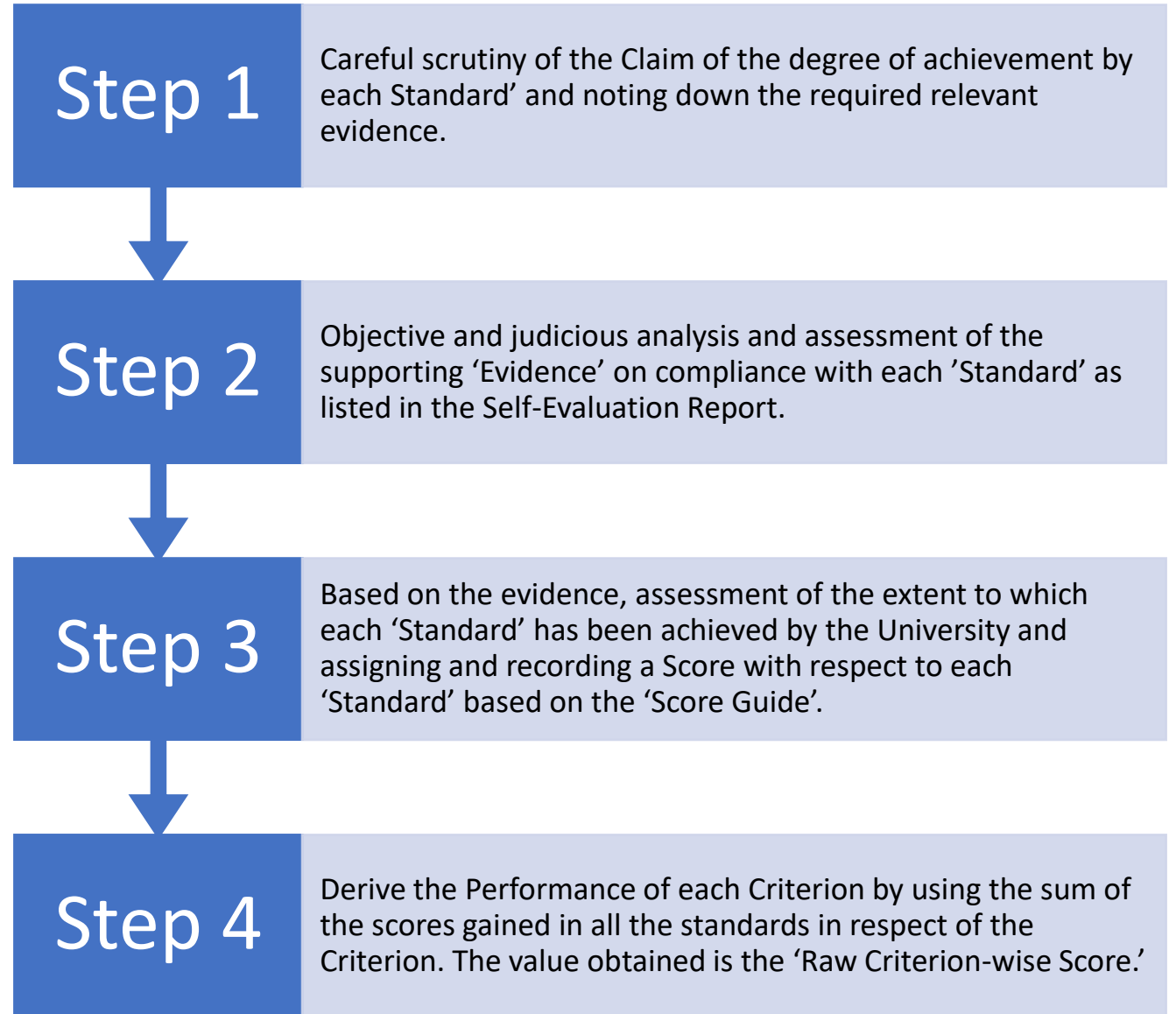
Degree to which the claims are supported by documented evidence, as indicated in SER.

Accuracy of the data and statements made in the SER and observed during site visit.

Determining objectively, the extent to which the review standards are fulfilled.



