



Wayamba University of Sri Lanka

**Application for Approval of Revised Postgraduate Degree/Diploma Programs
(Effective 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

Type of Degree/Diploma		
➤	Postgraduate Degree	
➤	Postgraduate Diploma	
Revisions done (<i>Refer the Notes at the end of the application form</i>)		
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	Adding/deleting or substituting one or more specialization/major in an existing degree program	
f	Others (Specify)	

Note: Please specify the revisions made under (a) to (f) 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,
Kuliyapitiya*

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

Application form				
1	1.1	Name of Degree/Diploma programme in all three languages	(English)	
			(Sinhala)	
			(Tamil)	
	1.2	Name of Qualification in all three languages	(English)	
			(Sinhala)	
			(Tamil)	
	1.3	Abbreviated qualification	(English)	
2		Programme Offering Entity		
	2.1	University		
	2.2	Faculty/Faculties Institute/s		
	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)
		Corporate Plan/ 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/Diploma Programme
	3.1	<p>Background to the programme (Attach as a separate document – Please refer Annex I format)</p> <p>Evidence must be presented to show that the University/ Institute/Faculty /Department proposing new degree/diploma programme has the capacity to offer the proposed programme.</p> <p>This section should describe the following:</p> <ul style="list-style-type: none"> ➤ Mandate of the Institute/Faculty/Department in offering the degree/diploma programme ➤ Details as regard to the current status of faculty – existing departments and degree/diploma 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/diploma 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/diploma 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 50-100 questionnaires should have been administered) - Secondary (from publications etc.)</p> <p>If the proposed programme is offered by another department/faculty/Institute of the same university or by another university(s) / Institute (s), the rationale for duplicating a similar programme in the proposed faculty/department/Institute must also be given.</p>
		<p>3.2. a Major stakeholder groups from whom views were obtained</p> <ul style="list-style-type: none"> ➤ ➤ ➤
		<p>3.2. b Survey/Questionnaire/Interview (Give details) – When conducted, Number of persons in sample</p>
		<p>3.2. c Results of Survey/ Questionnaire/Interview</p>
	3.3	<p>Objectives of the Degree/Diploma Programme/Programme Outcomes/Graduate Profile 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/Diploma Programme</p>
		<p>3.3 b Programme Outcomes/ Graduate Profile</p>

	3.4 Eligibility requirement (Entry Qualifications)																																								
	3.5 Admission process	i. Written paper/ Aptitude Test Yes <input type="checkbox"/> No <input type="checkbox"/> ii. Interview Yes <input type="checkbox"/> No <input type="checkbox"/>																																							
	3.6 Proposed Student Intake	Intake: students/year																																							
	3.7 Programme Duration, Type of Degree and Credit Load																																								
	3.7 a	PhD	Duration: yrs. Course work: credits Thesis Research: credits/yrs. Total Credits:.....																																						
	3.7 b	MPhil	Duration: yrs. Course work: credits Thesis Research: credits/yrs. Total Credits:.....																																						
	3.7 c	Master's degree	Duration: yrs. Course work: credits Thesis Research: credits Total Credits:.....																																						
	3.7 d	Postgraduate diplomas	Duration: yrs. Course work: credits Thesis Research: credits Total Credits:.....																																						
	3.8 Programme Structure: This should give details as below																																								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: center;">Programme Structure</th> </tr> <tr> <th style="width: 10%;">Semesters</th> <th style="width: 10%;">Course Code</th> <th style="width: 30%;">Course Name</th> <th style="width: 10%;">Credit Value</th> <th style="width: 15%;">Status (Compulsory /Optional)</th> <th style="width: 15%;">Existing/ New</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Programme Structure						Semesters	Course Code	Course Name	Credit Value	Status (Compulsory /Optional)	Existing/ New	1						2						3						4					
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1																																									
2																																									
3																																									
4																																									

	3.9	<p>a Targeted Sri Lanka Qualification Framework (SLQF) Level (Please tick ✓)</p> <table border="1" data-bbox="408 188 1331 311"> <tr> <td data-bbox="408 188 671 259">SLQF Level</td> <td data-bbox="671 188 780 259">7</td> <td data-bbox="780 188 890 259">8</td> <td data-bbox="890 188 999 259">9</td> <td data-bbox="999 188 1109 259">10</td> <td data-bbox="1109 188 1217 259">11</td> <td data-bbox="1217 188 1331 259">12</td> </tr> <tr> <td data-bbox="408 259 671 311"></td> <td data-bbox="671 259 780 311"></td> <td data-bbox="780 259 890 311"></td> <td data-bbox="890 259 999 311"></td> <td data-bbox="999 259 1109 311"></td> <td data-bbox="1109 259 1217 311"></td> <td data-bbox="1217 259 1331 311"></td> </tr> </table> <p>b Minimum requirements of SLQF fulfilled Yes <input type="checkbox"/> No <input type="checkbox"/></p>	SLQF Level	7	8	9	10	11	12							
SLQF Level	7	8	9	10	11	12										
	3.10	<p>Programme Content (Attach as a separate document for courses in each semester – Please refer Annex III format)</p> <p>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)</p> <ul style="list-style-type: none"> ➤ ➤ ➤ <p>Course Content: (Main topics, Sub topics) Teaching /Learning Methods: Assessment Strategy: Continue Assessment:% Final Exam - Theory:% Practical:% References/Reading Materials:</p>														
4		<p>Programme Delivery and Learner Support System <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	Resources Requirement						
			Existing	Additional Requirement (Estimated)			
			Year 1	Year 2	Year 3	Year 4	
Physical Resources							
Land extent (Acre/Hectare)							
Office Space							
No. of Lecturer 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						
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)
Internal Programmes (i)			External Programmes (ii)				
Undergraduate			Postgraduate	Undergraduate	Postgraduate		

