

<b>Criterion 1: Governance &amp; Management</b>			
<b>No</b>	<b>Standard</b>	<b>Score</b>	<b>Comments</b>
<b>1.1</b>	The organizational structure, governance and management system are in compliance with respective Acts, relevant Ordinances and their amendments, Establishment Codes, rules and regulations issued by the relevant Ministries/Authorities or Articles of Association where relevant.	3	
<b>1.2</b>	The University/HEIs Strategic Plan is in alignment with the National Higher Education Policy Framework and Action plans of institutes/ faculties/centres/units are in line with University/HEIs strategic plan.	3	
<b>1.3</b>	Vision and mission statements are clear and articulate publicly the University/HEI's commitments reflecting national, regional and international trends.	2	
<b>1.4</b>	Governance and administrative structures enable the University/HEI to fulfill its mission, goals, aims/ objectives and facilitate effective leadership through policy development and processes for accountability.	3	
<b>1.5</b>	University/HEI engages in participatory, systematic, and integrated planning with all relevant stakeholders in alignment with the Corporate/Strategic plan, assigning responsibilities to them and communicated to all concerned.	3	
<b>1.6</b>	Mechanisms and approved procedures are in place to ensure implementation and monitoring of all institutional policies and strategies, and actions plans.	3	
<b>1.7</b>	Resource allocation is explicitly and transparently linked to activities identified in the annual plans of the respective years.	3	
<b>1.8</b>	The University/HEI has an effective system for the procurement, management and maintenance of equipment and facilities.	3	
<b>1.9</b>	The University's/HEI's financial procedures comply with the requirements of national/University/ HEI financial regulations and guidelines.	3	
<b>1.10</b>	The University/HEI has well defined policies and procedures for seeking and receiving funds from external sources and fund disbursement	3	
<b>1.11</b>	Governance and management based on principles of transparency and participation are monitored through internal and external auditing systems.	3	

<b>1.12</b>	There is a strong commitment by the University/HEI leadership to reflect upon performance, output/outcomes rather than processes and inputs.	2	
<b>1.13</b>	The University/HEI has put in place an information system (MIS) which is complete and current.	3	
<b>1.14</b>	The University/HEI incorporates use of ICT in management, communication, teaching and learning, research and community engagement.	2	
<b>1.15</b>	All staff and students have access to efficient and reliable networked computing facilities including access to university-wide information service and are trained to use them.	3	
<b>1.16</b>	The University/HEI has policies that are enforced on academic honesty and integrity, conflict of interest and ethics.	3	
<b>1.17</b>	The University/HEI recruits adequate, appropriately qualified and experienced staff through transparent mechanisms, take efforts to retain them and upgrade their skills periodically to achieve performance targets.	2	
<b>1.18</b>	The roles, responsibilities, obligations and rights of staff are clearly defined , documented and communicated to all concerned and reviewed regularly.	2	
<b>1.19</b>	The University/HEI has well defined work norms for all categories of staff and adherence to the work norms ensured.	2	
<b>1.20</b>	The University/HEI has well defined work norms for all categories of staff and adherence to the work norms ensured.	1	
<b>1.21</b>	The University/HEI has a clear policy on the use of Subject Benchmark Statements (SBS), Sri Lanka Qualifications Framework (SLQF), Codes of Practice and credit transfer mechanisms.	3	

<b>1.22</b>	The University/HEI has a stated policy and framework for quality assurance (QA) effectively communicated to all internal constituencies.	3	
<b>1.23</b>	The University/HEI has a policy which promotes and rewards innovation in curriculum development, teaching and learning, research and community engagement, and allocates resources accordingly.	2	
<b>1.24</b>	The University/HEI has an explicit policy and a framework on internationalization that includes international student recruitment, staff/student exchange, alliances with off-shore University/HEIs, student support services and cross- border delivery.	2	
<b>1.25</b>	The University/HEI has transparent, fair, effective, and expeditious disciplinary procedures and grievance redress mechanisms for staff and students, which are communicated to all concerned and implemented.	2	
<b>1.26</b>	The University/HEI supports and promotes parity of esteem of both face-to face and distance modes of delivery where programmes are offered through ODL.	3	
<b>1.27</b>	The University/HEI administers relevant welfare schemes for all constituents of the University/HEI.	3	
<b>1.28</b>	The University/HEI has a comprehensive policy and has strategies and action plans drawn up in line with the UGC prescribed policy and strategies to promote GEE and deter SGBV.	0	
<b>1.29</b>	The University/HEI has put into practice a comprehensive policy and has strategies and action plans drawn up in line with the UGC Circular 919 to curb ragging and any other form of intimidation and harassment of students.	1	
	<b>Total</b>	<b>71</b>	