Assigning Scores for Standards



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 during the review

Differential Weightages of Criteria

No	Criteria	No of Stds.	Weightage on thousand	Score per Std.
1	Governance and Management	20	200	10.0
2	Strength and Quality of Staff	10	100	10.0
3	Curriculum Design and Programme Development	12	120	10.0
4	Teaching-Learning	09	90	10.0
5	Learning Resources, Student Support and Progression	12	100	8.3
6	Student Assessment and Awards	08	80	10.0
7	Postgraduate Studies, Research, Innovation, and Commercialization	12	100	8.3
8	Distance Education	10	70	7.0
9	Community Engagement, Consultancy, and Outreach	06	60	10.0
10	Quality Assurance	08	80	10.0
Total		107	1000	

Calculating final score

Step 5

Convert the 'Raw Criterion-wise Score' into an 'Actual Criterion-wise Score' based on the weightages listed.




Step 6

Derive the 'Overall University Score' by totaling the 'Actual Criterion-wise Scores' of all ten Criteria and converting the total sum to a percentage.

Award of final grade

University 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 ten 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 nine of the ten 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 eight of the ten 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



SESSION 3. WRITING UP AND SUBMISSION OF SER



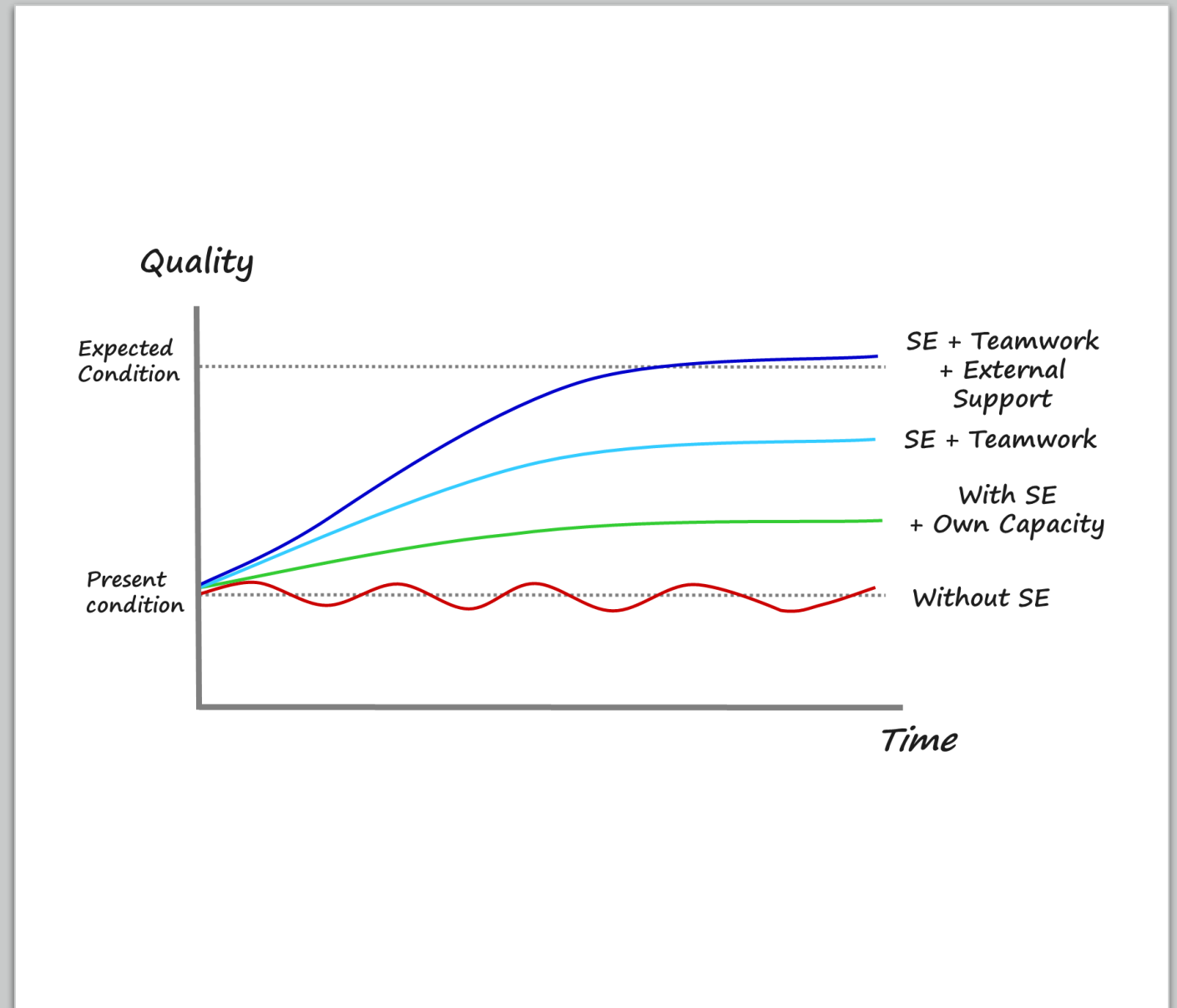
Purpose of SER

- SER for a University is a document prepared by the institution to reflect its assessment of the overall quality.
- Describe the degree of internalization of the best practices and the level of compliance with the standards and supported by appropriate evidence.
- The purpose of SER is Not To Prove, but To Improve.
- Therefore, SER becomes a key document both for the University and for the review team.



