

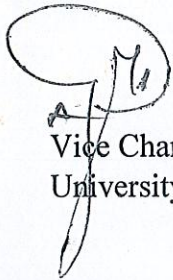
27/05/16
DR

Council Memo: C/410/2.1

Internal Quality Enhancement Policy and Framework – University of Jaffna

The Senate at its 412th meeting held on 24.05.2016 recommended the Internal Quality Enhancement Policy and Framework – University of Jaffna

Approval of the Council is solicited.



Vice Chancellor
University of Jaffna

DR / Academic

The Council at its 410th meeting held on 28.05.2016 approved / did not approve / noted the above.

A. U.
Registrar
28.05.2016

Registrar's Office
University of Jaffna.

Assistant Registrar
Academic Branch

30 MAY 2016

University of Jaffna
Sri Lanka

Internal Quality Enhancement Policy and Framework
University of Jaffna

A document on Internal Quality Enhancement Policy and Framework, University of Jaffna prepared by the Chairman, Internal Quality Assurance Unit is submitted for the approval of the Senate.

K. Kandaramy

Prof Vice-Chancellor

DR Academic

The Senate at its *412nd* meeting
held on *24/5/2016* ~~approved/did not~~
~~approve/Confirmed/noted~~ the above
[Signature]
Secretary to the Senate

Internal Quality Enhancement Policy and Framework
University of Jaffna

1. Preamble

The ongoing changes in higher education, in the wake of national educational reforms, the UGC directives and the challenges put forth by globalization, necessitate that the University of Jaffna (UoJ) actively engage itself in the development and implementation of quality assurance standards in all its key performance areas. Committed to enhance quality, and ensure and sustain the quality of academic performance, the University of Jaffna has defined the Internal Quality Enhancement System (IQES) and established the Internal Quality Assurance Unit (IQAU) at University level and Internal Quality Assurance Cells (IQAC) at Faculty level to institutionalize the process of quality enhancement and sustenance of quality in all the key areas of its delivery.

The IQAU is the nodal agency entrusted with the responsibility of ensuring total quality management by ushering in innovations leading to achieving excellence and adoption of intervention strategies for monitoring their successful implementation. Ever in quest for excellence, the IQAU functions to assure institutional accountability with probity to all the stakeholders, funding agencies: UGC and MHE in particular and society as a whole. In this regard IQAU and IQACs will ensure adopting of the Sri Lanka Qualification Framework and UGC adopted manuals namely Institutional Review Manual and Program Review Manual.

In order to empower, IQAU and IQACs to engage in fostering quality enhancement within the university and also to ensure the active involvement in higher management in institutionalizing quality culture, the following Quality Assurance Principles, Policy and Quality Enhancement Framework is proposed for review of the Senate and approval of the Council. In order to empower the Internal Quality Enhancement system, the accompanied by By-law is also proposed for the approval of the Council.

2. Quality Principles

The UoJ believes that the following principles should inform its approach to quality assurance:

- i. quality assurance should not detract from or become a substitute for quality,
- ii. quality assurance operates at the University and Faculty and departmental as well as unit/centre levels, with the responsibilities that this entails (*including resolving short-term breakdowns and gathering and using regular feedback on academic development and planning, study programmes*), within a broader context where the Senate, Academic Boards: Faculty Boards and Management Committees, have collective responsibility for the standard of the UoJ's academic awards,
- iii. quality assurance should be a preliminary to quality enhancement and a greater proportion of energy and resource should be devoted to the latter,
- iv. good quality internal evidence, including student opinion, external examiner reports and student performance data, should be used to support quality assurance and enhancement processes,
- v. the findings from quality assurance should be made public in such a way as to share different practices and innovations across departments and to show students that quality is taken seriously,
- vi. departmental teaching, learning and assessment practices should be subject to review, for example through use of teaching observation, as a means both of assuring quality, of aiding staff development and of sharing different practice, and
- vii. the UoJ must be in a position to demonstrate its standards to its students and their stakeholders.

