

Residential Workshop on Role of IQAUs in State Universities

Quality Assurance and Accreditation Council
University Grants Commission
18th & 19th May 2016



QAAC



The eight criteria selected for Study Program Review

- 1. Program Management*
- 2. Human and Physical Resources*
- 3. Program Design and Development*
- 4. Course/ Module Design and Development*



The eight criteria selected for Study Program Review (Cont.)

- 5. Teaching and Learning*
- 6. Learning Environment, Student Support and Progression*
- 7. Student Assessment and Awards*
- 8. Innovative and Healthy Practices*

Criterion 1- Program Management

The scope of this criterion is captured in the following 'Standards'

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions.	Faculty by-laws; Organogram; ToRs of Standing & Ad-hoc Committees; minutes of the Faculty Board and other Standing & Ad-hoc Committees.	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>



Criterion 1-Program Management (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
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.	University's /HEI's Corporate/Strategic Plan; Faculty Action Plan and Annual Plans; minutes of Action Plan Implementation and Monitoring Committee; list of new initiatives promoted through the Action Plan.	<div> 0123 </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>



Criterion 1-Program Management (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
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.	Documented Standard Operational Procedures (SoPs)/Management Procedures; Annual Internal Audit Report; Annual External Audit Report.	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>

Criteria 2: Human and Physical Resources


The scope of this criterion is captured in the following 'Standards'

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	Faculty Staff Cadre; list of expertise required to deliver the curriculum; HR Profile.	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>

Criteria 2: Human and Physical Resources (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
2.2	The Faculty/Institute takes timely measures to ensure that its human resources profile is compatible with its needs and comparable with national and international norms.	HRD policy; Report on the recent recruitments; current HR Profile; Report comparing the expertise available with the national and international norms/benchmarks.	<div> 0123 </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>

Criteria 2: Human and Physical Resources (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and imparts minimum knowledge and competencies required to perform the assigned tasks.	Documentary evidence of the policy and records on new recruits undergoing the induction training; Curriculum of the induction training programmes offered by the University/HEI.	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div> 

Criterion 3 - Program Design and Development

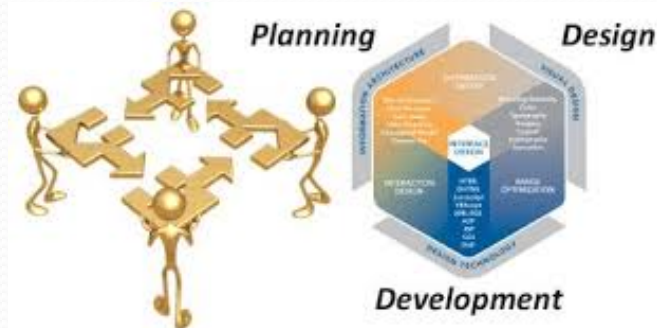
- The scope of this criterion is captured in the following 'Standards'

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
3.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.	Curriculum; Curriculum planning documents; minutes of curriculum planning committee; Faculty policy/plan on curriculum development.	<table> <tr> <td>0</td><td>1</td><td>2</td><td>3</td></tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr> </table>	0	1	2	3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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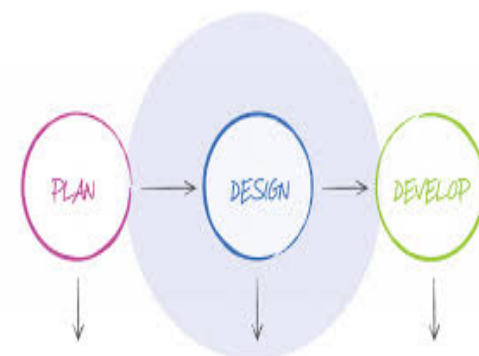
Criterion 3 - Program Design and Development (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
3.2	The Faculty /Institute ensures external stakeholder participation at key stages of programme planning, design and development and review.	Curriculum development policy and plan; minutes of programme development team and composition.	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div>



Criterion 3 - Program Design and Development (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good								
3.3	Programme design process incorporates the feedback from employer/ professional satisfaction survey.	Employer and stakeholders' survey; evidence and reports for feedback from employers considered during programme design and development; programme specifications.	<table> <tr> <th>0</th><th>1</th><th>2</th><th>3</th></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	0	1	2	3				
0	1	2	3								
											



Criterion 4 - Course/ Module Design and Development

Criterion 4 is captured in the following 'Standards'

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
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.	Faculty course design and approval policy and procedures; minutes of Faculty curriculum development (CDC) and other relevant committees.	<div>0123</div> <div><input type="radio"/><input type="radio"/><input type="radio"/><input type="radio"/></div> <div>DESIGN DEVELOP</div>

Criterion 4 - Course/ Module Design and Development (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
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.	Programme specification; course specifications; evidence of course design showing course ILOs aligned with the programme ILOs.	<div>0</div> <div>1</div> <div>2</div> <div>3</div>



