



Wayamba University of Sri Lanka

**Application for Approval of Revised Undergraduate Degree programs
(with effect from May 2022)**

Check List for Proponent										
							Date	Month	Year	
Complete original application submission to the Senate										
Hard copy										
Soft copy										

Type of Proposal and Revisions done (Please mark ✓ accordingly) – by Proponent

Undergraduate Proposals		
Type of Degree		
➤	Internal Degree	
➤	External Degree	
Revisions done (Please refer the notes given at the end of this application)		
a	Changes to the number of academic years required for the study program	
b	Changes to SLQF qualification type with designators and qualifiers	
c	Changes to SLQF exit level	
d	Adding or removing lateral entry and early exit possibilities	
e	Changes to admission criteria	
f	Adding/deleting or substituting one or more specialization/major in an existing degree program	
g	Others (Specify)	

Note: Please specify the revisions made under (a) to (g) in Annex XI

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, Kuliypitiya

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

Application form			
1	1.1	Name of degree programme in all three languages	(English)
			(Sinhala)
			(Tamil)
	1.2	Name of qualification in all three languages, in accordance with SLQF 2015	(English)
			(Sinhala)
			(Tamil)
1.3	Abbreviated qualification	(English)	
2	Programme Offering Entity		
2.1	University		
2.2	Faculty/ Institute		
2.3	Department(s) (if applicable)		
2.4	Mandate Availability		
	Corporate Plan of the University	Reference Number:.....	Date:/...../..... Evidence <input type="checkbox"/> (Please tick v)
	Action Plan of the Faculty/Institute	Reference Number:	Date:/...../..... Evidence <input type="checkbox"/> (Please tick v)
	Final ADPSEC Approval	Reference Number:.....	Date:/...../..... Evidence <input type="checkbox"/> (Please tick v)
3	Details of the Degree Programme		
3.1	Background to the programme (Attach as a separate document – Please refer Annex I format)		
	Evidence must be presented to show that the University/ Faculty /Department proposing new degree programme has the capacity to offer the proposed programme.		

	<p>This section should describe the following:</p> <ul style="list-style-type: none"> ➤ Mandate of the Faculty/Department in offering the degree programme ➤ Details as regard to the current status of faculty – existing departments and degree programmes offered <ul style="list-style-type: none"> ❖ Student intake ❖ Staff cadres ❖ Educational facilities ❖ Common facilities ➤ Proposal must give general description of the benefits that will be accrued by the students who will pursue degree level training and the sector (s)/employment markets to which the graduate(s) could look for gainful employment 	
3.2	<p>Justification (Attach as a separate document – Please refer Annex II format)</p> <p>This section should include details of degree level trained manpower requirement of the country/sector in the proposed fields of study. The justification should be evidence-based and always be supported by data derived through a survey or tracer study or results derived from any other suitable instrument or published report. Availability of Stakeholder Evidence is a must. Evidence can be in the form of written request from students (existing & past), directions from Ministries etc.</p> <p>Sources - Primary (if a Survey was conducted, at least 100-200 questionnaires should have been administered)</p> <p style="padding-left: 20px;">- Secondary (from publications etc.)</p> <p>If the proposed programme is offered by another department / faculty of the same university or by another university(s) / Institute (s), the rationale for duplicating a similar programme in the proposed faculty/department must also be given.</p>	
	<p>3.2. a Major stakeholder groups from whom views were obtained (give in annex II)</p> <ul style="list-style-type: none"> ➤ ➤ ➤ 	
	<p>3.2. b Survey/Questionnaire/Interview</p> <p>(Give details) – When conducted, Number of persons in sample (give in annex II)</p>	
	<p>3.2. c Results of Survey/ Questionnaire/Interview (give in annex II)</p>	
3.3	<p>Objectives of the Degree Programme/Programme Outcomes/Graduate Profile</p> <p>Include study programme/subject specific qualification descriptors.</p> <p>Programme Outcome should be elaborated stating how the Graduate’s profile can be applied in practical scenarios/ relevant community.</p>	
	<p>3.3 a Objectives of the Degree Programme</p>	
	<p>3.3 b Programme Outcomes/ Graduate Profile</p>	
3.4	<p>Eligibility requirements (Qualifications for university admission)</p>	<p>List the GCE A/L subject basket:</p>
3.5	<p>Admission process</p>	<p>i. UGC ‘Z’ score-based selection <input type="checkbox"/></p> <p>ii. ‘Z’ score & Aptitude Test <input type="checkbox"/></p> <p>iii. ‘Z’ score + Aptitude Test + Interview <input type="checkbox"/></p>