8		Does the Faculty have resources to commence operation of new degree/diploma programme, pending allocation of resources requested?	Yes <input type="checkbox"/> No <input type="checkbox"/>
9		a. Does the programme have exit at other postgraduate qualification levels	Yes <input type="checkbox"/> /No <input type="checkbox"/>
		b. If yes, state qualification at exit points (Ensure approval is obtained separately for all exit point qualifications)	
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/Diploma? 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		Fee structure	(Attach as a separate document – Please refer Annex VII format)
	13.1	Tuition fees	
	13.2	Other fees if any (specify)	
14		Total estimated budget	(Attach as a separate document – Please refer Annex VIII format)
15		Reviewers Report	(Attach as a separate document – Please refer Annex IX format)
	15.1	Names of the two Reviewers	
	15.2	Nomination by Senate	Date:/..... /.....
	15.3	Report of Reviewers attached	Yes <input type="checkbox"/> No <input type="checkbox"/>

	15.4	Recommendation of Reviewers comments incorporated	Yes <input type="checkbox"/> No <input type="checkbox"/> (If yes please highlight such in the whole document)
16		Any other relevant information not stated above	
17		Recommendation and Signature of CQA Director of the University	
18		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. 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.

f. 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 general description of the benefits that will be accrued by the students who will pursue degree/diploma level training and the sector (s)/employment markets to which the graduate(s) could look for gainful employment



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 (Attach as a separate document for each semester in the program)

Semester 1			
Course Code:			
Course Name:			
Credit Value:			
Core/Optional			
Hourly Breakdown	Theory	Practical	Independent Learning
<p>Course Aim/Intended Learning Outcomes: (how to write ILOs: At the completion of this course student will be able to - in action verbs)</p> <ul style="list-style-type: none"> ➤ ➤ ➤ ➤ ➤ ➤ ➤ ➤ ➤ 			
<p>Course Content: (Main topics, Sub topics)</p>			
<p>Teaching /Learning Methods:</p>			

Assessment Strategy:			
Continuous Assessment%	Final Assessment%		
Details: quizzes %, mid-semester %, other % (specify) %%%	Theory (%)	Practical (%)	Other (%) (specify)
References/Reading Materials: ➤ ➤ ➤ ➤ ➤ ➤ ➤ ➤			

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



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/Make up examinations:

Guidelines on thesis proposal presentation and defense:

Guidelines on conduct of research:

Guidelines on comprehensive examination:

Guidelines on thesis defense examination:

Any other:

Annex VII: 13. Fee structure

Fees	Per Student (Rs.)
Course Fee/Tuition Fee	
Application Fee	
Registration Fee	
Library – Non refundable	
Library – Refundable	
Laboratory Deposit – Non refundable	
Laboratory Deposit – Refundable	
End Semester Examination per Course	
Viva Voce Examination	
Repeat Examination per Course	
Use of Computer Lab	
Aptitude Test	
Other Fees (please specify each)	

Annex VIII: 14. Total estimated budget per student (according to commission circular 04/2016)

University/HEI:

Programme:

	% 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
.....		XX	
.....		XX	XXX
Total Income = Direct Cost + Indirect Cost			XXXX
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	
5.1.2 Conduct meetings, Hire lecture halls, Refreshments, etc.		XXX	
5.1.3 Travelling, Subsistence, Materials, Equipment usage etc.		XXX	
5.1.4 University/HEI/Faculty/Department/Course/Infrastructure Development/etc. Vote		XXX	
5.1.5 Government Taxes		XXX	
5.1.6 UGC – 0.01% of Income		XXX	
5.1.7 Other (Please specify)		XXX	
.....		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 Cost/Expenditure			0.00
5.3 Total Allocation to Development Votes (5.1.4,5.2.1,5.2.2)/ Total Income			xx %

Annex IX: 15. Reviewers Report

Instructions for the Reviewers

Please comment on the followings

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	References/Reading Materials		
11	Recommendation (Please mark one of the following)		
	a. Recommended for next stage of processing		
	b. Recommended for the next stage of evaluation subject to further improvement in the following areas		
	c. Not suitable for the next stage of evaluation due to following reasons		
		Reviewer 1	Reviewer 2
1	Name		
2	Designation		
3	Signature		
4	Date		

Annex X: 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.