Impact of SER

- It is prepared by a team appointed by the University in liaison with its Center for Quality Assurance Centre (QAC), and in consultation with relevant stakeholders.
- Balanced composition of the SER team is critical to avoid overlooking important information needed for the review.



Scope of the SER

- a) the degree of internalization of the best practices,
- b) the level of achievement of the standards,
- c) degree to which the claims are supported by recorded evidence,
- d) the ways in which the institution has responded to national policy and guidelines in safeguarding standards and promoting the high quality of the awards, and
- e) how the University has responded to the recommendations of previous institutional reviews, supported by documentary evidence.

Key steps of the SER preparation

- 1 - Preparatory phase
- 2 - Designing and planning
- 3 - Data collection
- 4 - Analysis and report writing
- 5 - Review and repeat

Key Sections of SER

The university designated for institutional review should prepare the SER with the following sections.

- A. Introduction to the Institution
- B. Process of Compilation of the SER
- C. Compliance with the Criteria and Standards
- D. Summary

Section A

Introduction to the Institution

- Brief history of the University/HEI, its establishment, and major milestones of its development.
- Size in terms of faculties, academic departments, units, and centres.
- Number of students, teachers, and administrative and supporting staff.
- Organizational structure of the institution.
- Line of responsibilities among its administrative units and committees.
- The context within which the institution operates by providing an analysis of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) it is faced with.
- Major changes since the last review, implications of the changes, challenges for safeguarding academic standards, and quality of students' learning opportunities.

Section B

Process of the Compilation of SER

- Familiarization of the Institutional Review Manual and the review process
- Appointment of SER writing team with the Terms of Reference (ToR)
- Composition and responsibilities of working teams
- Activity schedules of the working teams and methods of collection of information
- Collation of data and recorded evidence
- 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 C

Adherence to the Criteria, Standards, and List of Evidence

- Column 01 the number of the standard as stated in the same order given in the Manual
- Column 02 the level of achievement of the relevant standard by the University/HEI
- Column 03 the evidence that supports the claim
- Column 04 the relevant code number of the evidence

Example 1: Std 1.1, BP & EE

1.1 Vision and Mission; Strategic and Action Plans

Std:	The University/HEI has a clear vision encapsulated in its Corporate Plan/Strategic Management Plan, which is in line with the National Higher Education Policy Framework and is publicly available. Its mission and goals are compatible with this vision and supported by a well-defined action plan for systematic future development within a specific time frame.
BP:	Corporate Plan/Strategic Management Plan of the University/HEI is in line with the National Higher Education Policy Framework with its clearly articulated and publicly available vision and mission statements. Action plans of institutes/ faculties/ centres/ units for systematic future development within a specific time frame are in line with the Strategic Plan.
EE:	Compliance of Corporate Plan/Strategic Plan with National Higher Education Policy Framework and other guidelines of MoHE, UGC and QAC; University Web; Minutes of the Strategic Management Plan Committee; compliance of Action Plans of institutes/faculties/centres/units with university strategic plans.

Example 1: Claim of the University & Evidences

Std No	University/HEI's Claims of the Level of Achievement of the Standard	Evidence to Support the Claim	Code No of the Document
1.1	Corporate Plan is in alignment with the National Higher Education Policy Framework and the action plan has enabled university development according to its mission and vision. Corporate plan is widely circulated.	Corporate Plan for past five years	Uni/1.1/CP/
		Action Plans	Uni/1.1/AP/
		Website	Uni/1.1/ URL/
		Progress reports of the Action Plan	Uni/1.1/PR/
		Minutes of the Strategic Management Plan Committee	Uni/1.1/SMPC/
1.2			
Summary Statement of Compliance			

Example 2: Std 1.8, BP & EE

1.8 Procurement and Management

Std:	The University/HEI has an effective and transparent system for the procurement, management, and maintenance of equipment and facilities.
BP:	Effective and transparent system for the procurement, management and maintenance of equipment and facilities are clearly stipulated in the master procurement plan of the University.
EE:	Master procurement plan of the university, Fixed Assets Register; Manual of Procedures/ relevant SOPs; Minutes of Finance Committee, Procurement Committee, Technical Evaluation Committee, and Maintenance Committee; Annual Board of Survey.