3. Quality Policy

University of Jaffna is committed to enhance quality aspects all spheres of activities including governance and management, academic development and planning, teaching and training and assessments and awards, student support and welfare system and research and innovation, scholarship and outreach activities. In achieving this task , the UoJ is committed for the following:

- i. the goal of quality enhancement (QE) will be achieved through institutionalizing quality culture with in the University as a whole and more specifically within all Faculties and Centres/Units, and institutionalization quality culture will be realized by establishing and operationalizing the internal quality assurance (IQA) system whose functions will be complimented with external quality assurance (EQA) process that is operationalized by the UGC-QAAC,
- ii. the driving force of promoting quality enhancement is the University Standing Committee on Internal Quality Enhancement System (S/C of IQES) and apex unit or nodal point of driving IQES is the Internal Quality Assurance Unit (IQAU) with its sub-units operating at Faculty/Centre/Unit levels, Internal Quality Assurance Cells (IQACs),
- iii. the primary responsibility of IQAU & IQACs is to promote internalization of best practices among the individuals as well within all spheres of governance and management relating to academic administrative system of the university to promote continuous the quality enhancement,
- iv. the IQES is empowered through accompanied by-law and shall design and introduce best practices and standards for key elements, procedures and guidelines (as manuals; handbooks, by-laws, etc.) for academic development and planning, teaching and training, assessment and wards, and student support services and welfare and research and development and outreach activities, and
- v. all stakeholders are required to comply with the guidelines issued by the IQES, and participate fully in IQAU and IQACs driven activities such as training programmes and workshops organized/conducted, and implementation and monitoring process

and addressing all shortcomings, gaps and deficiencies highlighted by regular internal quality review process.

4. Quality Enhancement Framework

- i. The IQES comes under the purview of the Vice Chancellor and assisted and guided by the Senate Standing Committee on Quality Monitoring and Enhancement (S/C on IQES).
- ii. The IQAU comes under the preview of the Vice Chancellor and it is affiliated to Academic Affairs Department of the Central Administration for administrative purpose and logistic support.
- iii. The nodal point of the IQES is the IQAU which drives the internal quality assurance system centrally and through its faculty-level sub-units, called International Quality Assurance Cells (IQACs).
- iv. The IQACs are coming under the preview of respective Deans of Faculties.
- v. The IQES has to perform two broad functions, namely:
 - a) Promotion of adoption and internalizing new trends and technologies in higher education provisions, and
 - b) Internalizing quality principles and culture in all spheres of university activities.
- vi. The IQES performs these two broader functions under the guidance of S/C on IQES, and through the apex unit, IQAU and faculty-level functional sub-units, IQACs.
 - a) The first aspect has to be performed in liaison with Senate Standing Committee on Academic Development and Planning or equivalent and Faculty-level Curriculum Development Committees. These include, among many other things, the promotion of adoption Sri Lanka Qualification Framework and outcome-based education and student-centered learning (OBE-SCL) principles in curricular development and teaching and learning, and assessments. In additions it is expected to promote the use of ICT-based tools and techniques to promote blended teaching and learning.
 - b) The second function has to be performed in liaison with the Faculty level IQACs. This includes promotion of adoption and internalizing quality principles and culture in accordance with guidelines and best practices prescribed through relevant UGC adopted QA Manuals and conducting of periodic internal quality reviews. Further, this unit has to facilitate the higher management and faculties in addressing the deficiencies/shortcomings highlighted and recommended made by the external quality assurance reviews

4.1 Organizational Structure and Management of IQES

The IQES is tightly coordinated system to promote internalizing and institutionalizing national guidelines prescribed by the UGC and Ministry of Higher Education (*i.e. Sri Lanka Qualification Framework and Guidelines for Curricular Development, Teaching and Training & Assessment, Teaching English as a Second Language, training on ICT and soft skills, ethnic harmony and social cohesion, etc.*) and quality dimensions (*best-practices and standards*) prescribed by the national quality assurance system (*i.e. UGC-QAAC*). It is operated by central unit (IQAU) which functions as the catalytic centre in liaison with faculty-level subunits (IQACs).

a) Standing Committee on IQES

Composition

- Vice-Chancellor-Chair
- Deputy Vice-Chancellor (if exists)
- Deans of Faculties
- Director/IQAU
- Coordinators of IQACs (Faculty Cells)
- Chairpersons of Curriculum Development Committees of Faculties
- Chairperson/Strategic Planning and Statistics Unit
- Librarian or nominee
- Registrar or nominee
- Bursar or nominee
- Internal Auditor
- SAR/Academic Affairs (functions as the Convener cum Secretary)

Functions

- Developing an Action Plan for the coming year with clearly specified actions, responsibilities for the completion of the actions specified and target dates for the completion.
- Monitor the extent of implementing the university' policies and regulations and facilitate the process where needed.
- Review the progress of adoption of Subject Benchmark Statements, SLQF Guidelines and OBE-SCL approach in the development of curricula of study programmes and courses/modules.

