TRAINING WORKSHOP FOR REVIEWERS
INSTITUTIONAL REVIEW
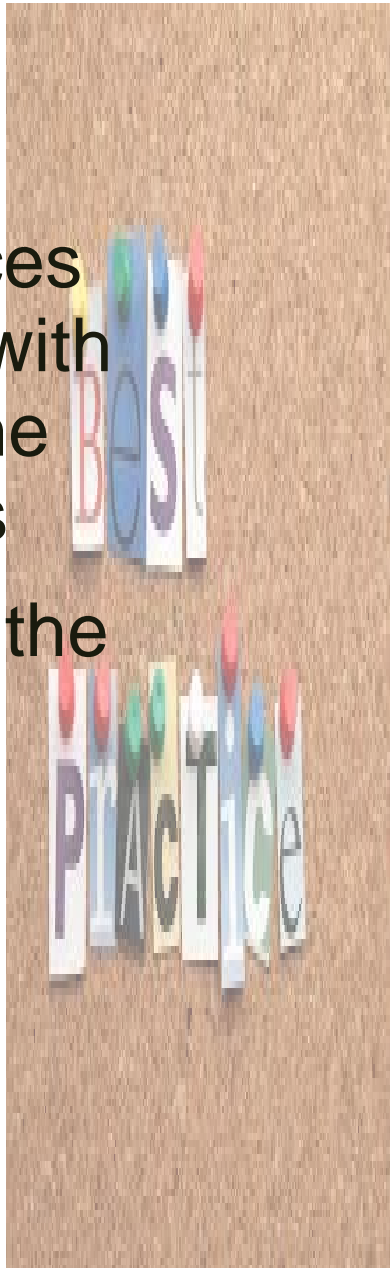# SRI LANKAN UNIVERSITIES & HEIS

Quality Assessment- Criteria and Best Practices

Prof. Deepthi C. Bandara

Criteria and Best Practices

The UGC-QAAC, in keeping with international QA practices and procedures, has identified an assessment structure with ten 'Criteria' and corresponding 'Standards' for each of the 10 criteria for institutional review of Universities and HEIs

In an institutional review, performance in relation to all of the ten criteria is considered for the institution as a whole, including an overview of programs across the institution

Criteria

The ten criteria used in this manual were identified as most appropriate for institutional review in the present context after careful study of several documents

1. **Governance and Management**
2. **Curriculum Design and Development**
3. **Teaching and Learning**
4. **Learning Resources, Student Support and Progression**
5. **Student Assessment and Awards**
6. **Strength and Quality of Staff**
7. **Postgraduate studies, Research, Innovation and Commercialization**
8. **Community Engagement, Consultancy and Outreach**
9. **Distance Education**
10. **Quality Assurance**

Best Practices

For each of the above criteria, quality principles are stated as '**best practices**'

They are the result of identification, experimentation, reflection, feedback and innovation based on experience

Best Practices show the path to success through continuous improvement leading to the benchmark of excellence

Criteria and Corresponding Best Practices

- **Criterion 1- Governance and Management**

- ❖ The University/HEI has put in place the organization structure, the governance and management system in compliance with what is prescribed in the Universities Act No. 16 of 1978 as amended, relevant Ordinances and their amendments, Universities Establishments Code, and the Circulars and Establishment Letters by the UGC and relevant ministries

- ❖ Performance appraisal system for staff is available with the aim of identifying training needs, motivating, improving performance and retention

- ❖ The University has a clear QA framework supported by QA action plans, policies and procedures for reflection, review and systematic enhancement of existing practices

■ **Criterion 2 - Curriculum Design and Development**

❖ Programs are developed based on the needs analysis exercise of including market research, liaison with industry, review of national priorities, and views of professional bodies and reflecting the latest development and practices in the field of study

❖ Curricula are enriched by incorporating quasi-professional/professional, interdisciplinary, and multidisciplinary courses. Choice of media and technology are integrated into the program/course design

❖ Each study program has offered ample scope for encouraging and developing creative and critical thinking, independent and lifelong learning, interpersonal and communication skills and independent learning skills. Appropriate learning strategies such as experiential learning, collaborative learning, and personal learning are designed into the curricula of programs and course/modules

■ **Criterion 3 - Teaching and Learning**

❖ The teaching and learning are meticulously planned and executed through team work and coordination. The institution ensures that everyone involved is appropriately qualified, supported and facilitated for continuous professional development (CPD)

❖ The University/HEI adopts and implements appropriate teaching and learning strategies to suit an outcome-based and student-centred learning approach

❖ The University/HEI provides students with clear and current information that specifies the learning opportunities and support available to them and assists them to understand their responsibilities to engage in the learning opportunities provided