Example 2: Claim of the University & Evidences

Std No	University/HEI's Claims of the Level of Achievement of the Standard	Evidence to Support the Claim	Code No of the Document
1.8	a) All purchases of equipment and facilities are made by relevant committees according to the guidelines in the SOP adhering to the University Master Procurement Plan. b) Supplies Division maintains inventory of fixed assets and consumables. c) Internal Audit Division conducts annual verification of equipment and facilities.	University Master Procurement Plan for the five years.	Uni/1.8/MPP/
		Manual of Procedures/SOPs	Uni/1.8/SOP/
		Reports of Technical Evaluation Committee	Uni/1.8/TEC/
		Minutes of the Procurement Committee	Uni/1.8/PC/
		Fixed Assets Registry	Uni/1.8/FAR/
		Internal Auditor reports	Uni/1.8/IAR/
1.9			
Summary Statement of Compliance			

Section D

Conclusions/ Current Action List

- Indicate the deficiencies or gaps and the actions taken or planned to correct them.
- Provide a list of actions that are currently being taken or will be taken in the future to address weaknesses or deficiencies..
- List any specific questions you would like to discuss with the review team.

Length and Format of the SER



Length

Word limit: should not be fewer than 12,000 and more than 20,000 words (excluding appendices)

Appendices should be kept to a minimum and contain illustrative or statistical information essential to the main text.



Format

Use Times New Roman, 12-point font size

1.5 line spacing

A4 size pages



Important

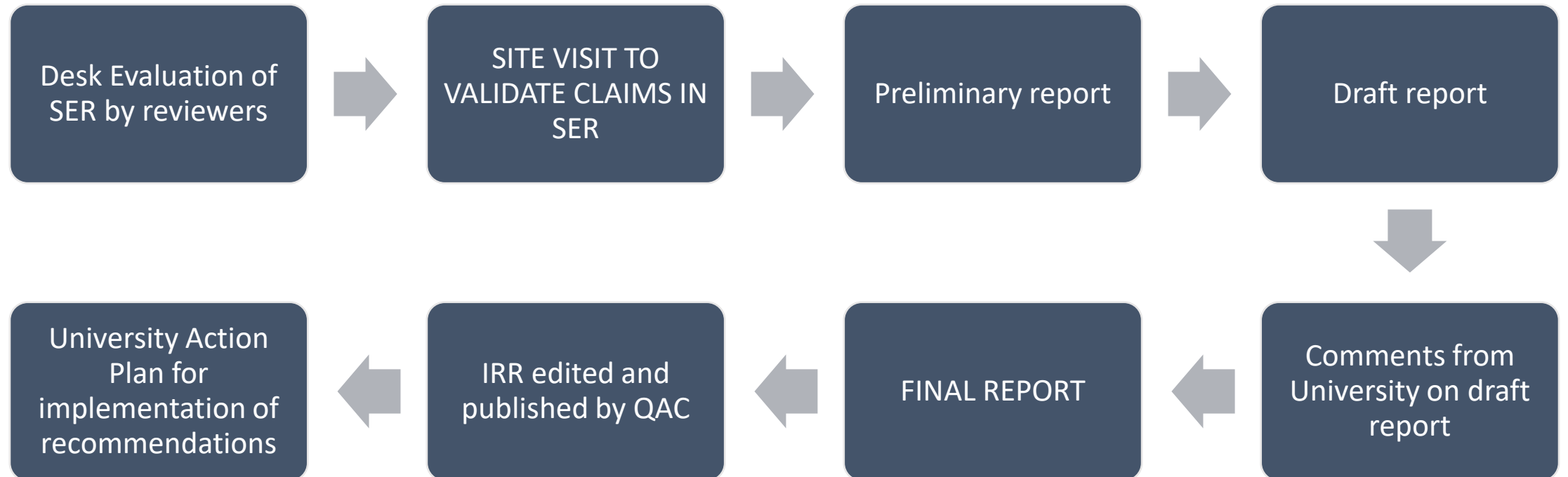
SERs prepared in conflict with these guidelines will be rejected and returned to the University for resubmission.

Submission of SER

- Deadline for submission: 31 March 2023
- Cover letter signed by Vice-Chancellor
- Soft copy on CD in pdf format
- Online submission – will be Presented by Prof Hewagamage



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 Institutional Reviews in 2023, held on January 5, 2023.

Q & A ?

