Wayamba University of Sri Lanka

Application for Approval of New Undergraduate Degree programs
(Revised May 2022)

Check List for Proponent								
	Date		Month			Year		
New/Revised Proposal submission to the ADPSEC / CQA								
Submission of a new Proposal								
Submission of the Revised Proposal								
Complete application submission to the Senate								
Hard copy								
Soft copy								

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

Undergraduate Proposals		
a	Type of Degree	
	➤ Internal Degree	
	➤ External Degree	
b	Proposal to introduce a new Undergraduate Programme	
c	Others (Specify)	

Please email the completed application with all signatures and required annexures to academicbranch@wyb.ac.lk *and* director.iqau@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 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 ☐ (Please tick √)
Action Plan of the Faculty/Institute	Reference Number:	Date: ...../....../..............	Evidence ☐ (Please tick √)
Faculty Approval	Reference Number:	Date: ...../....../.............	Evidence ☐ (Please tick √)
ADPSEC recommendation **(Extracts of the minute)**	Reference Number:	Date: ....../....../............	Evidence ☐ (Please tick √)

	QAC Approval **(Letter from the Director, CQA)**	Reference Number:	Date: ……/……/…………	Evidence ☐ (Please tick ᴠ)

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.

This section should describe the following:
  ➢ 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
    ❖ 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	Justification **(Attach as a separate document – Please refer Annex II format)**

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 evidenced-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.
Sources - Primary (if a Survey was conducted, at least 100-200 questionnaires should have been administered)
      − Secondary (from publications etc.)
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.

3.2. a Major stakeholder groups from whom views were obtained (give in annex II)
      ➢
      ➢
      ➢

3.2. b Survey/Questionnaire/Interview
(Give details) – When conducted, Number of persons in sample (give in annex II)

3.2. c Results of Survey/ Questionnaire/Interview (give in annex II)

	3.3	Objectives of the Degree Programme/Attributes of Qualification Holders/Programme Learning Outcomes

Include study programme/subject specific qualification descriptors.
Programme Learning Outcomes should be elaborated stating how the Graduate Attributes can be applied in practical scenarios/ relevant community.

3.3a Objectives of the Degree Programme

3.3b Attributes of Qualification Holders

3.3c List of Programme Learning Outcomes (PLOs
PLO1, PLO2, etc.

3.3d Programme Learning Outcomes (PLOs) are mapped to SLQF Learning Outcomes

Categories of Learning Outcomes according to the SLQF	Relevant PLO(s)
1. Subject / Theoretical Knowledge	
2. Practical Knowledge and Application	
3. Communication	
4. Teamwork and Leadership	
5. Creativity and Problem Solving	
6. Managerial and Entrepreneurship	
7. Information Usage and Management	
8. Networking and Social Skills	
9. Adaptability and Flexibility	
10. Attitudes, Values and Professionalism	
11. Vision for Life	
12. Updating Self / Lifelong Learning	

3.4	Eligibility requirements (Qualifications for university admission)	List the GCE'A/L subject basket:
3.5	Admission process	i. UGC 'Z' score based selection ☐ ii. 'Z' score & Aptitude Test ☐ iii. 'Z' score + Aptitude Test + Interview ☐
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	
	Bachelor/ Bachelor Honours Degree/ Professional Degree	Duration: …………… yrs. Course work: ……………………. credits Student Thesis Research: ………………… credits Total Credits:…………….
3.8	Name/s of the Subject Benchmark/s used (If you have used SBM out of the QAC formulated, please indicate that)	…………………………………………… (Please fill the Annexure III)
3.9	Medium of Instruction	I. English ☐ II. Sinhala ☐ III. Tamil ☐
3.10	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					

3.11	**a** Targeted Sri Lanka Qualification Framework (SLQF) Level **(Please tick √)**

Level 5 (Bachelors)	Level 6 (Bachelors Honours, 4 year programme)	Level 7 (Bachelors Honours, 5 year programme)

b Minimum requirements of SLQF fulfilled   Yes ☐   No ☐

3.12	Programme Content **(Attach as a separate document for 6/ 8 semesters – Please refer Annex IV 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:
Assessment Strategy:
    Continuous Assessment: …………%
    Final Exam - Theory: ……………%
                        Practical: …………%
Recommended reading:

4	Programme Delivery and Learner Support System *Note: Blended, student centered teaching with judicious use of ICT teaching and learning tools is a requirement.*	Describe in detail the teaching and training methods in-built into the study programme: **(Provide as a separate document – Please refer Annex V format)**

5		Programme Assessment Procedure/Rules	Describe in detail the Programme Assessment Procedure/Rules: **(Provide as a separate document – Please refer Annex VI format)**

| 6 | | Resource Requirement | | | | | |

	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					
No. of Academic Staff — Instructors/					
No. of Academic Support Staff					
No. of Non Academic Staff — Executive Grades					
No. of Non Academic Staff — Technical Grades					
No. of Non Academic Staff — Management Assistants					
No. of Non Academic Staff — Minor Staff					

| 7 | | Panel of Teachers/ Internal Resource Persons/External Resource Persons **(Attach as a separate document – Please refer Annex VII 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 ☐ No ☐
9	a.	Does the programme have fallback options/s at different levels	Yes ☐ No ☐
	b.	a. If yes, state the fallback qualification/s	Diploma (SLQF 3) ☐ Higher Diploma (SLQF 4) ☐ Bachelor's Degree (SLQF 5) ☐ **(Fill the annexure VIII)**
10		Does the programme have any collaboration with another Department/Faculty or Institute outside universities?	Yes ☐ No ☐ 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 ☐ No ☐
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 ☐ No ☐
13		Reviewers Report	**(Attach as a separate document – Please refer Annex IX format)**