Criterion 4 - Course/ Module Design and Development (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide
			0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
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.	Course specification; evidence of compliance with SLQF and SBS/ professional bodies; policy and procedures on course design.	<div>0</div> <div>1</div> <div>2</div> <div>3</div>



Level	Qualification Awarded	Minimum Number of Years for the Award
12	Doctor of Philosophy / PhD with Board Certification/Doctor of Letters/Doctor of Science	Minimum: 3 years of full-time or equivalent time of original research after SLQF 8 or above
11	Master of Philosophy	Minimum: 2 years of full-time or equivalent time of original research after SLQF 4 or above
10	Masters with course work and a research component	60 credits after SLQF 5 or SLQF 6, including a research component of minimum 15 credits
9	Masters by course work	30 credits after SLQF 3 or SLQF 6
8	Postgraduate Diploma	25 credits after SLQF 3 or SLQF 6
7	Postgraduate Certificate	20 credits after SLQF 3 or SLQF 6
6	Bachelor Honours	120 credits after SLQF 2, of which 60 credits after SLQF 3, of which 60 credits after SLQF 4, of which 30 credits after SLQF 5
5	Bachelors	90 credits after SLQF 2, of which 60 credits after SLQF 3, of which 30 credits after SLQF 4
4	Higher Diploma	60 credits after SLQF 2, of which 30 credits after SLQF 3
3	Diploma	30 credits after SLQF 2
2	Advanced Certificate (ACEF) or equivalent	30 credits after SLQF 2
1	Certificate (CCEF) or equivalent	30 credits after SLQF 2

Criterion 5 – Teaching and Learning

Criterion 5 is captured in the following 'Standards'

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
5.1	Teaching and learning strategies are based on the Faculty's/Institute's mission, and curriculum requirements.	University's Corporate/strategic plan; Faculty Handbook and mission statement; Faculty Action Plan; minutes of action plan; programme/course specifications.	<div>0123</div> <div><input type="radio"/><input type="radio"/><input type="radio"/><input type="radio"/></div>



Criterion 5 – Teaching and Learning (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
5.2	The Faculty/Institute provides course specifications and timetables before the commencement of the course.	Course specifications; evidence to show that timely communication to students have been done; student feedback; course evaluation reports.	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>



Criterion 5 – Teaching and Learning (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	Course specifications; student evaluation; Peer review reports; external examiners' reports.	<div>0</div> <div>1</div> <div>2</div> <div>3</div>



Criterion 6 –Learning Environment, Student Support and Progression

***Criterion 6 is captured in the following
'Standards'***

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
6.1	The Faculty adopts a student-friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.	Website with FAQs; job description of relevant staff; administrative structure reflecting interaction between students and staff; students feedback; help desk; student satisfaction survey reports.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>



Criterion 6 – Learning Environment, Student Support and Progression (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
6.2	The Faculty/Institute identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.	Need analysis data and use of it in strengthening the support service for students; physical and documentary evidence of conducive environment; student feedback; student satisfaction survey reports.	<div> 0123 </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>



Criterion 6 – Learning Environment, Student Support and Progression (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
6.3	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centred learning, outcome based education and technology based learning.	Programme plan of SDC; induction and orientation programmes of the Faculty for students; career guidance programme plans; evidence of students attending the programme; evidence of possession of By-laws by students.	<div> 0123 </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>



Criterion 7 – Student Assessment and Awards

Criterion 7 is captured in the following 'Standards'

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	Institution/ Faculty/ Institute policy on outcome based programme design; Programme and Course specifications; By-laws; examination rules and regulations.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>



Criterion 7 – Student Assessment and Awards (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
7.2	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	Curriculum of programme/courses; programme/course specifications; alignment of assessments to ILOs and teaching learning methods; exit survey reports.	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>



Criterion 7 – Student Assessment and Awards (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training etc) and awards.	Evidence of policy on assessment strategies, Minutes of review meetings; by-laws rules and regulations; curriculum evaluation committee minutes; senate minutes; council minutes.	<div> 0123 </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>



Criterion 8 – Innovative and Healthy Practices

The scope of this criterion is captured in the following ‘Standards’

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
8.1	The Faculty/Institute has established and operates ICT- based platform (i.e. VLE/ LMS) to facilitate multi- mode teaching delivery and learning.	Inventory of teaching and learning methods adopted; physical evidence of presence of VLE/LMS; physical verification of use of VLE/LMS; number of courses /documents uploaded into LMS; student feedback.	<div>0123</div> <div><input type="radio"/><input type="radio"/><input type="radio"/><input type="radio"/></div>



Criterion 8 – Innovative and Healthy Practices (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
8.2	The Faculty /Institute encourages the staff and students to use OER to supplement teaching and learning.	Faculty Board approved policy and guidelines on the use OER; evidence of use of OER by teachers and students.	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>

Criterion 8 – Innovative and Healthy Practices (Cont.)

No	Standards	Examples of Sources of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	Document reflecting Faculty policy and strategy on R&D; report on the benefits accrued for undergraduate training from R&D; records on institutional and national recognitions received by academics.	<div>0 1 2 3</div> <div>○ ○ ○ ○</div>



