

# Training Workshop for Reviewers Institutional Review Sri Lankan Universities & HEIs

## Self-Evaluation Report - SER

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# Self-Evaluation Report

Every University or Higher Education Institution (HEI) is committed to a policy of self evaluation of all its programs, services, procedures, and administrative mechanisms on an annual basis which encompasses a quality self-assessment

the Self-Evaluation Report (SER) prepared by the University/HEI, becomes a key document both for the University/HEI and for the review team

A carefully and concisely prepared SER will help the University/HEI to understand its own strengths and weaknesses, also helps the review team to plan its review process more effectively and efficiently



# Purpose of the Self Evaluation Report

The purpose of the SER is to provide the review team with an account of how the University/HEI knows that it meets the expectations of stakeholders and the wider society in terms of the Standards and Best Practices set out in this Manual, and those of statutory professional bodies where relevant



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# Scope, Accuracy and Focus of the SER

**Scope:** The SER should describe and analyze in depth with supporting evidence and comments, the effectiveness of the ways in which the University/HEI discharges its responsibility for maintaining academic standards, quality, ethical behavior, and adherence to good practices.

This will include adherence to the Best Practices and Standards given under the ten Criteria

The SER should also indicate how the University/HEI has responded to the recommendations of previous institutional reviews and subject reviews, supported by documentary evidence

It is not the responsibility of the review team to seek out evidence to support the institution's claims but it is the University/HEI that should furnish the evidence required during the visit



# ...Scope, Accuracy and Focus of the SER

## Accuracy of Information:

It is imperative that the University's/HEI's claims and evidence mentioned in the SER are accurate and



**Focus of the Report:** The main focus of the SER is to describe the ways in which the University/HEI safeguards the standards of the awards made in its name through maintaining quality of the ten areas of its functioning as identified by the ten criteria



# Guidelines for Preparation of SER

- ▶ the SER begins with an introduction to the University/HEI
- ▶ a section on the University's/HEI's adherence to the criteria, standards, and a list of evidence
- ▶ concluding section with a list of current actions



# Introduction to the Institution

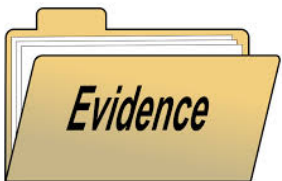
- ▶ the vision and mission statements of the institution
- ▶ brief history comprising its establishment and major milestones of its development
- ▶ size in terms of faculties, academic departments, units, and centres
- ▶ number of students and teachers
- ▶ number of administrative and supporting staff etc.
- ▶ It should contain a description of the context within which the institution operates by providing an analysis of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) it is faced with
- ▶ a brief outline of the process followed to prepare the SER





# Adherence to the Criteria, Standards, and List of Evidence

- ▶ this section will have ten major sub-sections describing the extent to which the university/HEI has adhered to the ten criteria and the relevant standards
- ▶ It is suggested that the SER writers will compile the ten sub-sections in tabular form, one table for each sub-section (Criterion), using the template given
- ▶ A coded list of relevant documentary evidence should be included at the end of this section to support its claims that the university/HEI upholds the standards stipulated
- ▶ It is imperative that each of the documents is coded and that the code is mentioned in the 4th column of the tables in this section of the SER, indicating the adherence to the standards under each criterion along with relevant evidence





# Criterion 1 - Governance and Management

- ▶ the SER should describe the ways in which the HEI has made its internal institutional arrangements and mechanisms to uphold and safeguard the national policy framework on higher education as described under the 'scope' of Criterion 1 and elaborated in its 29 standards
- ▶ The SER should demonstrate how the policy statements of the University/HEI and its Corporate Plan/Strategic Management Plan are aligned with the institution's statements of its vision and mission, national needs, and regional and international contexts in terms of its academic commitments
- ▶ The SER should also describe the principles of governance of the institution and the implementation of such policies including the management of its funds and other financial resources



# Criterion 2 - Curriculum and Programme Development

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- ▶ the SER should demonstrate with evidence, the University's/HEI's adherence to the policies and practices pertaining to curriculum and program development as outlined under the 'scope' of Criterion 2 and elaborated in its 15 standards
- ▶ It should clearly mention the extent to which the study programs reflect the University's/HEI's mission and long-term goals
- ▶ The review team will see whether the study programs are in compliance with the standards outlined in the Sri Lanka Qualification Framework (SLQF), Subject Benchmark Statements (SBS), and the standards laid down by professional organizations where relevant, although deviations may be acceptable with due justification
- ▶ The review team would also need to see evidence of the processes that the University/HEI followed in curriculum designing and program development; i.e., whether accepted procedures were followed such as needs analysis, liaison with industry and other stakeholders, national and regional priorities etc.



