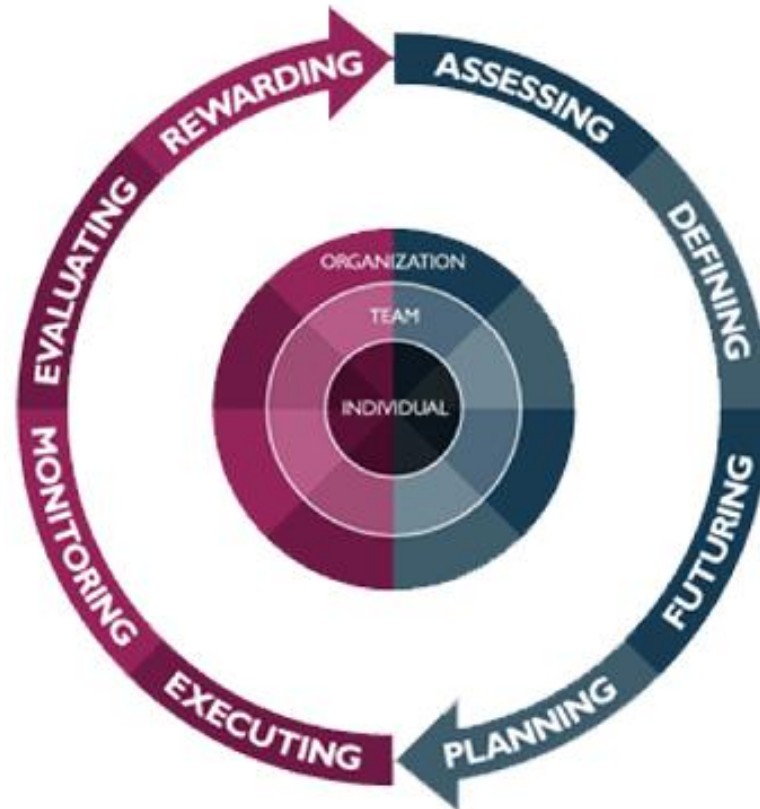


EXTERNAL QUALITY ASSURANCE AT PROGRAM LEVEL: STANDARDS & PERSPECTIVES



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General Principles

- **Universities are public/private institutions and responsible for quality and standards**
- **University accountability for quality and standards is a key factor in promoting and safeguarding public confidence**
- **To identify and share good practice in the provision of education**
- **To enable funding judgments to be taken on the basis of the outcomes of reviews**
- **To safeguard the standards of awards and the quality of delivery**

The main features of the Programme Review (PR)

- Conduct an analytical self-evaluation according to pre-set review aspects
- An external peer review is conducted by an external review panel



The main features of the PR

- The site visit enables the external review team to:
 - Review relevant supporting documents
 - Observe teaching
 - Hold discussions with Programme staff
 - Hold discussions with support and administrative staff
 - Obtain students' views on the quality of learning experience

Aspects of Programme Review

1. Curriculum Design, Content and Review
2. Teaching and Learning
3. Skills Development
4. Assessment Methods
5. Quality of Students, including Student Progress and Achievement



Aspects of Programme Review

6. The Extent and Use of Student Feedback, Qualitative and Quantitative
7. Peer Observation
8. Postgraduate Studies
9. Academic Guidance and Counseling

1. Curriculum Design, Content and Review

- The programme and units within it are at a suitable academic level
- Are there sufficient opportunities for students to gain suitable subject knowledge, analytical skills and personal transferable skills?
- Is there both sufficient breadth and depth in terms of subject coverage?
- Is there sufficient flexibility and student choice?



2. Teaching and Learning

- What is the teaching and learning strategy ?
- How does it articulate with the programme stated aims?
- Does it enable students to achieve intended learning outcomes?
- Are learning outcomes clear to students and staff?
- From the evidence provided in the SER what strengths and weaknesses emerge?



Teach
Learn

3. Skills Development

- Does the programme have a strategy for skills development as part of the curriculum?
- If so, how is this achieved - is the strategy successful?
- If not, are there special modules dedicated to student skills development?
- What are the skills the programme intends students to acquire?
- Are these clearly expressed in student learning outcomes?



4. Assessment Methods

- **Scope:** How the assessment methods adopted by the Department enable it to assess the achievement of intended learning outcomes by students.



5. Quality of Students, including Student Progress and Achievement

- **Recruitment and admissions**
- **Progress and completion**
- **Student achievement**
 - **Student achievement should correspond to:**
 - The level at which students enter the programme;
 - The "added value" anticipated as a result of studying at the institution;
 - The intended learning outcomes for the programme.

6. The Extent and Use of Student Feedback

- How is student feedback obtained and at what intervals?
- Does the feedback cover both module and programme information?
- What methods does the programme use to seek student feedback?
- Is there a dedicated student/staff liaison committee?
- What do the minutes of committees on which students are represented indicate?



7. Peer Observation

- Does the programme have a procedure for observing teaching?
- Does this apply to all staff, including part-time and visiting staff?
- Are peer observation procedures effective?
- What is the evidence for this

Teachers get burned



by peer review!

8. Postgraduate Studies

- Is the quality of staff sufficient to provide academic guidance and leadership
- What are the supervisory arrangements for students?
- Are there programme's mechanisms to ensure that supervisors have sufficient time
- What are student completion rates?
- How are students funded?



9. Academic Guidance and Counseling

- programme's strategy for providing effective academic guidance and counselling
- How do they know whether or not it is working?
- What training do staff (and, if appropriate, students) receive
- Do students receive effective academic guidance during the whole period



3. Assessment Methods

| Criteria | Sources of Evidence | ST / UN |
|--|---|---------|
| 3.1 A range of different methods are used to assess students in an objective, unbiased and confidential manner | University / Faculty handbook for students; Test papers observed by review team; Interaction with staff and students | |
| 3.2 The system of assessment ensures that students have achieved the ILOs (including subject-specific and generic skills) and programme objectives | Curriculum document(s); Past test papers, answer scripts and course work submitted by students; Interaction with staff and students | |
| 3.3 Students are aware of how and when they will be assessed | University / Faculty handbook for students; Interaction with students | |
| 3.4 Question papers are moderated by senior academic staff | Examiner lists in minutes of Faculty Board / Senate meetings; Interaction with academic staff | |
| 3.5 Marking schemes are used in marking answer scripts | Past test papers and marking schemes | |
| 3.6 Answer scripts are second marked by senior / external examiners | Examiner lists in minutes of Faculty Board / Senate meetings; Interaction with academic staff | |
| 3.7 Examination results are usually released in a timely manner (preferably within 6 weeks of completion of exam) | Minutes of Senate meetings; Notices of examination results | |
| 3.8 Students are given an opportunity to appeal examination results | Interaction with staff and students University / Faculty handbook for students | |

Thank You!

