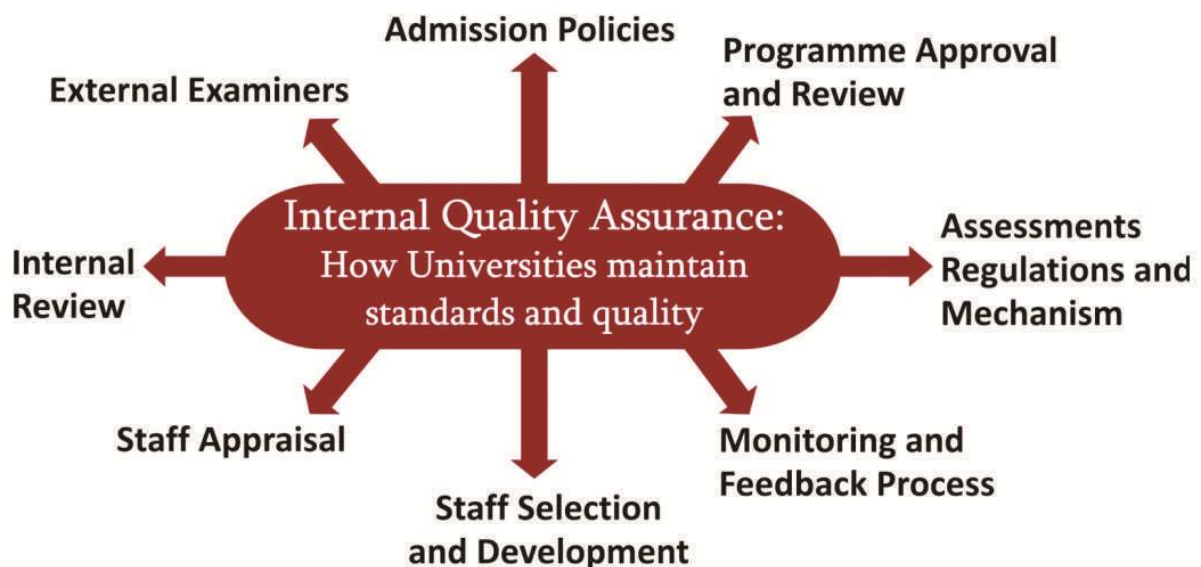


INTERNAL QUALITY ASSURANCE MANUAL



**Internal Quality Assurance Unit (IQAU)
Horizon Campus**

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Introduction of Horizon Campus

The launch of Horizon Campus-HCBT has given us immense pleasure and an enormous sense of achievement more because of the extensive suite of magnificent opportunities we will be able to offer in the way of education to the youth of Sri Lanka at an affordable fee and at internationally acceptable quality. It also gives us great pleasure to submit this application for seeking recognition of Private Higher Institutes as Private Higher Education service providers in Sri Lanka

Horizon Campus-HCBT, located in the verdant fields of Malabe in the IT hub of Sri Lanka, proudly presents a unique concept of higher education to nurture a holistic approach to offer internationally recognized academic courses in a campus environment.

The best available faculties together with well-equipped sport complex amply complement the development of well-balanced personalities to meet the challenges of the world of work. The learning environment at Horizon Campus-HCBT is created to inspire students to cultivate, develop and promote creativity within and outside the lecture halls.

Already, Horizon Campus-HCBT has successfully commenced a variety of disciplines conducted by her faculties; Information Technology, Business and Law, Education and Psychology, Science, delivering part time and full time courses ranging from Business Management, Marketing, and Human Resource Management, to Educational Studies, Teacher Training, Psychology and Health Science, Biotechnology to Laws. All academic courses conducted, from Certificate level through Diploma, Higher Diploma, Bachelor's Degrees to Master's Degree courses are accredited either by TVEC or in the case of degree courses, by an awarding body being a reputed foreign Institution which is recognized internationally including the UGC-Sri Lanka. Projects to establish faculties for Engineering, Built Environment and Life-Sciences are shovel-ready, in line with the strategic plan of the Institution.

Conceptually, the establishment of University style education institute was derived from a long period of gestation for several reasons. One overarching consideration was finding a suitable green and quiet location away from the hustle and bustle of the city. The other was to have a purpose built infrastructure to house an excellent faculty providing a congenial teaching-learning ambiance for students to experience the University life-style. Now we could feel happy that at Horizon Campus-HCBT located in Malabe, we could find all these and more with ultra-modern lecture halls, state-of-the-art facilities, and a sport complex including a newly built swimming pool and the cricket grounds.