- Review the progress in transforming teacher-centered teaching and training to student-centered teaching and learning, and adoption of multimode delivery blended methods including the use of computer-aided teaching and training methods.
- Review of progress of internalizing quality principles and cultures in accordance with guidelines and best practices prescribed through relevant UGC approved QA Manuals, Benchmarks and SLQF and where necessary facilitate speedy internalization.
- Evaluate the extent of the effectiveness of the internal review system for quality assurance In liaison with IQAU and IQACs through checking quality of the annual programme reports ;extent to which academic departments adhere to the enhancement plans;
- Improve the level of educational programmes and other elements affecting them through identification of good practice as well as learning deficiencies and obstacles; performance follow-up, suggestions for development and enhancement ;and the systematic review and development of processes for establishing effective policies , strategies and priorities to support continuing improvement.
- Make any proposals or suggestions for the improvement of the process of self-evaluation and annual reporting together with constructive comments on the templates and guidelines that support reviews at course, programme, and faculty level.
- Identify programmes falling short of reference standards, propose remedies and facilitate the remedial measures.
- Identify programmes where retention and progression rates are high, identify reasons and any elements of good practice which could be replicated in other programmes. Similarly identify programmes where retention and progression are disappointing make proposals for improvement
- Review the progress of academic reforms and facilitate the faculties to keep abreast with the trends.

b) IQAU

The IQAU is the apex catalytic centre of IQES, headed by a Director, appointed by the Vice Chancellor with the approval of the Council from among the senior academic staff (i.e. Sr. Lecturer Grade I or above) of the university on par-time basis for a period of three years, with provision for extension. Alternatively, this task could be undertaken by the Deputy Vice Chancellor, if such a position exists. The Director of the Unit shall be assisted by Coordinating Committee of IQAU (CC/IQAU). The composition and the Terms Reference of the CC/IQAU, and the Duties of the Director/IQAU are given in Section 4.2.

c) IQAC

The IQAC is the faculty- or institute-level subunit of the IQES, and shall be headed by a coordinator appointed by the Dean with the approval of the Faculty Board, appointed from among the senior academic staff (i.e. Sr. Lecturer Grade I or above) of the Faculty on par-time basis for a period of three years, with provision for extension. The Coordinator of the Cell shall be assisted by Coordinating Committee of IQAC (CC/IQAC). The composition and the Terms Reference of the CC/IQAC, and the Duties of the Director/IQAU are given in Section 4.3.

4.2 Internal Quality Assurance Unit (IQAU)

a) The composition Coordinating Committee of Internal Quality Assurance Unit (CC/IQAU)

Director/Internal Quality Assurance Unit as the Chairperson

Coordinators of Internal Quality Assurance Cell of the Faculties,

Registrar or nominee,

Bursar or nominee,

Librarian or nominee,

Coordinators of IQACs (Faculty Cells)

Chairpersons of Curriculum Development Committees of Faculties

Director/Staff Development Centre,

Director/Career Guidance Unit

Director/CICT

Director/Student Welfare,

Any other member/nominee as relevant, and

Executive Officer in-charge of Academic Affairs Department/Division (*as the Convener cum Secretary of the Committee*).

b) The TOR of the Coordinating Committee of IQAU

The Terms of Reference for the CC/IQAU are given in below:

