

Training Workshop for Reviewers Undergraduate Study Programmes Sri Lankan Universities & HEIs

Quality Assessment- Criteria and Best Practices

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Criteria and Best Practices

The quality framework consists of eight '**criteria**' for study programs, and corresponding '**best practices**' and '**standards**' for each criterion



Criteria

In the program review process, the performance of the study program in relation to all **eight criteria** is considered for arriving at a judgment on the study programme as a whole



- Criteria 1: Program Management
- Criteria 2: Human and Physical Resources
- Criteria 3: Program Design and Development
- Criteria 4: Course/ Module Design and Development
- Criteria 5: Teaching and Learning
- Criteria 6: Learning Environment, Student Support and Progression
- Criteria 7: Student Assessment and Awards
- Criteria 8: Innovative and Healthy Practices



Best Practices

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

In principle, any institutional approach, policies, strategies, operations, procedures, etc., become qualified as 'best practices' only if such 'practices' had resulted in value addition to any aspect of operations in the study program



Criteria and Corresponding Best Practices

► Criterion 1 - Program Management

- ❖ The Faculty/Institute has an organizational structure which is adequate for effective management and execution of its core functions such as program design, development and delivery; student support; research and outreach activities
- ❖ The Action Plan of the Faculty/ Institute is up to date, designed and developed in alignment with the University's/HEI's corporate plan. The Action Plan reflects the Faculty/ Institute's vigilance on new trends in the educational sphere nationally and globally, and its activities demonstrate the Faculty/Institute's readiness to embrace innovative initiatives for progressive development; Action Plan is implemented as planned and the progress is regularly monitored
- ❖ The Faculty/ Institute is committed to improve its governance and management; it complies fully with national and institutional administrative and financial regulations and guidelines in effecting general administration and financial management; these are documented as Standard Operational Procedures/Manual of Procedures/Management Guide, and circulated among all relevant stakeholders to ensure compliance



➤ Criterion 2 - Human and Physical Resources

- ❖ The Faculty/ Institute ensures the availability of adequate human resources equipped with required qualifications and competencies for design and development and delivery of academic program(s) and courses, and to undertake associated functions such as research, innovations, counseling and outreach activities
- ❖ The Faculty/ Institute ensures that its human resources profile is comparable with national and international norms with high percentage of academics having doctoral degrees, research grants and scientific communications in national and international referred/indexed journals
- ❖ The Faculty/Institute requires all newly recruited academic staff to undergo an induction program which helps them to acquire minimum competencies required to perform satisfactorily in their assigned roles; proactively encourages all newly recruited academic staff to acquire required post-recruitment qualifications and competencies as soon as possible to perform their core duties, and to work towards progressing into higher grades at the prescribed points of time in their service without undergoing stagnation; the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programs of which the impact is monitored, and remedial actions are taken as and when required



➤ Criterion 3 - Program Design and Development

- ❖ The Faculty/Institute adopts a participatory approach inclusive of academic staff, nonacademic/ technical staff, students, alumni and external stakeholders (e.g., industry and professional bodies) at key stages of the design and approval of program and courses
- ❖ A program/ curriculum committee and/or an equivalent body responsible for the planning, design, organization, and improvement of the program/ curriculum is in place. The committee consists of faculty and other relevant stakeholders including representatives from key employers/industry/ profession
- ❖ Program is consistent with the mission, goals and objectives of the University/ HEI. It is designed to meet the needs of all stakeholders, national, regional and global requirements, and to reflect latest developments and practices in the field of study

■ Criterion 4 – Course/ Module design and Development

- ❖ The Faculty/Institute adopts a participatory (course team) approach inclusive of academic staff, non-academic/ technical staff, students, alumni and external stakeholders (e.g., industry and professional bodies) at key stages of the design, development and approval of courses; each member is made aware of their respective roles and responsibilities
- ❖ Content in a program is organized into focused courses/ modules with the ILOs aligned with the programme ILOs
- ❖ Courses are designed to reflect latest developments and practices in the field of study



► Criterion 5 - Teaching and Learning

- ❖ The teaching and learning processes are based on the mission of the Faculty/Institute, goals and values, and curriculum requirements
- ❖ The Faculty/ Institute provides course specification and timetable before the commencement of the program/ course
- ❖ The Faculty/ Institute ensures that course/module ILOs, teaching learning strategies and assessment strategies are meticulously planned to be closely aligned with each other (constructive alignment) and are also appropriate and accessible to differently abled students if the program caters to such students



➤ Criterion 6– Learning Environment, Student Support and Progression

- ❖ Student support provides a suitable learning environment that enables the students to successfully achieve the ILOs. It comprises provision of facilities and learning/information resources (including adequate number of full-time faculty members to support the mission of the institution and to ensure quality and integrity of its academic programs, technological infrastructure, scientific laboratory facilities, language laboratories, library facilities, studio spaces, clinical practice sites as appropriate to the programs/ subjects) and offering guidance to students in the ethical use of learning/ information resources
- ❖ The Faculty/Institute provides an inclusive educational environment (Learning Resource Centers; academic/student counselling and mentoring; needy student support; Career Guidance activities; Gender Equity Centers) considering the needs of individual students and diversity of the student body, in enabling student development and achievement.
- ❖ The students are clearly conveyed of their rights, responsibilities and conduct for successfully completing the program through Student Charter/ Code of Conduct



➤ Criterion 7 - Student Assessment and Awards

- ❖ Assessment strategy of student learning is considered as an integral part of the program design with clear relationship between assessment tasks and program ILOs. The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and ensures those being fit for purpose
- ❖ 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 professional bodies
- ❖ The Faculty/Institute has approved procedures for designing, setting, moderating, marking, grading, monitoring and reviewing the assessment methods and standards of awards



► Criterion 8 - Innovative and Healthy Practices

- ❖ The Faculty/Institute has policy and established ICT-based platform (i.e.VLE/ LMS) to facilitate multi-mode teaching and student-centered learning; uses the ICT-enabled tools and techniques sensibly for delivery of learning material, learner support services and conducting/administering students' assignments and assessments
- ❖ The Faculty /Institute has a policy and strategy to encourage the staff and students to use Open Educational Resources (OER) to complement teaching and learning resources
- ❖ The Faculty/Institute recognizes the complementarity between academic teaching, research and innovations; it has put in place coordinating structures and/or mechanisms to facilitate staff engagement in research and innovation, and interaction with community and industry

