



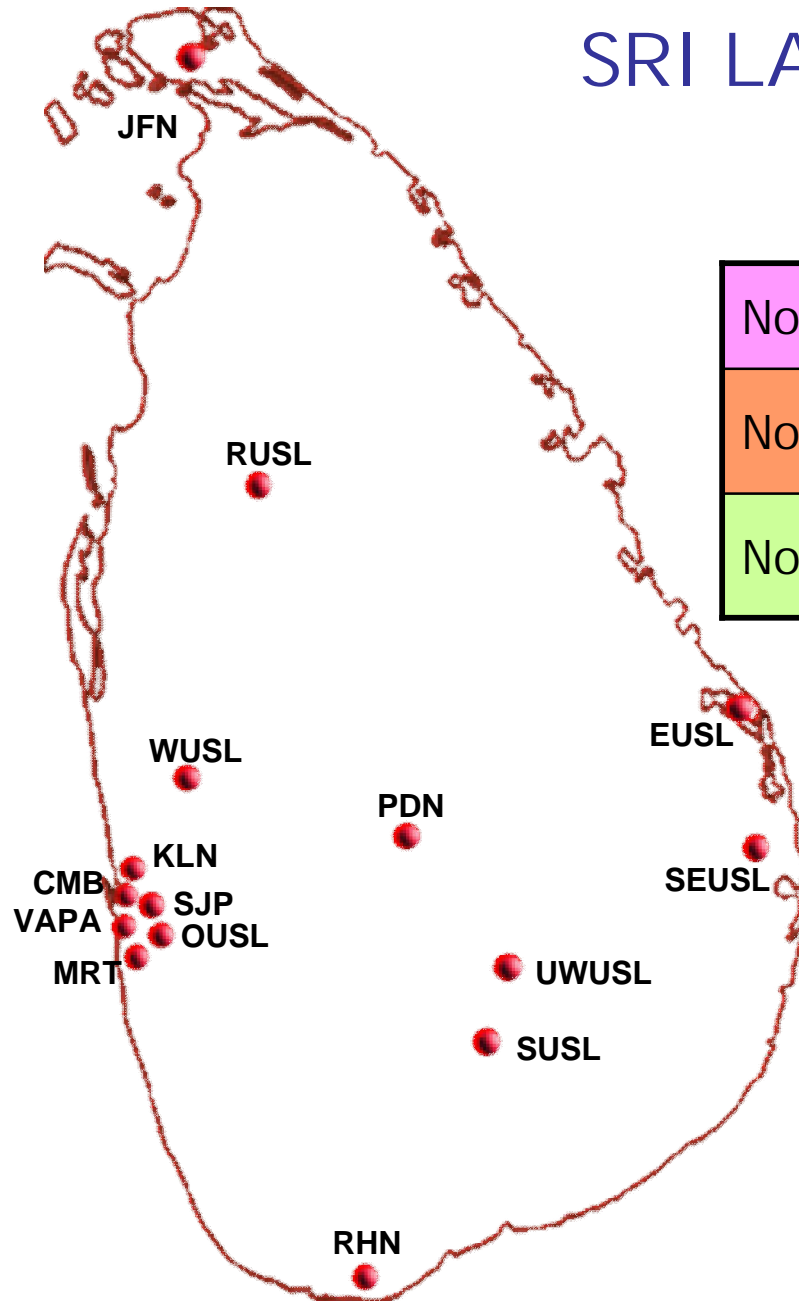
NEED FOR QUALITY ASSURANCE AND ACCREDITATION IN SRI LANKAN UNIVERSITIES

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IRQUE Project
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UNIVERSITY EDUCATION IN SRI LANKA



No. of Universities	15
No. of Faculties	72
No. of Degree Programmes	62



STATISTICS IN UNIVERSITY EDUCATION



University	No. of Faculties	No. of Degree Programmes	Student Population (2005)	No. of Academic Staff
CMB	6	10	9, 686	431
PDN	7	16	10, 523	646
SJP	4	12	8, 699	400
KLN	5	9	7, 925	374
MRT	3	11	4, 028	211
JFN	5	20	4, 452	246
RHN	7	8	6, 366	356
EUSL	5	9	1, 644	111
SEUSL	4	6	1, 117	68
RUSL	4	8	2, 159	54
SUSL	5	7	2, 647	124
WUSL	4	4	1, 690	74
UWUSL	3	5	168	28
VAPA	3	3	2, 419	35
Total			61, 104	3, 123



Characters of Universities 20th Century



- Government to continuously provide adequate funding
- Highly politicized and militant university community
- Isolation of universities from markets
- Academics believe in idealism, nationalism, liberalism, radicalism etc.
- Supplied on national basis - mostly for local students
- Government regulated
- Competition and profits were almost unknown
- Smaller enrolment for elitist students (studies or wealth)