<b>Criterion 2: Curriculum design and development</b>			
<b>No</b>	<b>Standard</b>	<b>Score</b>	<b>Comments</b>
<b>2.1</b>	The University/HEI systematically and consistently maintains conformity of academic programmes with its mission and goals; approval of course design and development by the academic authority; regular monitoring and review of programmes.	2	
<b>2.2</b>	The University/HEI communicates to all concerned the policies and principles on which programmes are designed and developed, and the regulations by which programmes are assessed by the academic authority.	2	
<b>2.3</b>	In programme design and approval the University/HEI makes use of reference points such as SLQF, SBS & Codes of Practice, employment market signals; and expertise from outside including industry and employers.	2	
<b>2.4</b>	The University/HEI adopts outcome-based education (OBE) and student-centred learning (SCL) approach for design and development of curricula of all study programmes and communicates to those involved.	3	
<b>2.5</b>	Curricula of all academic programmes of the University/HEI are constructively aligned with Institutional and discipline-specific graduate profile.	3	
<b>2.6</b>	For each study programme there is a comprehensive document of 'programme specification' which specifies programme outcomes, course objectives/ILOs specified in consistence with graduate profile, SLQF and SBS, course contents, teaching and learning methods, assessment methods and recommended readings.	3	
<b>2.7</b>	Programme and course specifications are publicly available.	3	

<b>2.8</b>	Curriculum and content are up-to date with recent development in pedagogy, subject/discipline-specific advances, and changes in professional standards.	2	
<b>2.9</b>	Content, teaching learning strategies and assessment are carefully structured to facilitate the achievement of learning outcomes and programmes are assessed on the basis of the students' attainment of learning outcomes.	2	
<b>2.10</b>	The University/HEI offers supplementary courses such as vocational, professional, inter- disciplinary & multidisciplinary to enrich the general curricula.	3	
<b>2.11</b>	The University/HEI adopts measures to protect the academic interest of students registered for/ accepted for admission to a programme when a programme is discontinued or suspended.	3	
<b>2.12</b>	All programmes are outcome based and reflected through indicators such as retention rates, time taken for completion of a programme, graduation rates at first attempt, employer satisfaction, admission rates to advanced degree programmes, participation rates in fellowships, internships, societal impacts, etc.	3	
<b>2.13</b>	The University/ HEI has in place a mechanism for annual tracer studies on graduate employment.	3	
<b>2.14</b>	Effectiveness of programmes are regularly monitored at least annually by all relevant stakeholders to ensure appropriate actions are taken to remedy any identified shortcomings.	2	
<b>2.15</b>	The programmes are periodically reviewed (5-year cycle) for continuing validity, synchronizing with EQA and relevance of programmes offered.	3	
	<b>Total</b>	<b>39</b>	

<b>Criterion 3: Teaching and learning</b>			
<b>No</b>	<b>Standard</b>	<b>Score</b>	<b>Comments</b>
<b>3.1</b>	The University/HEI adopts a teaching and learning plan which includes modes of delivery, student support, resource allocation, individual responsibilities, implementation arrangements, and approaches to continuous enhancement of quality.	3	
<b>3.2</b>	The University/HEI adopts the policy of student-centred teaching and learning process to ensure that students actively engage in and interact with all prescribed study material, peers and teachers.	2	
<b>3.3</b>	The University/HEI evaluates and continuously improves its learning provision and regularly benchmarks learning outcomes to ensure consistency.	0	
<b>3.4</b>	The University/HEI ensures availability and equitable access for students and staff to required teaching and learning resources with opportunity to develop skills to use them effectively.	3	
<b>3.5</b>	The University/HEI ensures that the teachers adopt innovative pedagogy and ICT-based learning tools including LMS into teaching learning practices.	3	
<b>3.6</b>	The University/HEI provides opportunities for students to form peer study groups to promote development of necessary skills.	3	
<b>3.7</b>	The University/HEI ensures that all study programmes and courses integrate assessment methods to teaching learning strategy.	2	
<b>3.8</b>	The University/HEI has regular peer and student review of teaching, providing feedback to the teacher for self-improvement.	2	
<b>3.9</b>	The University/HEI recognizes the value of creative and innovative approaches in teaching and rewards those who excel in them.	1	
<b>3.10</b>	The academic staff enrich the content of the discipline and teaching and learning strategy with recent advances in research and published literature.	2	
	<b>Total</b>	<b>21</b>	