The special feature of our philosophy of education is to inculcate a sense of innovation and inspiration to succeed and to educate students to develop their skills to be useful and productive citizens contributing to national interests whilst being ethical. We at Horizon Campus-HCBT pledge to serve with utmost integrity and commitment to achieve these ends.

For these reasons, one of the key strategic goals of the Horizon Campus-HCBT in delivering her vision *"to be the centre of excellence, in providing a truly inspired learning experience in a holistic environment"* and the mission *"to be the most preferred residential campus"*, encompassed the goal to achieve recognition as a degree awarding institution and the power to award degrees.

In early 2013, a strategic planning forum focused on the issue of innovation across the Institution and explored the extent to which our strengths in academic, administrative and managerial processes supported the exploration of opportunities in Sri Lankan Higher Education Sector. We discovered that, as foreshadowed in our corporate vision and mission statements, we have made real progress on key actions in the Strategic Plan including, introduction of education-focused positions, reform of policies and procedures, and engagement, in partnership with the Internationally reputed Universities and achieving innovation in teaching and learning, including through online courses.

The review of Institutional governance contributed again to the strengthening of Horizon Campus HCBT's institutional foundations and governance. Drawing on that review, the Board of Directors of HCBT convened the Senior Management, Faculties and other Stakeholders to restructuring the institution by forging and adoption of a new constitution supportive of creating passage for the delivery of our mission, ensuring good governance and academic freedom. This analysis included considering the capabilities and skill sets of staffs that are available to support the innovation required for successful teaching and learning in the future.

The membership of the Governing Council brings a diverse range of skills and experience to the Institution and the governance initiatives will be complemented by a greater engagement by Council in the strategic direction of the Institution. On a related note, the Curriculum Development Committee is responsible for making recommendations to Academic Senate on applications for course accreditation, course review and reaccreditation reports, course change proposals and requests for cessation of courses. In a similar vein, the Finance and Investment Committee has a particular focus on matters concerning the overall financial performance and management of the Institution with the goal of improving the Institution's strategic financial capacity to deliver on its Strategic Plan.

Taken together, these initiatives will see the Horizon Campus-HCBT moving seamlessly forward in the challenging environment that lies ahead. Horizon Campus-HCBT will demonstrate that it can compete effectively in the higher education environment, success which is due in no small part to the commitment and expertise of its staff.

We are of resolute confidence that with well qualified, experienced and dedicated staff, strict and stringent quality management systems, that we shall achieve greater heights at Horizon Campus-HCBT.

The Horizon Campus-HCBT has plans and mechanisms put in place to function as a quality higher education service provider capable of meeting national and international accreditation standards.

Faculties and Degree Programmes

Faculty	Degree Programme/s
Education	Bachelor of Education
Information Technology	B. Sc. in Information Technology (Software Engineering) B. Sc. in Information Technology (Networking and Mobile Computing)
Management	Bachelor of Management in Marketing Bachelor of Management in Human Resource Management
Science	B. Sc. (Hons) in Molecular Biology and Biotechnology B. Sc. (Hons) in Biomedical Sciences

Faculty	Degree Programme/s
International Programmes	<p><u>University of London</u> Bachelor of Laws B.Sc. Economics & Management B.Sc. Economics B.Sc. Banking & Finance B.Sc. (Hons) Accounting & Finance B.Sc. Accounting with Law B.Sc. Economics & Finance B.Sc. Politics and Int. Relations</p> <p><u>Herzing University</u> MBA (Business Management) MBA (Human Resources) MBA (Technology Management) B.Sc. in Business Management (Entrepreneurial Studies) B.Sc. in Business Management (Business Administration) B.Sc. in Business Management (Marketing) B.Sc. in Business Management (International Business) B.Sc. in Software Development with a Concentration in Computer Programming B.Sc. in Graphic Design with a Concentration in Web Design B.Sc. in Graphic Design with a Concentration in Print Design B.Sc. in IT with a Concentration in Network Management B.Sc. in IT with a Concentration in Security Technology</p> <p><u>Karnataka State Open University</u> Bachelor of Education B.Sc. in Clinical Psychology MBA</p> <p><u>Buckinghamshire New University</u> BA (Hons) Business Management BA (Hons) Business Management - Topup B.Sc. (Hons) Accounting and Finance B.Sc. (Hons) Accounting and Finance - Topup B.Sc. (Hons) Computing B.Sc. (Hons) Computing - Topup MBA IT Management LLM International Commercial Law</p> <p><u>Nilai University</u> Diploma in Biotechnology B.Sc. (Hons) Biotechnology</p>