3.6	Proposed student intake	Intake: student/year (Pl. note, the minimum number for a new degree programme is 50 students year)									
3.7	Programme Duration and Credit Load										
	General Degree/ Honours Degree/ Professional Degree	Duration: yrs. Course work: credits Student Thesis Research: credits Total Credits:.....									
3.8	Programme Structure: This should give details as below										
Programme Structure											
	Semesters	Course Code	Course Name	Credit Value	Status (Compulsory /Optional)	Existing/ New					
	1										
	2										
	3										
	4										
	5										
	6										
	7										
	8										
	9										
	10										
3.9	a Targeted Sri Lanka Qualification Framework (SLQF) Level (Please tick v) <table border="1" style="margin: 10px auto; width: 60%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Level 5 (Bachelors)</td> <td style="text-align: center; padding: 5px;">Level 6 (Bachelors Honours, 4 year programme)</td> <td style="text-align: center; padding: 5px;">Level 7 (Bachelors Honours, 5 year programme)</td> </tr> <tr> <td style="text-align: center; height: 20px;"> </td> <td style="text-align: center; height: 20px;"> </td> <td style="text-align: center; height: 20px;"> </td> </tr> </table>					Level 5 (Bachelors)	Level 6 (Bachelors Honours, 4 year programme)	Level 7 (Bachelors Honours, 5 year programme)			
Level 5 (Bachelors)	Level 6 (Bachelors Honours, 4 year programme)	Level 7 (Bachelors Honours, 5 year programme)									
	b Minimum requirements of SLQF fulfilled Yes <input type="checkbox"/> No <input type="checkbox"/>										
3.10	Programme Content (Attach as a separate document for 6/ 8 semesters – Please refer Annex III format) Semester 1 Course Code: Course Name: Credit Value: Hourly Breakdown: Theory/Practical/Independent Learning Course Aim/Intended Learning Outcomes: (how to write ILOs: At the completion of this course student will be able to - in action verbs) ➤ ➤ Course Content: (Main topics, Sub topics) Teaching /Learning Methods:										