<b>Criterion 5: Student Assessment and Awards</b>			
<b>No</b>	<b>Standard</b>	<b>Score</b>	<b>Comments</b>
5.1	The University/HEI has effective procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards; implementing policies and procedures rigorously through appropriate assessment practices to ensure that the academic standards of the awards are maintained.	3	
5.2	The University/HEI reviews and amends assessment regulations periodically as appropriate, to assure itself that the regulations remain fit for purpose.	2	
5.3	Students are assessed using published criteria, regulations, and procedures which are communicated to all students and staff at the time of enrollment/recruitment and applied consistently.	3	
5.4	The University/HEI ensures that staff involved in assessments of students are competent to undertake their roles and responsibilities and have no conflicts of interest.	2	
5.5	Assessment strategy is aligned to the relevant qualification descriptors of the SLQF, the objectives/ILOs, teaching and learning strategies.	2	
5.6	The University/HEI regulates the weightage relating to different components of assessments with respect to ILOs, based on a clear policy stated in the programme/course specifications.	2	
5.7	The University/HEI ensures that the volume, timing and nature of assessment tasks enable effective measurement of students' attainment of ILOs.	3	
5.8	The University/HEI ensures that assessments diagnostic/ summative/formative are conducted with rigour, honesty transparency and fairness and with due regard to security and integrity.	3	
5.9	Students are provided with appropriate and timely feedback to enable them to monitor their progress and promote learning.	1	
5.10	University/HEI has explicit policies and regulations governing the nomination and appointment of both internal and external examiners.	2	

<b>5.11</b>	The University/HEI involves external examiners or an independent second examiner or conference marking in examinations as part of quality control and assurance of academic standards.	3	
<b>5.12</b>	The University/HEI ensures that assessment decisions are documented accurately and systematically and that the decisions of relevant assessment panels and examination boards are communicated to students as early as possible.	3	
<b>5.13</b>	Examination results are communicated without undue delay.	3	
<b>5.14</b>	Disciplinary procedures for handling malpractices such as copying and plagiarism are in place, and strictly enforced.	3	
<b>5.15</b>	University/HEI has in place a policy, mechanism and procedures for recognition of prior learning/qualifications, inter-faculty and inter- institutional credit transfer and made available to prospective applicants.	2	
	<b>Total</b>	<b>37</b>	



<b>Criterion 7: Postgraduate studies, research innovation and commercialization</b>			
<b>No</b>	<b>Standard</b>	<b>Score</b>	<b>Comments</b>
7.1	The University/HEI recognizes post graduate training, research innovation, scholarship, and commercialization as core functions as reflected in the Strategic Plan and organizational structure.	3	
7.2	The University/HEI has established By-laws and Regulations, subject-specific guidelines (where relevant) for postgraduate degrees readily available to students, staff, and examiners.	3	
7.3	The University/HEI has clear procedures for selection, admission, enrollment, and induction of postgraduate students.	2	
7.4	The University/HEI ensures a conducive academic, social and research environment that inculcates scholarship, critical inquiry, innovation, and commercialization where relevant.	3	
7.5	The University/HEI has in place effective arrangements to maintain academic standards and enhance the quality of postgraduate programmes aligned with SLQF.	3	
7.6	The University/HEI promotes a research culture and research excellence within the University/ HEI through offering incentives and rewards to those who excel in research and innovations and dissemination.	3	
7.7	University/HEI provides access to training programmes to the postgraduate academic staff and research students to develop a range of skills and knowledge.	2	
7.8	The University/HEI ensures an appropriate policy for postgraduate supervision with guidelines to supervisors and students.	3	
7.9	University/HEI appoints supervisors with appropriate skills and subject knowledge, and sufficient time to support and encourage research students and to monitor their progress effectively.	2	