Need of Quality Assurance in Higher Education

Quality Assurance (QA) is an essential element that had gradually gained serious attention amongst the global Higher Educational Institutions (HEI). It must be a continuous and an on-going process.

The word 'quality' comes the Latin word 'qualis' meaning 'what kind of'. When we consider of education quality one of the better definition is 'fit for purpose' (meaning the product or service meets the stated purpose, customer satisfaction). As academics, students, parents, employees and policy makers in education may be having this question in your mind – why worry about quality?

It is not just because of the Ministry of Higher Education or UGC directive that you should think of quality, rather quality should be a bottom-up approach and should be conscious of why we should worry about of our teaching, programmes and institutions.

With globalization the educational environment will be seized by increased competition. To survive as a leading institute competition is an important factor. Brand Image of the quality institute has the capacity to attract better stakeholder support, like getting merited students from far and near, increased scholarships/grants for easy placements of graduates.

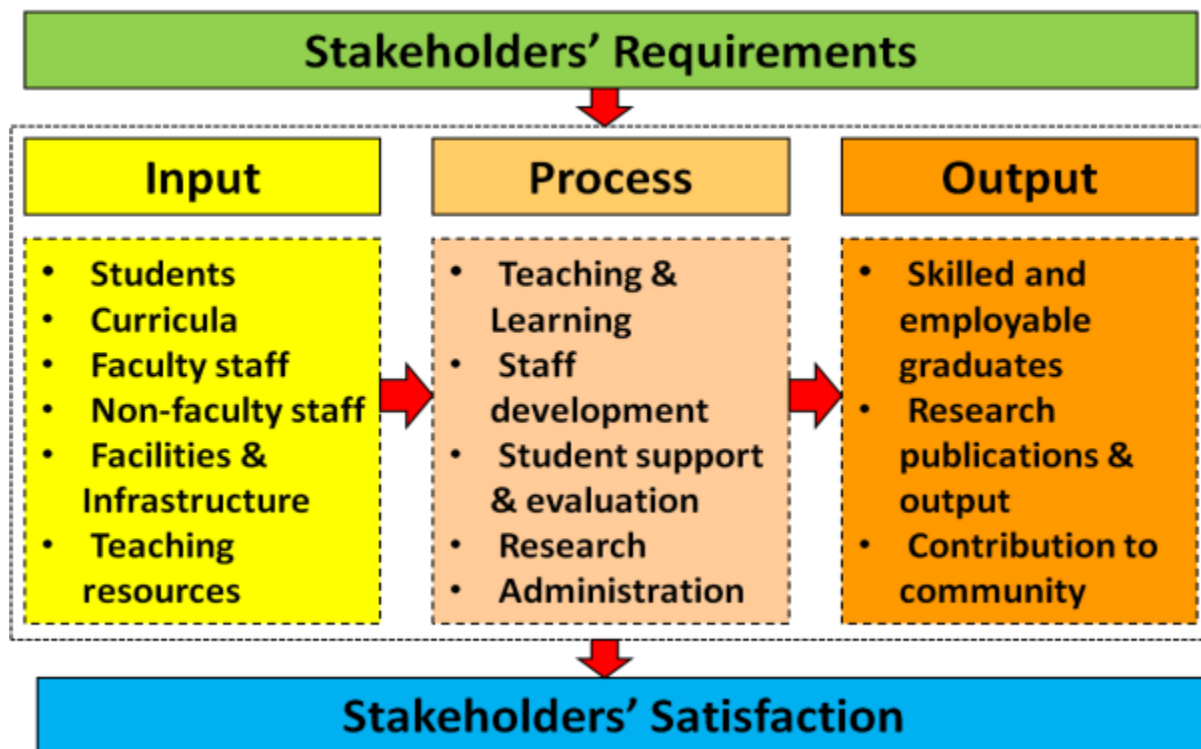
As an educational institute, always concerned about setting our own standards and maintain it continuously. If you are concerned about quality continuously and not once in a while, it will bring in credibility to individuals and the institute because of consistency leading to practice, status and brand value.