# Criterion 3 - Teaching and Learning

- ▶ the SER should demonstrate with evidence the University's/HEI's adherence to the policies and practices pertaining to teaching and learning as outlined under the 'scope' of Criterion 3 and elaborated in its 10 standards
- ▶ It should describe the University's/HEI's commitment to encourage the faculty for multiple teaching learning methods that promote outcome-based education with emphasis on student-centered learning and teaching



# Criterion 4 - Learning Resources and Student Support

- ▶ Providing appropriate learning infrastructure and student support is another key requirement for the maintenance of high quality academic programs
- ▶ The University/HEI is responsible to have policies and practices in place to assure that students are provided with suitable infrastructure facilities and systems to extend necessary support to students when needed
- ▶ the SER should demonstrate with evidence the commitment of the University/HEI of its adherence to the guidelines mentioned under 'scope' of Criterion 4 and elaborated in its 14 standards



# Criterion 5 - Student Assessment and Awards

- ▶ The SER must describe with evidence firstly, the regulatory framework and procedures followed by the University/HEI to maintain fairness and transparency of its student assessment methods, and secondly, the extent to which the students and teachers are informed of such frameworks and procedures
- ▶ Therefore, in this section, the SER should demonstrate the manner in which the University/HEI ensures its adherence to the guidelines mentioned under 'scope' of Criterion 5 and elaborated in its 15 standards



# Criterion 6 - Strength and Quality of Staff

- ▶ As the quality of faculty and supporting staff is fundamental to assure quality of the educational outcomes of the University/HEI, the SER should provide evidence of adherence to prescribed guidelines by relevant authorities for appointment and promotion of faculty and staff, induction and probation of new recruits, staff development, and recognition and reward for outstanding performance
- ▶ The SER must describe with evidence the University/HEI's commitment to outcome-based education and student-centred learning as outlined under 'scope' of Criterion 6 and elaborated in its 11 standards





# Criterion 7 - Postgraduate Studies, Research, Innovation and Commercialization

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- ▶ As the quality of research has been the traditional measure of how well a University/HEI performs academically, the SER is expected to demonstrate with evidence, the institution's commitment to facilitate the development and maintenance of a healthy research culture; strengthen the postgraduate-level education that includes both taught-courses and research degrees; and encourage innovation and commercialization of research outcomes
- ▶ The SER should describe with evidence, the University's/HEI's adherence to the guidelines set-out under the 'scope' of Criterion 7 and elaborated in its 25 standards





# Criterion 9 - Distance Education

- ▶ Owing to national policy and public demand, teaching offered through the open and distance learning mode has become an integral part of academic programmes of the majority of state sector Universities/HEIs
- ▶ This has provided the means of offering educational opportunities to students who were unable to enter the on-campus system of higher education
- ▶ Therefore, the SER must provide evidence on the commitment of the University/HEI to adhere to the guidelines stipulated in the 'scope' of Criterion 9 and elaborated in its 13 standards



# Criterion 8 - Community Engagement, Consultancy and Outreach

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- ▶ Extension activities allow the Universities/HEIs to engage with the wider public and maintain links with the community and the industry that would contribute to enhance the quality of its academic programs benefitting students in myriad of ways
- ▶ The SER must demonstrate with evidence, the commitment of the University/HEI to encourage and facilitate community engagement, consultancy, and other outreach programs
- ▶ Therefore, the SER must cite all evidence for the effectiveness of the University's/HEI's policies and practices to ensure its commitment to establish community engagement, consultancies and outreach programs as mentioned under the 'scope' of Criterion 8 and elaborated in its six standards



# Criterion 10 - Quality Assurance

- ▶ Public confidence in a University/HEI is a crucial indicator for the latter's own existence and depends largely on its policies and practices of quality assurance
- ▶ Therefore, the SER must provide necessary information to the review team on the policies, processes, and practices that it exercises to maintain the quality of its academic programmes
- ▶ In this section, the SER should describe the adherence of the University/HEI to the broad guidelines mentioned under the 'scope' of Criterion 10 and elaborated in its seven standards



# Conclusions/Current Action List

- ▶ It would be helpful to the review team if the University/HEI draws meaningful conclusions from its self-evaluation
- ▶ It should convey to the review team how the University/HEI reflects on its own policies and practices pertaining to all of its educational activities in accordance with its vision and the mission, and the effectiveness of such policies and practices in maintaining the quality of its educational programs and awards
- ▶ The University/HEI should identify a list of actions that are being undertaken at present or to be taken in the future to redress any weaknesses or failures
- ▶ It is useful if the SER mentions any specific issues that it needs to discuss with the review team



# Length of the SER

- ▶ The self-evaluation document should be concise and analytical, with references to all relevant evidence
- ▶ It should be between 10,000 and 12,000 words (using Times New Roman in 12 point font size with 1.5 line space on A 4 size pages) excluding appendices
- ▶ Appendices should be kept to a minimum and contain illustrative or statistical information essential to the main text
- ▶ A good self-evaluation document should be readily understandable to a reviewer
- ▶ All sections should be self-explanatory as far as possible, minimizing the need for the review team to request further clarifications

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