<b>7.10</b>	The University/HEI has in place clearly defined guidelines on the role, responsibilities and conduct of postgraduate research supervisors, and ensures their compliance.	3	
<b>7.11</b>	The University/HEI demonstrates that its PG programme has a balance of taught courses and independent research component with appropriate weightage in alignment with SLQF.	3	
<b>7.12</b>	Post graduate assessment procedures are documented in By-laws and complementary guidelines and effectively communicated to all students, relevant staff, examiners and supervisors.	3	
<b>7.13</b>	University/HEI has in place transparent mechanisms to monitor and review progress of postgraduate programmes annually.	2	
<b>7.14</b>	University/HEI has a clearly defined mechanism for monitoring the progress of research students including formative assessments where relevant.	3	
<b>7.15</b>	The University/HEI has clearly formulated policies and procedures on data recording and maintenance and confidentiality of records.	3	
<b>7.16</b>	The University/HEI promotes and facilitates dissemination and publication of research in accredited/refereed journals and apply for patents where relevant.	3	
<b>7.17</b>	The University/HEI has clear policies on criteria for authorship of research output, and publications of papers, innovation, patents and Intellectual Property Rights (IPR).	3	
<b>7.18</b>	The University/HEI ensures that postgraduate students adhere to ethical guidelines, intellectual property rights and authorship criteria.	3	
<b>7.19</b>	The University/HEI has clearly formulated policies regarding potential conflicts of interest communicated to research students and staff.	1	
<b>7.20</b>	The University/HEI has a stated Code of conduct and ethical practices in research implemented through an ethical review committee.	3	
<b>7.21</b>	The University/HEI has policies and procedures which are enforced to deal with research misconduct such as plagiarism, deception, fabrication or falsification of results.	2	
<b>7.22</b>	The University/HEI has fair, transparent, robust and consistently applied complaints and appeals procedures appropriate to all categories of postgraduate research students.	2	

<b>7.23</b>	The University/HEI has a policy on collaboration/partnerships with local, national, regional and international organizations to share knowledge, expertise, human resources, services and research with criteria for monitoring and evaluation.	3	
<b>7.24</b>	The University/HEI facilitates interaction with industry and wider society providing new avenues for applied research (such as research incubators).	3	
<b>7.25</b>	The University/HEI has policies, Institutional arrangements and procedures for research/ innovation and commercialization.	3	
	<b>Total</b>	<b>67</b>	

<b>Criterion 8: Community engagement, consultancy and outreach</b>		
<b>No</b>	<b>Standard</b>	<b>Score</b>
<b>8.1</b>	The University/HEI has a policy and strategy to foster and promote consultancy and extension services to build linkages with industry and community.	3
<b>8.2</b>	The University/HEI has appropriate mechanisms and adequate resources to facilitate and encourage staff and students to engage in community services, consultancy services and outreach activities for the benefit of the wider community and such programmes are widely publicized.	3
<b>8.3</b>	The University/HEI monitors community perceptions of its activities and adopts appropriate strategies to improve the understanding and enhancement of its reputation.	2
<b>8.4</b>	The University/HEI collaborates with external partners such as industry/business/state sector institutions for work-based or industry-placement learning as part of the programme of study with clearly defined ILOs.	3
<b>8.5</b>	The University/HEI ensures that the staff involved in teaching of work-based or industry- placement assignments are appropriately qualified and competent to fulfill their role.	3
<b>8.6</b>	Where appropriate professional courses have access to service facilities as required, through which faculties could provide a professional service to the public.	3
	<b>Total</b>	<b>17</b>

