



Wayamba University of Sri Lanka

**Application for Approval of New External Degree Programmes
or major revisions* to existing External Degree Programmes
(Revised May 2022)**

Check List for Proponent									
	Date	Month	Year						
Proposal submission									
Date of first submission to ADPSEC / CQA									
Date of submission of amended proposal									
Final submission to the Senate									
Hard copy									
Soft copy									

Type of Proposal (Please mark v accordingly) – by Proponent

External Degree Programmes		
a	Proposal to introduce a new external degree programme	
b	Proposal to introduce a new specialization area in an existing programme	
c	Proposal to rename the existing degree	
d	Proposal to restructure the existing curriculum	
e	Others (Specify)	

* Major revisions include the following:

- Changing the structure of the program, including duration
- Changing program learning outcomes or graduate profile
- Adding or removing one or more courses
- Changes to the total credits of the program
- Changes to SLQF level
- Adding or removing lateral entry and early exit possibilities
- Deleting the complete program
- Inclusion of provision for credit sharing with another local/foreign institution

Please email the completed application with all signatures and required annexures to academicbranch@wyb.ac.lk and director.igau@wyb.ac.lk and forward hard copy to the following:

Senior Assistant Registrar, Academic Branch, Wayamba University of Sri Lanka,
Kuliyapitiya

Director, Centre for Quality Assurance, Wayamba University of Sri Lanka, Makandura

Application form for approval of new External Degree Programme or major revision of existing External Degree Programme

1	1.1	Name of qualification in all three languages, in accordance with SLQF 2015	(English)	
			(Sinhala)	
			(Tamil)	
	1.2	Abbreviated qualification (refer to QAC guidance on this)	(English)	
2	Programme Offering Entity			
	2.1	University		
	2.2	Name of External Degree Coordinating Centre / Unit		
	2.3	Faculty		
	2.4	Department / Board of Study (if applicable)		
	2.5	Mandate Availability		
		Corporate / Strategic Plan of the University	Reference Number:	Date of approval:/...../.....
		Action Plan of the Faculty/Institute/Center/Unit	Reference Number:	Date:/...../.....
				Evidence <input type="checkbox"/> (Please tick v if attached)
				Evidence <input type="checkbox"/> (Please tick v if attached)
3	Details of the proposed degree programme			
	3.1	Background to the programme (Attach as a separate document formatted as indicated in Annex I)		
		<p><i>Evidence must be presented to show that the University/ Faculty /Department proposing the new degree programme has the capacity to offer the proposed programme. This section should include information regarding the number of Faculties, Departments, Study Programmes and UGC approved Intake for the respective internal undergraduate degree programmes and actual numbers enrolled over the past 3 years, as well as a profile of academic staff in the Faculty that will offer the proposed programme.</i></p>		
	3.2	Information regarding the Centre / Unit that coordinates external degree programmes (Attach as a separate document formatted as indicated in Annex II)		
		<p><i>This section should include a) the name of the Centre / Unit that coordinates external degree programmes offered by the university; b) description of the organizational structure approved by the Governing Council including organizational arrangements for such Centre/Unit, with administrative structure, academic administrative procedures, general and financial management procedures and existing staff cadres.</i></p>		

3.3	Information regarding external degree programme(s) offered by Centre / Unit at present				
	Name of qualification	SLQF Level	Faculty/Institute/ School/ Board of Study responsible	Average number of 1st year students enrolled per year over past 5 years	Average number of students graduated over past 5 years
3.4	Justification (Attach as a separate document formatted as indicated in Annex III)				
	<p><i>This section should include quantitative and qualitative data derived from a labour market survey (s) conducted not more than 3 years prior to submission of the application. The current and future demand for the degree programme proposed must be clearly indicated. In making assumptions, with respect to the current and projected labour market demand and supply, the output from internal and external degree programmes offered by the proposed university/institute as well as by other universities/institutes must be taken into consideration.</i></p> <p><i>A summary of the report should be given in Sections 3.4.1-3.4.3 below and a detailed report must be annexed.</i></p>				
	3.4.1 Major stakeholder groups from whom views were obtained:				
	<ul style="list-style-type: none"> ➤ ... ➤ ... ➤ ... 				
3.5	Objectives of the Degree Programme / Programme Outcomes / Graduate Profile				
	3.5.1 Objectives of the Degree Programme				
	<p>Include subject specific qualification descriptors which are relevant to study programme</p>				
3.5.2 Programme Learning Outcomes					
<p>PLOs should indicate how the graduate's profile can be applied in practical scenarios/ relevant community, and mapped to SLQF 2015 level descriptors</p>					