	<p>Assessment Strategy:</p> <p>Continuous Assessment:%</p> <p>Final Exam - Theory:%</p> <p>Practical:%</p> <p>Recommended reading:</p>																																																																																																																																					
4	<p>Programme Delivery and Learner Support System</p> <p><i>Note: Blended, student centered teaching with judicious use of ICT teaching and learning tools is a requirement.</i></p>	<p>Describe in detail the teaching and training methods in-built into the study programme: (Provide as a separate document – Please refer Annex IV format)</p>																																																																																																																																				
5	<p>Programme Assessment Procedure / Rules</p>	<p>Describe in detail the Programme Assessment Procedure/Rules: (Provide as a separate document – Please refer Annex V format)</p>																																																																																																																																				
6	<p>Resource Requirement</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Existing</th> <th colspan="4">Additional Requirement (Estimated)</th> </tr> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> </tr> </thead> <tbody> <tr> <td colspan="6">Physical Resources</td> </tr> <tr> <td>Land extent (Acre/Hectare)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Office Space</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No. of Lecture Theatres</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No. of Laboratories</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>No. of Computers with Internet Facilities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading Rooms/Halls</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Staff Common Rooms/Amenities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Student Common Rooms/Amenities</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6">Financial Resources</td> </tr> <tr> <td>Capital Expenditure</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Recurrent Expenditure</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="6">Human Resources</td> </tr> <tr> <td rowspan="2">No. of Academic Staff</td> <td>Lecturers</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instructors/</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">No. of Academic Support Staff</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">No. of Non Academic Staff</td> <td>Executive Grades</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Technical Grades</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Management Assistants</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Minor Staff</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Existing	Additional Requirement (Estimated)				Year 1	Year 2	Year 3	Year 4	Physical Resources						Land extent (Acre/Hectare)						Office Space						No. of Lecture Theatres						No. of Laboratories						No. of Computers with Internet Facilities						Reading Rooms/Halls						Staff Common Rooms/Amenities						Student Common Rooms/Amenities						Other						Financial Resources						Capital Expenditure						Recurrent Expenditure						Human Resources						No. of Academic Staff	Lecturers					Instructors/					No. of Academic Support Staff						No. of Non Academic Staff	Executive Grades					Technical Grades					Management Assistants					Minor Staff				
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7	Panel of Teachers/ Internal Resource Persons/External Resource Persons (Attach as a separate document – Please refer Annex VI format)							
	Name of the Lecturer	Designation	Average No. of Teaching Hours/Week				Proposed Programme (iii)	Total Hours (i)+(ii)+(iii)
			Internal Programmes (i)		External Programmes (ii)			
			Undergraduate	Postgraduate	Undergraduate	Postgraduate		

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	a. Does the programme have exit points at different levels	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	b. If yes, state qualification at exit points <i>(Ensure approval is obtained separately for all exit point qualifications)</i>		
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	Access to facilities outside the university. If yes, copy of the relevant agreement /MoU with the appropriate authority should be attached.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
12	Do the graduates need membership in the professional body after completion of the Degree? If yes, copy of the document on recognition/provisional recognition of the degree by the professional body should be attached.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
13	Reviewers Report	(Attach as a separate document – Please refer Annex VII format)	
	13.1 Names of the two Reviewers		

	13.2 Nomination by Senate	Date:/..... /.....
	13.3 Report of Reviewers attached	Yes <input type="checkbox"/> No <input type="checkbox"/>
	13.4 Recommendation of Reviewers comments incorporated	Yes <input type="checkbox"/> No <input type="checkbox"/> (If yes please highlight such in the whole document)
14	Any other relevant information not stated above	
15	Recommendation and Signature of CQA Director of the University	
16	Signature of Dean of the Faculty / Director of Institute and official stamp	

Notes:

The types of revisions applicable to obtain the approval of the UGC are briefly described below.

- a. Changes to the number of academic years required for the study program

The length of the study program has been changed (reduced or increased) from its approved duration.

- b. Changes to SLQF **qualification type** with **designators** and **qualifiers**

Qualification type is the first name given to a qualification (e.g. Bachelors, and Bachelors Honours, Postgraduate Certificate, Postgraduate diploma, Masters, and Doctorate)

The designator is the second name given to a qualification. This indicates the broad area of study or discipline. The examples are Bachelor of *Arts*, Bachelor of *Science*, Master of *Commerce*, Doctor of *Philosophy* and Doctor of *Science*.

The qualifier is the third name given to a qualification. This is used to indicate the field of specialization of a qualification (e.g. Bachelor of Science Honours in Chemistry, Postgraduate Certificate in Library Science, and Master of Philosophy in Environmental Science).

If the proposed revisions result a change above, then the UGC approval must be obtained.

- c. Changes to **SLQF exit level**

SLQF exit qualifications are awarded at a specific level of the programme of study (e.g. SLQF Level 5 to 12). Exit qualifications will have specific programme learning outcomes defined in the Programme Specification for the relevant level of the qualification. All programme learning outcomes must be achieved before a qualification can be conferred.

If the proposed revisions result a change in the Exit Level already approved, then the UGC approval must be obtained.