<b>Criterion 9. Distance education</b>		
<b>No</b>	<b>Standard</b>	<b>Score</b>
9.1	The University/HEI in alignment with national policy and in consistence with its mission, operates a mechanism through open and distance learning (ODL), for those unable to enter a conventional system but aspire for higher/ tertiary education.	3
9.2	The University/HEI offers ODL programmes through a Centre for Open and Distance Learning (CODL) in alignment with the policy framework and guidelines issued by the UGC.	3
9.3	The University/HEI ensures that students enrolled satisfy the requirements for admission as stipulated by the UGC.	3
9.4	The University/HEI has policies addressing number to be admitted for each EDP, time for course development, sharing of instructional responsibilities among the staff, and effective teaching using ODL methods.	2
9.5	The University/HEI ensures sufficient facilities, equipment, and financial resources to support Distance Education.	2
9.6	The University/HEI provides adequate services to enable the learners to achieve their educational outcomes through Distance Education.	2
9.7	The University/HEI offers learner support and provides students access to learning resources such as library, LMS equivalent to those available for on- campus students either within the University/HEI or external to it.	2
9.8	The University/HEI has identified measurable and achievable student performance outcomes so that ODL courses and programmes within the same discipline are aligned to SLQF, and comparable in respect of quality with internal programmes.	1
9.9	The University/HEI supports parity of esteem of both face- to-face and distance modes. Certification of qualifications and awards makes no distinction between modes of study.	3
9.10	The University/HEI has clear policies on ownership of learning materials and protection of copyrights.	3
9.11	The CODL operates an IQA system as a part of the University/ HEI - IQA system and takes responsibility of internalizing good practices outlined in the EDP - QA Manual (2014).	2

<b>9.12</b>	The degree awarding University/HEI has policies and practices in place to ensure the quality of any external training University/HEIs.	2
<b>9.13</b>	Policies, procedures and systems are in place for off- shore academic programmes, to ensure sustenance of the institution, assurance of academic quality, and selection of partners, operational efficiencies, financial success and strategic relevance.	0
	<b>Total</b>	<b>28</b>

<b>Criterion 10. Quality Assurance</b>		
<b>No</b>	<b>Standard</b>	<b>Score</b>
<b>10.1</b>	University/HEI adopts quality assurance (QA) policy and strategy in alignment with the national policy on QA in Higher Education.	3
<b>10.2</b>	Quality assurance processes involve all sections of the University/HEI effectively integrated into the normal planning and administrative processes.	3
<b>10.3</b>	The stated policy and associated procedures for assurance of quality and standards are communicated to all stakeholders and implemented through internal quality assurance (IQA) mechanisms.	3
<b>10.4</b>	The University/HEI promotes internalization of best practices in its various units as a move towards quality culture through the (IQA) system.	3
<b>10.5</b>	The University/HEI has an established and effective internal quality assurance system with internal quality assurance unit (IQAU) at the centre and internal quality assurance cells (IQAC) at the faculty level.	3
<b>10.6</b>	The University programmes/ courses/awards are reviewed regularly against identified performance targets by the IQAU and IQAC and reported at the Senate and Councils, and improvement plans are implemented by the faculties/ departments.	2
<b>10.7</b>	Recommendations/comments made by previous external quality assurance (EQA) reports are adequately addressed by IQAU and IQAC, Faculty Boards, Senate and Council and monitored by the IQAU.	3
	<b>Total</b>	<b>20</b>

## Summary scores

University:	University of Ruhuna					
Faculty / Institute:						
Degree programme:						
Criterion No.	Assessment Criteria	Weight	Raw Score	Converted Actual Score	Weighted Minimum Score	Above WMS (Y/N)
1	Governance and Management	180	71	147	90	Y
2	Curriculum Design and Development	120	39	104	60	Y
3	Teaching and Learning	100	21	70	50	Y
4	Learning Resources, Student Support and Progression	80	33	63	40	Y
5	Student Assessment and Awards	100	37	82	50	Y
6	Strength and Quality of Staff	100	25	76	50	Y
7	Postgraduate studies, Research, Innovation and Commercialization	100	67	89	50	Y
8	Community Engagement, Consultancy and Outreach	60	17	57	30	Y
9	Distance Education	40	28	29	20	Y
10	Quality Assurance	120	20	114	60	Y
	<b>Total Score</b>	<b>1000</b>	<b>358</b>	<b>831</b>		
	<b>Total Score (%)</b>			<b>83.07</b>		
	<b>Final grade</b>			A		
<b>Guide to award of final grade</b>						
Total actual score %	Criteria-wise actual score	Grade	Performance descriptor			
80 - 100	Equal to or more than the minimum weighted score for all eight criteria	A	Very good			
70 - 79	Equal to or more than the minimum weighted score for seven of the eight criteria	B	Good			
60 - 69	Equal to or more than the minimum weighted score for six of the eight criteria	C	Satisfactory			
0 - 59	Irrespective of minimum weighted criterion scores	D	Unsatisfactory			