Criterion 4 - Learning Resources, Student Support and Progression

The University/HEI ensures availability of adequate and well maintained infrastructure facilities including ICT and human resources, laboratory facilities, language laboratories and library facilities for the support of student learning and effective execution of each program.
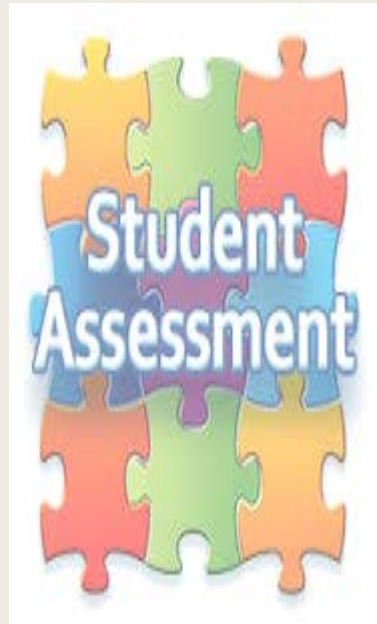Infrastructure growth must match the academic growth

Staff: Student ratio is adequate subject-wise to ensure a learning environment conducive for supporting effective teaching and learning

The University/HEI promotes social harmony and ethnic cohesion through programs and activities coordinated through institutional mechanisms such as student counselling and welfare systems and a multicultural Centre

■ **Criterion 5 - Student Assessment and Awards**

❖ Student assessment policies, regulations and processes underpin the setting and maintenance of academic standards with reference to SLQF and SBS and where applicable requirements of the professional bodies

❖ Assessment and examination policies, practices, and procedures provide differently abled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes

❖ The University/HEI ensures that policies, regulations and processes are clear and accessible to all stakeholders (students, academic staff, administrative staff, examiners both internal and external)

■ **Criterion   6 - Strength and Quality of Staff**

❖ Human resource planning forms an integral part of institutional governance and management, undergraduate and postgraduate program and course development, and assessment, research and innovations and outreach activities

❖ Human resource policies on staff recruitment, career progression, professional development etc. would support the strategic objective of quality teaching

❖ The responsibilities and job descriptions of staff are clearly specified to meet the learning needs of students and to suit a particular program. The workload of staff conforms to the work norms agreed to, by the institution/UGC

- **Criterion 7 - Postgraduate studies, Research, Innovation and Commercialization**

- ❖ Research, innovation and commercialization, publication and community engagement are encouraged as core duties of academic staff in addition to teaching

- ❖ Institutional regulations regarding both postgraduate taught courses and research programs are made available through the Graduate Prospectus and relevant websites

- ❖ Effective arrangements are in place to maintain appropriate academic standards and enhance the quality of both postgraduate taught courses and research programs that are regularly monitored against appropriate internal and external indicators and targets
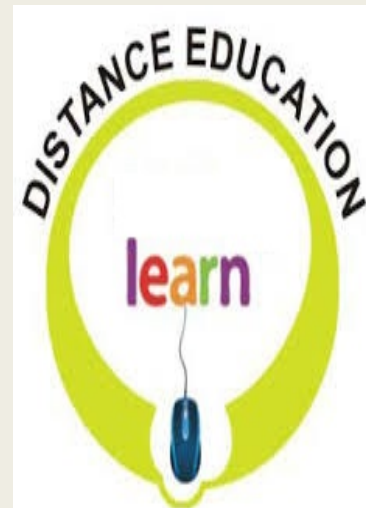
■ **Criterion 8 - Community Engagement, Consultancy and Outreach**

❖ The University/HEI, as reflected in its mission, has a community service policy with a clear link to the goals and objectives of the strategic plan, and procedures for their implementation, monitoring and improvement

❖ The University/HEI diversifies their sources of income, principally undertaken by offering fee-levying programs/courses for external students, consultancy and advisory services, commercializing research and innovations, laboratory services etc

❖ A clearly defined policy framework and manual of procedures exist for income generating activities. This includes budgeting, fee-structures and rates, financial disbursement procedures, dispute resolution and termination of contracts

COMMUNITY ENGAGEMENT

- **Criterion 9 - Distance Education**

- ❖ The University/HEI retains the responsibility for the quality of the programs/courses offered through distance education and the achievement of expected outcomes, irrespective of any contractual arrangements or partnerships entered into with third parties for the provision of components of a distance education program/course of study

- ❖ The University/HEI's publications, print or online, clearly describe distance learning programs/courses, including the delivery system used, the pre-requisites for participation, ILOs, completion requirements and student services

- ❖ Course materials developed by the faculty have clearly defined ILOs and are interactive, accessible and comprehensive to enable the learner to achieve the desired outcomes

■ **Criterion 10 - Quality Assurance**

❖ The University/HEI recognizes that the primary responsibility for quality lies with the institution itself, and this provides the basis for accountability within the national quality assurance framework

❖ The University/HEI has put in place the internal system of quality assurance, as prescribed by the UGC-QAAC within the framework of the national QA system

❖ The University/HEI develops processes through which it demonstrates its commitment to Quality. It develops a quality culture by paying more attention to internal quality enhancement through the IQAU