	<p>3.5.3 Graduate Profile The graduate profile should be mapped to attributes of the qualification holder, for the relevant SLQF level.</p>																																																					
<p>3.6</p>	<p>Relevant Subject Benchmark Statements <i>Specify which of the Subject Benchmark Statement(s) published by the UGC is most relevant to the proposed programme of study. If there is no relevant SBS published in Sri Lanka, refer to SBS published by the Quality Assurance Agency of the UK</i></p>																																																					
<p>3.7</p>	<p>Admission criteria (Qualifications for admission to proposed programme)</p>	<p>List the GCE A/L subject basket:</p>																																																				
<p>3.8</p>	<p>Admission process</p>	<p>i. UGC 'Z' score-based selection <input type="checkbox"/> ii. 'Z' score & Aptitude Test <input type="checkbox"/> iii. 'Z' score + Aptitude Test + Interview <input type="checkbox"/></p>																																																				
<p>3.9</p>	<p>Proposed student intake</p>	<p>... students / year (Note that this should NOT be more than twice the annual intake of students for the corresponding internal degree programme)</p>																																																				
<p>3.10</p>	<p>3.10.1. SLQF Level of proposed qualification: Level 5 / Level 6 (underline appropriate response)</p>																																																					
	<p>3.10.2 Volume of work required for award of qualification: Course work: credits Student Thesis Research: credits Total: credits</p>																																																					
<p>3.11</p>	<p>Programme Structure: Information should be provided in the following format:</p>																																																					
	<table border="1"> <thead> <tr> <th>Semester</th> <th>Course Code</th> <th>Name of course unit</th> <th>Credit Value</th> <th>Status (Compulsory / Optional)</th> <th>Existing/ New</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Semester	Course Code	Name of course unit	Credit Value	Status (Compulsory / Optional)	Existing/ New																																															
	Semester	Course Code	Name of course unit	Credit Value	Status (Compulsory / Optional)	Existing/ New																																																
<p>3.12</p>	<p>Course Specifications (Attach as a separate document for each course, formatted as shown in Annex IV) Information should be provided for <u>each</u> course unit or module, regarding the following: Semester: Course Code: Course Name/Title: Credit Value: Hourly Breakdown: Theory/Practical/Independent Learning Course Aim/Intended Learning Outcomes: Course Content: (Main topics, Subtopics) Teaching /Learning Methods:</p>																																																					

	Assessment Strategy: Continuous Assessment:% Final Exam - Theory:% Practical:% Recommended reading:
4	Programme Delivery and Learner Support System (Attach as a separate document formatted as shown in Annex V) Describe in detail the teaching and learning activities built into the study programme. Note: Blended, student centered teaching with judicious use of ICT teaching and learning tools is a requirement.
5	Programme Assessment Procedure / Rules (Attach as a separate document formatted as shown in Annex VI) Describe in detail the Programme Assessment Procedure/Rules and Regulations (These should be approved by the respective Senate):
6	Recognition of prior learning (credit transfer and lateral entry) Describe in detail any provisions for recognition of prior learning, such as credit transfer from other study programs of the same institution or different institutions and possible exemptions – see QAC relevant guidance)
7	Panel of Resource Persons (Attach as a separate document formatted as shown in Annex VII) Include both internal and external resource persons including their qualifications
8	Does the Faculty have resources to commence operation of new degree programme, pending allocation of resources requested? Yes <input type="checkbox"/> No <input type="checkbox"/>
9	9.1 Does the programme have exit points at different levels Yes <input type="checkbox"/> No <input type="checkbox"/>
	9.2 If yes, state qualification at exit points (Ensure approval is obtained separately for each exit point qualification)
10	Does the programme have any collaboration with another Department / Faculty or Institute outside universities? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, give details:
11	Does the programme require access to facilities outside the university? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, attach a copy of the relevant agreement /MoU with the appropriate authority
12	Do the graduates need membership in the professional body after completion of the degree? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, attach a copy of the document on recognition/provisional recognition of the degree by the professional body

13	Fee structure and budget	
13.1	Tuition fees per year	
13.2	Other fees if any (specify)	
13.3	Total estimated budget per student	(Attach as a separate document in Annex VIII, with rates as recommended in UGC Circular no 4/2016)
14	Reviewers' Reports	
14.1	Names of the two reviewers	1. 2.
14.2	Nomination by Senate	Date:/..... /.....
14.3	Report of reviewers attached (should be in the format shown in Annex IX)	Yes <input type="checkbox"/> No <input type="checkbox"/>
14.4	Incorporation of reviewers' recommendations	Yes <input type="checkbox"/> No <input type="checkbox"/> (Attach separate document with response to each comment)
15	Any other relevant information not stated above	
16	Formal approval of the University	
	16.1 Approval of the Faculty Board	Meeting number: Date of meeting: Signature of Dean: Name of Dean: (attach certified copy of relevant minute)
	16.2 Approval of the ADPSEC	Meeting number: Date of meeting: Signature of Director of Centre Name of Director: (attach certified copy of relevant minute)
	16.3 Approval of the Director, QA	Name of Director QA: Signature of Director, QA: Date: Official seal