Stakeholder satisfaction is one of the most important aspects when we consider about quality. The important stakeholders can be identified as students, academic staff, nonacademic staff, employers, training organization, graduates, government, professional organizations, and parents, funding agencies, other interesting parties, administration and society. Most important key stakeholders are students, staff, administration and employers.

Students and Parents are now highly conscious of their rights or getting value for their money and time spent. They are demanding good quality teaching and receiving employable skills. At the same time they worry about our courses/programmes to the need of the labour market/international standards.

Every institute is accountable to its stakeholder in terms of the funds (public/private) used on it. Concern for quality will ensure accountability of the funds utilized and inform the stakeholder about taking appropriate decisions.

QA is a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements



Students want quality service and facilities which can make them as responsible and employable graduates. Academic staff wants better teaching and working environment with appreciation of work quality and benefit. Employers want quality graduates with knowledge, skills and attributes who can contribute to their organizational success. Government wants smooth functioning of the universities with the facilities provided by them.

Stakeholder Requirements in Quality Assurance

Stakeholder	Requirements	Way of satisfying
Students - INPUT	Quality Education Academic Guidance Appropriate Academic environments	<ul style="list-style-type: none"> • Develop curriculum to match with the labour market/international standards
Graduates - Output	Employability skills , lifelong learning experiences and achievements	<ul style="list-style-type: none"> • Introduce student/learner centered teaching methods • Introduce e-learning facilities • Introduce Credit Transfer System

Stakeholder	Requirements	Way of satisfying
Academic Staff	Achievements, academic support, teaching and research skills improvement opportunities and financial and non financial benefits, recognition	<ul style="list-style-type: none"> • Introduce an Annual Teaching Excellence Award • Facilitate for research grants • Facilitate for International Collaboration of Teaching and Research
Non-academic Staff	Achievements, support, financial and non financial benefits, recognition	<ul style="list-style-type: none"> • Introduce Performance based salary and promotion scheme
Parents	Quality education and more opportunities for their Children , responsible and skillful graduates	<ul style="list-style-type: none"> • Produce quality, skillful graduate according to the current job market
Society	Quality education, employable and responsible graduates and accountability	
Employers	Skillful and market/job oriented graduates	
Government	Smooth functioning , financial management and good Governance	

A quality assurance system could be implemented in a variety of institutional arrangements. It could be implemented at least in two different ways at the same time, i.e. internally driven and externally driven. Internally is the best and the most ideal way.

In order to be effective, an internal quality assurance system needs a strong leadership and institutional commitment towards the quality improvement.



When considering Internal and External QA, we can notice the effect of the ice-berg concept as in the above figure. Internal QA is the most important aspect whether it is less visible.

Internal Quality Assurance is so important to:

- train to look at us critically and constructively by ourselves
- enable quality accreditation
- improve teamwork within the members and self-development
- know Inner people what happens actually.
- continuously improve scholarship
- build up a base for continuous development of the university
- show our competitive advantage
- record our best practices for dissemination (national Development)
- More acceptance by the stakeholders
- produce graduates with social responsibility and high ethical standards
- produce world class graduates to suite national and global demands
- Global reputation in disciplines and research
- inculcate lifelong learning skills
- have good governance
- gain reputation to advice on government on local and international issues
- More inputs for the development of the academic culture in universities to make the societal stability in the country

Internal Quality Assurance Unit (IQAU) of the Horizon Campus

IQAU of the Horizon Campus has been established in August, 2014 as per guidelines of the Quality Assurance and Accreditation Council of the UGC.