- 1) Design and develop by-laws for governance and management of the IQA system, including the management IQAU & IQACs,
- 2) Develop & prescribe institutional by-laws, guidelines and manuals pertaining to academic development and planning, teaching and learning, assessment, learner support services, research and innovations, community outreach etc. (i.e. *Manual on Academic Development and Planning, Examination By-laws, Students' Disciplinary By-laws, Laboratory Manuals, etc.*) and promote the adoption of such By-laws/guidelines/ manuals.
- 3) Promote the adoption of UGC-QAAC prescribed quality dimensions (best practices & standards) at all levels of operations for reaching the national standards/benchmarks,
- 4) Review the progress of adoption of University - wide academic reforms and internalizing quality principles and quality culture,
- 5) Liaise with the UGC-QAAC in implementing external quality assurance reviews (both Institutional and Study Programme reviews),
- 6) Review the EQA Review (*both Institutional and Study Programme Reviews*) & IQA Review reports, and design and adopt action plans for quality enhancement, based on recommendations coming from such reports,
- 7) Monitor the progress of implementation of annual quality enhancement work plans, both at university level and faculty level, and
- 8) Guide and assist the Director/IQAU in executing his/her duties.

c) Duties and Responsibilities of the Director of IQAU

The duties and responsibilities of the Director/Internal Quality Assurance fall into three main categories:

i. Coordination of Academic Affairs Related Activities

- i) Promote adoption of guidelines and benchmarks prescribed/adopted by the university in academic development and planning in accordance with guidelines prescribed by the UGC and Ministry of Higher Education such as Sri Lanka Qualification Framework Manual for level and qualification descriptors, Course

Unit System, Unified GPA System, Outcome-based Education and Student-centered Learning (OBE-SCL) approach into curricula development of study programmes and courses, blended teaching and learning, and formative and summative assessments, etc.,

- ii) Promote the adoption of university prescribed by-laws, guidelines and manuals for the use in within the university (*such as Manual on Academic Development and Planning, Examination By-laws, Students' Disciplinary By-laws, Laboratory Manuals, etc.*),
- iii) Promote adoption of blended-teaching and learning – use ICT tools with conventional pedagogical methods,
- iv) Promotion of inter-faculty credit transfer, synchronization of academic programmes, and interfaculty cooperation & resource sharing,
- v) In liaison with faculties, set the university academic calendar annually & synchronized academic time tables, and
- vi) Regularly brief the S/C on IQES through written submission on the progress made in internalizing quality culture within the university and across the Faculties/Institutes/Centres/Units.

ii. Coordination of Quality Assurance Related Activities

- i) Function as the officer-in charge of Internal Quality Assurance Unit (IQAU) of the University and hence coordinate all IQA related activities within the University, in liaison with Internal Quality Assurance Cells (IQACs) of respective Faculties,
- ii) Develop by-laws for the operational aspects Internal Quality Assurance System that would empower the IQAU and IQACs to undertake annual review of institution (i.e. university-wide operations) and faculties (i.e. faculty level operations),
- iii) Promote adoption of quality enhancement mechanism (such as PDCA Quality Development System) for internalizing quality principles and culture – i.e. Develop guidelines/manual (*including criteria, standards, best practices, etc.*), promote adoption of best practices and standards, with respect to the ten criteria in the IR Manual, conduct of IQA Reviews on regular basis, and design and commence succeeding quality enhancement cycles based on preceding IQA review findings,
- iv) Liaise with the UGC through its` Quality Assurance and Accreditation Council (QAAC) and other external agencies, in facilitating the conduct of external reviews,
- v) Coordinate the preparation of Institutional Self-evaluation Report (SER) and assist in preparation of Institutional SER for External Quality assurance Reviews, and
- vi) Provide advice and guidance on QA matters to all, Faculties, Institutes, departments, divisions, and Centres/Units.

iii. Coordination of other Activities

- i) In liaison with the Strategic Planning and MIS Unit, conduct regular market surveys & tracer studies to assess,
 - a) Manpower needs & trends,
 - b) Employees feedback on quality & performance of UoJ graduates,
 - c) Emerging areas of importance that require trained manpower, and
 - d) Tracer studies of UoJ graduates
- ii) Promote new academic degree programmes, diplomas & certificate courses for offering through internal and open and distance education modes, and
- iii) Conduct public awareness & promotion campaign through mass media about the University, University programmes & the research and development.