Annex I: Background to the programme

Evidence must be presented to show that the University/ Faculty /Department proposing the new degree programme has the capacity to offer the proposed programme. This section should include information regarding the number of Faculties, Departments, Study Programmes and UGC approved Intake for the respective internal undergraduate degree programmes and actual numbers enrolled over the past 3 years.

- Existing Faculties in the University

- Departments of Study in the Faculty offering the proposed programme

- Details of full-time internal degree programmes offered by the Faculty, staff cadres and the number of students admitted to each programme in the past 3 years.

Faculty: E.g. Management									
	Department	Full time undergraduate programmes	Academic staff in permanent cadre				Number of students admitted in		
			#	*	**	***	Year 1 (e.g. 2017)	Year 2 (e.g. 2018)	Year 3 (e.g. 2019)
1	Eg. Business Management	E.g. Bachelor of Science Honours in Business Management							

#, Number of approved cadre; *, Number of senior professors, associate professors or senior lecturers with a doctorate; **, Number of senior lecturers with masters; ***, Number of probationary lecturers.

Annex II: Centre / Unit responsible for coordinating external degree programmes

- Name of the Centre / Unit that coordinates external degree programmes offered by the university
- Organizational structure approved by the Governing Council (inclusive of administrative structure, academic administrative procedures, general and financial management procedures)
- Staff cadres in Centre/Unit
- Attach By-Laws or University Regulations related to the Centre/Unit
- Whether the Centre/Unit has an Internal Quality Assurance Unit supervising its functions, and if Yes, provide details

Annex III. Needs analysis and justification

A detailed report must be provided with quantitative and qualitative data derived from a labour market survey (s) conducted not more than 5 years prior to submission of the application.

The current and future demand for the degree programme proposed must be clearly indicated.

In making assumptions with respect to the current and projected labour market demand and supply, the output from internal and external degree programmes offered by the proposing university/institute as well as by other universities/institutes must be taken into consideration.

Provide a brief account of other study programmes in Sri Lanka, that produce similar qualification holders.

Annex IV: Course Specifications

Each course unit in the proposed programme should be described in the format given below

Semester:				
Course Code:				
Course Name:				
Credit Value ¹ :				
Core/Optional:				
Pre-requisites:				
Course Aim:				
Intended Learning Outcomes: <i>(ILOs should be written with action verbs, with a description of the student will be able to do on completion of the course unit)</i> <ul style="list-style-type: none"> ➤ ➤ ➤ 				
Time allocation ² (Hourly Breakdown)	Theory	Practical	Independent Learning	Assessment
Course Content: (Main topics, Subtopics)				
Teaching /Learning Activities: <i>Each course unit must have at least one or two sessions that are available online</i>				
Assessment Strategy: allocation of marks and assessment components				
Continuous Assessment:%		Final Assessment:%		
Details: quizzes %, mid-semester %, other % (specify) %%%		Theory (%)	Practical (%)	Other (%) (specify)
Recommended Reading: <ul style="list-style-type: none"> ➤ ➤ ➤ 				

¹ Credits values of non-standard/non-conventional delivery methods should be defined at the beginning of the document

² This should be provided as hours assigned for lectures, practical classes or independent learning, such that a total of 50 notional hours of learning are required for each credit. For industrial training and research projects, one credit requires 100 notional hours of learning.

Please include constructive alignment for each course using the following template.

Course: <Code> <Title>

ILO	Teaching and Learning Activities	Assessment
ILO 1		
ILO 2		
ILO 3		
ILO 4		
ILO 5		
ILO 6		
ILO 7		

[See notes on constructive alignment at the end of this application form]

Annex V: Programme Delivery and Learner Support System

Describe the teaching learning methods that will be used for delivery of the programme of study, and the learning resources that will be available to support student learning.

The learning activities must be student-centred, and include opportunities for blended learning that makes judicious use of ICT based tools.