Members of the Internal Quality Assurance Unit (IQAU) in the Horizon Campus

Prof. Colin N. Peiris - Chairman (Vice Chancellor)

Ms. Samantha Wickramasinghe - Secretary (Quality Assurance Executive)

Other Members:

Prof. S. Degamboda - Dean/Management

Dr. (Mrs.) R. Premaratne - Dean/Education

Dr. (Mrs.) Lekha Wanasekera - Dean/Science

Prof. Gayan Meegama - Dean/Information Technology

Dr. Ruwan Perera - Dean/International Programmes

Mrs. D. Godagama - Registrar

Mr. Rohana Peiris - Internal Auditor

Mr. Charith Suranga - Bursar

Mr. Namal Tharanga - Librarian

Salient functions of the IQAU

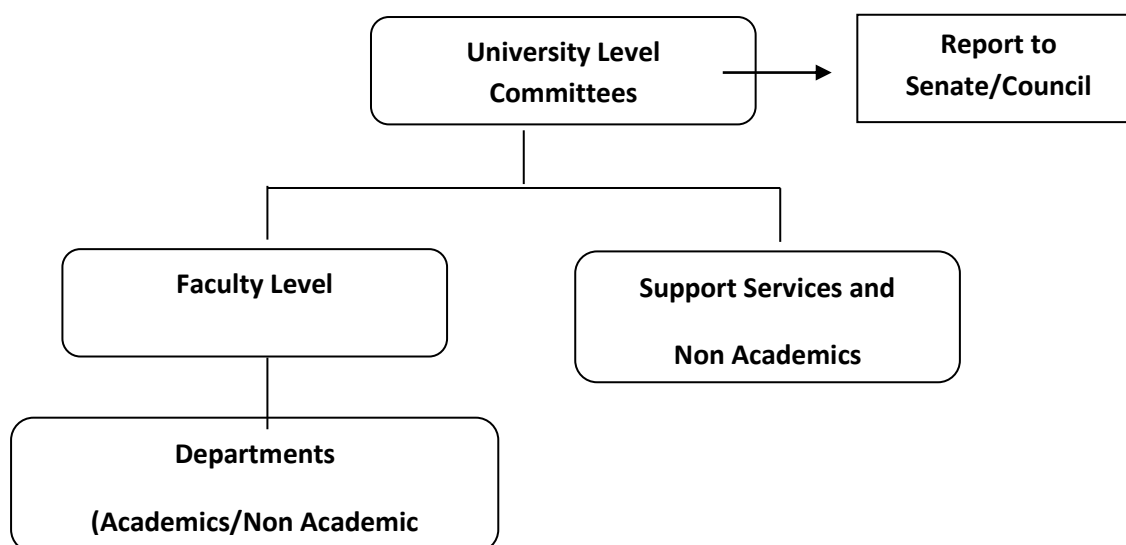
- Promoting public confidence that the quality and standards of the award of degrees are enhanced and safeguarded.
- Review of quality standards and the quality of teaching and learning in each subject area.
- Review of academic affiliations with other institutions in terms of effective management of standards and quality of programs.
- Defining clear and explicit standards as points of reference to the reviews to be carried out. It should also help the employer to know as to what they could expect from candidates.
- Developing program specifications (standard set of information clarifying what knowledge, understanding, skills and other attributes a student will have developed through a specific program)
- Developing quality assurance processes and methods of evaluation to affirm that the quality of provision and the standard of awards are being maintained and to foster curriculum, subject and staff development, together with research and other scholarly activities
- Ensuring that the university's quality assurance procedures are designed to fit in with the arrangements in place nationally for maintaining and improving the quality of Higher Education.

Responsibilities of the IQAU

- Co-ordination of all QA related activities within the institution;
- Liaising with UGC/QAA Council and other external QA agencies;
- Implementation of QA Reviews/Audits and follow-up action;
- Preparation of institutional self-evaluation reports;
- Provision of advice on QA to all Faculties and Departments;
- Monitoring and guidance in Faculty level QA activities;
- Organizing awareness programmes on QA for the staff members whenever necessary;
- Implementation of Quality and QA aspects in the institution's corporate plan;
- Facilitation of identification and sharing of good practices among academic Departments;
- Preparation of QA-related guidelines and manuals for use within the institution (e.g. academic regulations, equipment manuals, laboratory manuals etc.);
- Ensure the necessary Academic Regulations/By-Laws are in place, and if not, make recommendations for remedial action;
- Conducting of Staff Development Programs to Staff.

Internal QA can gain buy-in and acceptance from academic and support staff?