4.3 Internal Quality Assurance Cell (IQAC)

a) Composition of the Coordinating Committee of IQAC (CC/IQAC)

Dean of the Faculty as the Chair
Heads of Departments,
Coordinator/Internal Quality Assurance Unit
Chairpersons of Curriculum Development,
Chairpersons of Higher Degrees Committee,
Chairpersons of Research Committee,
Deputy Proctor (if any),
One Sr. Student Counselor (representing student counselors),
Coordinators of other relevant units (i.e. education unit, career guidance unit, English Language Teaching sub-unit, etc.),
Librarian/Assistant Librarian,
Any other member/nominee, as relevant/appropriate, and
the AR/SAR/DR of the Faculty, as the Secretary of the Committee.

b) Terms of Reference of the Coordinating Committee of IQAC

- i. Guide the IQAC in adoption of relevant by-laws prescribed by the University for governance and management of the IQAC,
- ii. In liaison with the Curriculum development Committee, promote adoption of guidelines and benchmarks prescribed/adopted by the university in academic development and planning in accordance with guidelines prescribed by the UGC and Ministry of Higher Education such as Sri Lanka Qualification Framework Manual for level and qualification descriptors, Course Unit System, Unified GPA System, Outcome-based Education and Student-centered Learning (OBE-SCL) approach into

- curricula development of study programmes and courses, blended teaching and learning, and formative and summative assessments, etc.,
- iii. Guide the IQAC in promoting internalizing quality principles and dimensions prescribed by the UGC-QAAC within the Faculty - with respect the study programme management, curricular design and development, course design and development, teaching and learning, student support and services, assessments, and other allied functions and services,
 - iv. Guide the IQAC to design and implement regular internal quality reviews,
 - v. Review the EQA Review (*both Institutional and Study Programme Reviews*) & IQA Review reports and adopt action plans based on recommendations coming from such reports,
 - vi. Guide the IQAC to implement quality enhance plans and monitor the progress of implementation of annual quality enhancement work plans, and,
 - vii. Guide and assist the Director/IQAC in executing his/her duties.

c) Duties and Responsibilities of the Coordinator of IQAC

The duties and responsibilities of the Coordinator/Internal Quality Assurance Cell fall into three main categories:

i. Coordination of Academic Affairs and Related Activities

Liaise with Curriculum Development Committee in internalizing the following academic reforms:

- a. Adoption of guidelines and benchmarks prescribed by Sri Lanka Qualification Framework Manual for level and qualification descriptors in designing the curricula of study programme and courses including the adoption of Course Unit System, Unified GPA System, outcome-based Education and Student-centered Learning (OBE-SCL) approach into curricula development of study programmes and courses, and blended teaching and learning, and summative and formative assessments,
- b. Adoption of blended-teaching and learning – use ICT tools with conventional pedagogical methods, and
- c. Adoption of Inter-faculty credit transfer, synchronization of academic programmes, and interfaculty cooperation & resource sharing, and

ii. Coordination of Internal Quality Assurance Related Activities

Function as the officer-in charge of Internal Quality Assurance Cell (IQAC) of the Faculty and promote the following IQA related activities within the Faculty hence in liaison with IQAU in liaison with Internal Quality Assurance Unit of the University:

- a) Adoption of University approved by-laws for the operationalizing Internal Quality Assurance System that would empower IQACs to promote internalizing

university approved/prescribed by-laws/guidelines/manuals for curricular development, teaching and training and assessments.

- b) Adoption and implementation of quality enhancement mechanism (such as PDCA Quality Development System) for internalizing quality principles and culture – i.e. promote adoption of best practices and standards, conduct of IQA Reviews on regular basis, and design and commence succeeding quality enhancement cycles based on preceding IQA review findings,
- c) Promoting the adoption of university prescribed procedures within the Faculty (*such as Manual on Academic Development and Planning, Examination By-laws, Students' Disciplinary By-laws, Laboratory Manuals, etc.*),
- d) Liaising with the IQAU and UGC-QAAC and other external agencies, in facilitating the conduct of external reviews,
- e) Assisting IQAU in preparation of Institutional Self-evaluation Report (SER) and coordination of the preparation of Programme-specific SERs for External Quality Assurance Reviews, and
- f) Providing advice and guidance on QA matters to all departments/centers/units