Each course unit **must** have at least one or two sessions that are available online

Annex VI: Programme Assessment Procedure/Rules and Regulations

(The following should be given in detail with any other relevant information)

1. Maximum duration allowed to complete the program
2. Requirements of pre-requisites to take end-course examinations
3. Any barriers if imposed as pre-requisites, to take courses in subsequent levels
4. Any minimum requirements to sit for formative and summative examinations
5. Scheme of Grading (Grades/Grade Points/ Marks ranges)
6. Minimum grade which is considered as pass
7. Calculation of Grade Point Average (GPA)
8. Contribution from each year (level) of study to cumulative GPA
9. Contribution by in-plant training etc. to final GPA
10. Possibility of repeat examinations
11. Rules and regulations on exceptions
12. Rules and regulations on attendance for day-school
13. Rules and regulations on dealing with absenteeism at examinations and letters of excuses
14. Requirements in relation to pertinent payments
15. Requirements for award of the degree
16. Requirements for award of classes
17. Reference to any overarching university rules and regulations

Annex VIII: Estimated Budget

According to format provided in UGC Circular 4/2016 issued on 1 March 2016

	% to be allocated	Rs.	Rs.
A. Total Income			
i. Course / Consultancy Fee			XXX
ii. Research Grant			XXX
iii. Registration Fee			XXX
iv. Library Fee			XXX
v. Other (Please Specify)			
.....		XXX	
.....		XXX	XXX
Total Income = Direct Cost + Indirect Cost			XXX
B. Direct Cost			
5.1.1 Payments to Outside Consultants/Team Members, Contract Staff		XXX	
5.1.2 Field Expenses, Academic activities, Surveys, Testing, etc.		XXX	
5.1.3 Conduct meetings, Hire lecture halls, Refreshments, etc.		XXX	
5.1.4 Travelling, Subsistence, Materials, Equipment usage etc.		XXX	
5.1.5 University/HEI/Faculty/Department/Course/Infrastructure Development/etc. Vote		XXX	
5.1.6. Government Taxes		XXX	
5.1.7 UGC – 0.01% of Income		XXX	
5.1.8 Other (Please Specify)			
.....		XXX	
.....		XXX	XXXX
C. Indirect Cost			
5.2.1 University/HEI Development Vote	15% -30%	XXX	
5.2.2 VC's Vote	0% - 5%	XXX	
5.2.3 Payments to Directly and Indirectly involved Staff Members	65%-85%	XXX	XXXX
Total Cost = Direct Cost + Indirect Cost			XXXX
D. Excess of Total Income over Total Costs/Expenditure			0.00
5.3 Total Allocations to Development Votes (5.1.4, 5.2.1, 5.2.2) / Total Income			Xx%

Annex IX: Reviewers' Reports

The proposal should be reviewed by at least two content / subject experts, who have been nominated by the Senate of the University. They should be requested to comment on the proposal using the following template.

1	Acceptability of the background and the justification	
2	Relevance of proposed degree program to society	
3	Appropriateness of the entry qualifications and admission process	
4	Appropriateness of the program structure	
5	Appropriateness of the program content	
6	Appropriateness of teaching learning methods to deliver program leaning outcomes	
7	Appropriateness of the recommended reading	
8	Appropriateness of assessment strategy / procedure	
9	Adequacy of Qualifications of Resource Persons (Internal & External)	
10	Recommendation of the reviewer (Please mark one of the following)	
	a. Recommended without amendment	
	b. Recommended subject to improvement in the given areas	(Areas to be listed specifically)
	c. Not suitable for the next stage of evaluation due to given reasons	(Reasons to be listed specifically)
Details of Reviewer		
1	Name	
2	Designation	
3	Signature	
4	Date	

Notes: Constructive alignment

"Constructive alignment is a design for teaching in which what it is intended students should learn and how they should express their learning is clearly stated before teaching takes place. Teaching is then designed to engage students in learning activities that optimize their chances of achieving those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained" (Biggs, 2014, pp. 5-6).

The constructive alignment approach recognizes "knowledge is constructed by the activities of the learner" (Biggs, 2014, p. 9) rather than being directly transferable from teacher to student. "Learning takes place through the active behavior of the student: it is what he does that he learns, not what the teacher does." (Tyler, 1949)

Alignment occurs when the learning activities that we ask students to engage in help them to develop the knowledge, skills and understandings intended for the unit and measured by our assessment. A constructively aligned unit capitalizes on the powerful effect of assessment on students' learning experiences. If assessment drives students' learning, then students are most likely to achieve our intended outcomes if the assessment is aligned with our intentions.

The framework of constructive alignment is represented in the University's recommended approach to unit design:

1. Identify the intended learning outcomes
2. Design assessment tasks to measure attainment of the learning outcomes
3. Plan learning activities to enable students to develop the skills, knowledge and understandings described in the intended learning outcomes and measured by assessment

References

Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1, 5-22.

Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.