- IQA Units should propagate to grass-root level the aim/objectives/benefits
- Responsibilities of staff should be documented
- Share good practices where ever possible
- Production of QA Manual on performance indicators and development of QA issues and distribute among staff.
- Set common workshops
- External resources based on the needs and request of the grass-root level.
- Recognition of QA contributions for promotions and appreciations of contributions.
- Suggested structure of the University



Quality Assurance Framework of the Horizon Campus

IQAU is responsible to develop procedures for the following:

- Approval of new programs
- Annual monitoring and evaluation including program monitoring, faculty monitoring, and student's perception
- Departmental review
- Feedback (Student, Faculty, Alumni, Employer)
- Quality assurance of Master's, M Phil and Ph D programs
- Subject review
- Institutional assessment
- Program specifications
- Qualification framework

A framework for institutional level quality assurance to be applied by the universities, covering governance and management, teaching, research and service, which build on Internal QA processes and international best practices.

• **ADMISSION POLICIES**

The admission criteria for the proposed degree programs are defined taking into consideration the framework given in Sri Lanka Qualification Framework (SLQF). As this framework is based on the learning effort of the qualification holder, the admission criteria allows a candidate to choose pathways of lateral and vertical mobility and also, evaluation of qualifications obtained from overseas.

General Admission Criteria to Year 1 (Level 3 of SLQF):

1. Three Passes in one sitting at one of the following examinations or equivalent foreign qualifications (equivalent foreign qualification means the minimum requirement for admission to the first year of a UGC recognized university in that country):
 - a. G.C.E. (A/L) – conducted by the Department of Examinations, Sri Lanka
 - b. G.C.E (A/L) – conducted by Pearson Edexcel, UK (London A/L)
 - c. International (A/L) IGCSE's – conducted by Pearson Edexcel, UK
 - d. G.S.E G.C.E (A/L) – conducted by Cambridge International Examinations, UK
 - e. IB Diploma- completed this has to be included

OR

2. A minimum combined score of 1200 at the Scholastic Aptitude Test (SAT), conducted by the College Board, US

OR

3. Successful completion of National Vocational Qualification Framework (NVQF) Level 4 or Sri Lanka Qualification Framework Level (SLQL) 2 or equivalent.

Lateral Admissions

Entry qualifications as stipulated by the Sri Lanka Qualification Framework (SLQF) will be used for lateral admissions to the degree program.

The Horizon Campus - HCBT Admissions and Enrolment Policy and Procedure is committed to and guided by the principles of:

- i. Clear and consistent entry requirements that are appropriate to Sri Lanka Qualifications Framework (SLQF) levels of study;
- ii. Evidence-based admissions requirements;
- iii. Eliminating unfair or unnecessary barriers for student access to SLQF qualifications;
- iv. Facilitating recognition and/or credit for entry into SLQF qualifications;
- v. Fair and timely consideration of applications;
- vi. Clear and timely communication about the outcome of applications;
- vii. Enabling flexible qualification pathways; and
- viii. Regular review, monitoring and continuous improvement processes.

Assessment policy and Procedures are designed to ensure that during all parts of the process the academic standards and integrity of the Horizon Campus are maintained and safeguarded and that the principles of natural justice are followed in all proceedings. The Horizon Campus is committed to quality in all areas of operation. As a part of an ongoing process of quality improvement the operation of the policy will be reviewed annually. These Procedures ensure that:

- i. all students have access to clearly defined processes to address a matter in relation to the assessment and progress review processes;
- ii. all disputed issues are considered in a timely and efficient manner students are treated impartially and equitably during all stages of the process; and Students are not in any way unfairly disadvantaged by the process and the outcome of the process.

Evaluation Procedure

Candidates will be evaluated mainly from the evidences provided along with the application. The candidates who fulfill minimum requirements will be considered for the selection. However, if the number of applications receives exceed the maximum number per the intake; the candidates will be selected on merit basis.

Admission Committee

In order to ensure credibility and transparency, a committee will be setup to administer and supervise the admission process of the proposed degree programs. This committee is comprised of the following officers:

- I. Vice Chancellor
 - II. Dean, Faculty of Education
 - III. Dean, Faculty of Information Technology
 - IV. Dean, International Programs
 - V. Dean, Faculty of Management
 - VI. Dean, Faculty of Science
 - VII. Representative from the University Grants Commission
- Registrar – Secretary to the Committee

• **PROGRAMME APPROVAL AND REVIEW**

The Horizon Campus needs to produce a manual to guide units in curriculum development and the following procedure is recommended.