13.1	Names of the two Reviewers	
13.2	Nomination by Senate	Date: ………/……. /…………….
13.3	Report of Reviewers attached	Yes ☐ No ☐
13.4	Recommendation of Reviewers comments incorporated	Yes ☐ No ☐ (If yes please highlight such in the whole document)
14		Any other relevant information not stated above	
15	**Mandate Availability**		

Corporate Plan of the University	Reference Number:	Date: …../……/…………	Evidence ☐ (Please tick √)
Action Plan of the Faculty/Institute	Reference Number:	Date: …../……/…………	Evidence ☐ (Please tick √)
Faculty Approval	Reference Number:	Date: …../……/…………	Evidence ☐ (Please tick √)
ADPSEC recommendation **(Extracts of the minute)**	Reference Number:	Date: ……/……/…………	Evidence ☐ (Please tick √)
QAC Approval **(Letter from the Director, CQA)**	Reference Number:	Date: ……/……/…………	Evidence ☐ (Please tick √)

Authorization

	Signature:	Date:	Official Stamp
Dean of the Faculty / Director of Institute			
Director/CQA	Signature:	Date:	Official Stamp

Annex I: 3.1 Background to the programme

➢ 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
  ❖ Student intake
  ❖ Staff cadres
  ❖ Educational facilities
  ❖ Common facilities

	Faculty: Management						
	Department	**Offered Degree Programme**	**Abbreviation**	**Student Intake**	**Staff cadres**	**Educational facilities**	**Common facilities**
1	Eg. Business Management	Bachelor of Science Honours in Business Management	BScHons (Business Management)				

➢ 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

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

3.2c Result of Survey/Questionnaire/Interview

Annex III: 3.7 Subject benchmark statement mapping

SBS Statement	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10
Subject benchmark 1										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
Subject benchmark II										

Annex IV: 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 *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.*	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:
Assessment Strategy:

Continuous Assessment	Final Assessment
…………………….....%	……………………….%

Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%)(specify)
…………… % …….…..% …………..%	…………..	……………..	……………

Recommended Reading:
➤ ➤ ➤ ➤

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: 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 VI: 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: 7. Panel of Teachers/Internal Resource Persons

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		

Annex VIII: 9.b. Form for Fallback Qualification

<table>
<tr><td colspan="4" align="center">Form for Fallback Qualification</td></tr>
<tr><td rowspan="5">1</td><td rowspan="4">1.1</td><td rowspan="4">Name of Fallback Qualification in all three languages, in accordance with SLQF 2015</td><td>(English)</td><td></td></tr>
<tr><td>(Sinhala)</td><td></td></tr>
<tr><td>(Tamil)</td><td></td></tr>
<tr><td>1.2</td><td>Abbreviated qualification (Fallback Qualification)</td><td>(English)</td><td></td></tr>
<tr><td>2</td><td colspan="3">Programme Offering Entity</td></tr>
<tr><td></td><td>2.1</td><td>University</td><td></td></tr>
<tr><td></td><td>2.2</td><td>Faculty/ Institute</td><td></td></tr>
<tr><td></td><td>2.3</td><td>Department(s) (if applicable)</td><td></td></tr>
<tr><td>3</td><td colspan="2">Objectives of the Fallback Qualification</td><td></td></tr>
<tr><td>4</td><td colspan="2">Programme Outcomes/ Graduate Profile of the Fallback Qualification</td><td></td></tr>
<tr><td>5</td><td colspan="3">Programme Duration and Credit Load of the Fallback Qualification</td></tr>
<tr><td></td><td colspan="2">Bachelors Degree</td><td>Duration: …………… yrs.
Course work: ……………………. credits
Total Credits:…………….</td></tr>
<tr><td></td><td colspan="2">Higher Diploma</td><td>Duration: …………… yrs.
Course work: ……………………. credits
Total Credits:…………….</td></tr>
<tr><td></td><td colspan="2">Diploma</td><td>Duration: …………… yrs.
Course work: ……………………. credits
Total Credits:…………….</td></tr>
</table>

6	**a** Targeted Sri Lanka Qualification Framework (SLQF) Level of the Fallback Qualification **(Please tick √)**

SLQF Level 5 (Bachelors)	SLQF Level 4 (Higher Diploma)	SLQF Level 3 (Diploma)

7	Programme Assessment Procedure / Rules of the Fallback Qualification (Describe in detail the Programme Assessment Procedure/Rules)

Annex IX: 7. Panel of Teachers/External Resource Persons

Name	Qualification	Affiliation

Annex IX: 7. Panel of Teachers/External Resource Persons

Annex X: 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.

		Main proposal	Fallback Qualification *(If applicable)*
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		

		Main proposal	Fallback Qualification *(If applicable)*
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	Details of Reviewer 2
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.