- d. Adding or removing lateral entry and early exit possibilities

Lateral entry is a mode of admission to a matching level of a study programme through recognition of prior learning such as professional qualification and experience.

Early exit award refers to granting a lower qualification than the enrolled degree if a student chooses to terminate his/her studies during the study programme without completing the full study programme provided that he/she may have completed a sufficient number of credits for lower qualification.

If the revision provides or removes such entry or exit points, then the UGC approval must be obtained.

- e. Changes to admission criteria

If the revision changes the minimum qualification or requirements for admission (eg. GCE Advanced Level Z score or any other admission criteria) for a bachelor or postgraduate degree, then the UGC approval must be obtained.

- f. Introduction of a specialization / majoring area in an existing degree program

A specialization / majoring is a focused area of study discipline. Specialization is usually denoted by the qualifier. If the revision introduces one or more such a focused area, then the UGC approval must be obtained.

If the revision involves a deletion or substitution of one or more specialization / major or minor area in an existing degree program

If the revision involves a deletion or substitution of one or more specialization / major or minor area in an existing degree program, then the UGC approval must be obtained.

g. Others (Specify)

Other than the above, any other major changes that will affect the quality of the degree programme due to revisions as determined by the University as necessary must be submitted with explanations to the UGC for its approval.

- Proposal must give a general description of the benefits that will be accrued by the students who will pursue degree level training and the sector (s)/employment markets to which the graduate(s) could look for gainful employment

A large, empty rectangular box with a thin black border, intended for the user to provide a general description of the benefits and employment markets for graduates as required by the proposal criteria.

Annex II: 3.2 Justification**3.2 a** Major stakeholder groups from whom views were obtained

-
-
-
-
-

3.2 b Survey/Questionnaire/Interview

When Conducted

Number of persons in sample

3.2 c Result of Survey/Questionnaire/Interview

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Annex III: 3.10 Programme Content

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

Semester 1			
Course Code:			
Course Name:			
Credit Value:			
Core/Optional			
Hourly Breakdown <i>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.</i>	Theory	Practical	Independent Learning
Course Aim/Intended Learning Outcomes: (how to write ILOs: At the completion of this course student will be able to - in action verbs) <ul style="list-style-type: none"> ➤ ➤ ➤ ➤ 			
Course Content: (Main topics, Sub topics)			
Teaching /Learning Methods:			
Assessment Strategy:			
Continuous Assessment%		Final Assessment%	
Details: quizzes %, mid-semester %, other % (specify) %%%	Theory (%)	Practical (%)	Other (%) (specify)
Recommended Reading: <ul style="list-style-type: none"> ➤ ➤ ➤ ➤ 			

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 IV: 4. 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.

Annex V: 5. Programme Assessment Procedure/Rules

(The following should be given in detail)

Formative and summative examinations in the program

Scheme of Grading (Grades/Grade Points/ Marks ranges)

Calculation of Grade Point Average (GPA)

Contribution by each semester to final GPA

Contribution by in-plant training etc. to final GPA

Repeat examinations

Requirements for award of the degree

Requirements for award of classes

Annex VII: 13. Reviewers Report

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 following aspects of the proposal.

1	Acceptability of the Background and the Justification	
2	Relevance of proposed degree program to Society	
3	Entry Qualification and Admission Process	
4	Program Structure	
5	Program Content	
6	Teaching Learning Methods	
7	Assessment Strategy/Procedure	
8	Resource Availability - Physical	
9	Qualifications of Panel of Teachers (Internal & External)	
10	Recommended reading	
11	Recommendation (Please mark one of the following)	
	a. Recommended without amendment	
	b. Recommended subject to improvement in the following areas	
	c. Not suitable for the next stage of evaluation due to following reasons	
Details of Reviewer		
1	Name	
2	Designation	
3	Signature	
4	Date	

Annex VIII: Summary of revisions

	Existing programme	Revised programme
1		
2		
3		
4		
5		
6		
7		

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.