Universities in 21st Century



- Higher Education is International
- Annual Growth in Enrolment is 7%
- Active Participation of Private Sector and Religious Organizations
- **Quality and Relevance are Important**
- Annual Tuition Fee Income US\$ 30 billion
- Universities Compete for Talent and Money
- Mass Higher Education (Higher Education for all)
- Role of State is Shrinking and Diminishing
- Demand Exceeds the Supply



Higher Education in Sri Lanka



Enrolment in Higher Education in Sri Lanka - 2006

- 550,000 students sat OL Exam (Pass rate 43%)
- 230,000 Students sat AL Exam (Pass rate 50%)
- 117,000 Students Qualified to enter into a University
- 17,283 Students admitted to Public Universities
- 6,000 Enrolled in Public Higher Education Institutes





Strengthening Quality Assurance and Accreditation



- Preparatory Workshops (February 2001)
- Committee of QA under the CVCD (2002)
- Standing Committee for QAA/UGC and the Department of QAA (December 2004)
- Internal QA Units in Universities (February 2005)
- QAA Council (August 2005)
- Full Membership in INQAAHE (January 2006)
- Intermediate Membership in APQN (March 2006)
- Independent Board of Quality Assurance (After New Act)



MAIN COMPONENTS

- Codes of Practice
- Subject Benchmarking
- Credit and Qualification Framework
- External Quality Assessments (EQA)
 - Institutional Review (IR)
 - Subject Review (SR)



EQA – OBJECTIVES

- To Safeguard the Standards of Awards and Quality of Delivery
- To Identify and Share Good Practices
- To Enable Funding Judgments based on Review Outcomes
- To Use the Existing Structures without Additional Bureaucracy
- To Inculcate the **QUALITY CULTURE**



IR – ASPECTS OF EVALUATION



1. University Goals and Corporate Planning
2. Financial Resources and Management
3. Research
4. Quality Management and Administration
5. Quality Assurance
6. Learning Infrastructure and Student Support
7. External Degree Programmes
8. University/Industry/Community/Other Extension Activities





SR – ASPECTS OF EVALUATION



1. Curriculum Design, Content and Review
2. Teaching, Learning and Assessment Methods
3. Quality of Students including Student Progress and Achievements
4. Extent and Use of Student Feedback
5. Postgraduate Studies
6. Peer Observation
7. Skills Development
8. Academic Guidance & Counseling





LESSONS LEARNT





PROGRESS DURING THE INITIAL PHASE



- Concept of QA in HE is a new phenomenon to the Sri Lankan university system
 - Need for an active awareness campaign at the initial stage was strongly felt.
 - Awareness programmes were launched in 2005
- Considerable progress has been achieved
 - During Nov 2004 to Dec 2006, the QAA Council was able to conduct 68 SR assessments in different public universities
- Many have accepted the benefits of EQA



TRANSPARENCY AND FLEXIBILITY OF THE EQA PROCESS



- Review panels appointed by the QAA Council have to be accepted by the institute/department
- Review report has to be accepted by the institute/department
- Making the process as flexible as possible, at least during the first review cycle



SHARING OF GOOD PRACTICES

- First review cycle is not expected to result in ranking of universities and programmes or any form of accreditation
- Main expected outcome of the first review cycle is the introduction of good practices
- QAA Council has initiated a series of workshops on weaker aspects in SR



IQA WITH EQA



- Internal Quality Assurance (IQA) procedures have to be strengthened along with EQA
- IQA mechanisms
 - would bring the staff members in the same institution together to share and learn from each other
 - would create a sense of responsibility



CONCLUSIONS & SUGGESTIONS FOR FUTURE DEVELOPMENT



- Need for a multi-pronged strategy to gain a wider acceptance of the EQAs by the majority of the university community has to be emphasized
- It is desirable to evaluate the impact of EQAs conducted before the commencement of the second review cycle
- More workshops and seminars would be needed to facilitate discussions on the lessons learnt
- the institutional strategies have to be linked with IQA processes



- It has to be accepted that the QA is a never ending process
- When planning for the future, it is imperative that the wealth and knowledge already available internationally has to be taken into consideration along with the lessons learnt from the EQAs in Sri Lankan conditions



Quality Assurance & Accreditation Council of the University Grants Commission, Sri Lanka



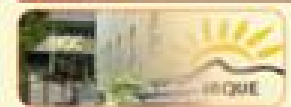
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News & Events

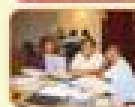
Subject Review – Dept.
of Prosthetic
Dentistry, Faculty of
Dental Science,
University of
Peradeniya.
24th - 26th July 2006

Affiliates



- University Grants Commission
- IRQUE Protocol
- Ministry of Education

Child Links



Reviewers

- Institutional
- Subject



Judgments & Reports

- Institutional
- Subject

QAAC Contact



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THANK YOU