First step:

Dean of the Faculty or Head of Department liaises with the Academic Senate at an early stage for advice to ensure that the programme is developed in accordance with the Horizon Campus/University Grants Commission/Ministry of Higher Education formats.

Second step:

Internal Quality Assurance Unit (IQAU) examines the proposed programme to ascertain that all the above formats have been adhered to and then recommends it to next step

Third step

The Curriculum Development Committee of the Academic Senate examines:-

Fourth Step

The Academic Senate considers the proposed Programme

Fifth step.

The proposed academic programme re-examined by the IQAU.

Sixth step:

Academic Senate recommends it to the Governing Council for final approval. The Governing Council examines mainly the justification and whether there are enough resources to mount the Programme.

Final step:

Once the Governing Council has approved the Programme, it is then launched by the respective Academic unit/Faculty/Department with the guidance of the Vice Chancellor.

Curriculum Design

A curriculum should be able to facilitate a balanced learning process and ensure that students are able to acquire such cognitive, effective and psychomotor skills as are consistent with the educational goals and aspirations, from time to time be defined by the University Grants Commission (UGC).

Content of Curriculum

A curriculum or Programme of study shall:-

- a) Clearly indicate the core courses;
- b) Clearly indicate the elective courses;
- c) Provide common courses;
- d) Provide a full content description in a form readily accessible to each student of
- e) every course in the syllabus that the programme is proposing;
- f) State whether the programme being proposed is a specialised or general one or
- g) some other variant of the programme;
- h) Indicate whether all courses in the syllabus are expected to be taught by staff
- i) drawn wholly from within the faculty or department concerned or partly by staff
- j) from elsewhere: and
- k) specify in terms of lecture hours the minimum load for each course which is to be
- l) offered in every academic year or section of the year.

Every curriculum shall clearly specify the following:-

- a) Pass mark or grade for each course
- b) Minimum number of courses that a student must undertake to qualify for an academic award; (minimum graduation load)
- c) Condition for Progression
- d) Assessment requirements (coursework and written examinations)
- e) The distribution of marks between coursework and written examinations

Consultation with Stakeholders

Programme Review

- i. That new programmes should be reviewed involving external input after the first cohort of graduates have completed their studies and thereafter periodically.
- ii. IQAU should initiate a mandatory review of academic Programmes involving external input, after every three years.
- iii. IQAU should create a panel of knowledgeable and experienced persons to periodically review courses/programme so as to advise on their validity and relevance.
- iv. The Academic Senate should initiate mechanism of harmonization of courses to address the issue of duplication of courses and mandates.

• **MONITORING, EVALUATION AND REVIEW**

Monitoring, evaluation and review of the courses are the responsibility of the Course Committees. All the courses will be continuously reviewed for their validity and updated as and when needed. Course Committee is responsible for updating the course modules to cater to the current needs and demands and adopting newly emerging technology.

Refer: Code of Practices - Programme Approval, Monitoring and Review

• **Assessments regulations and mechanism**

- Peer evaluations
 - One of the main benefits of peer observation is that it creates the space and opportunity for those being observed and those observing to *reflect* on their teaching. The needs of teaching staff at different stages in their career vary, so the process is not too prescriptive. These guidelines encourage and support active engagement in the process, rather than imposing a standard way of doing things, and build on existing good practice identified across the University.
 - In order to improve the quality of teaching and the students' learning experience, the university requires its teachers to subject at least one of their teaching sessions to observation by peers at least once a year.

Refer: Codes of Practice – Peer Observation

- Student evaluations
 - The main objective of this program is to improve the effectiveness and quality of teaching in the undergraduate academic program through helping the teachers to identify their strengths and weaknesses, identifying the limitations of resources in carrying out the teaching program, improving teaching methods and effective use of teaching aid. This can also be used to reward the teachers with excellent performance as an incentive to encourage others. The strengths and weaknesses of a given course indicated by the evaluation could be used as a guide in curriculum revision in the future.
 - In order to improve the quality of teaching and the students' learning experience, the Campus requires its teachers to obtain formal feedback from students on a regular basis.

Refer: *Codes of Practice - Student Feedback*

- Assessments
 - The campus will adopt assessment methods common to all the students in all degree programs ensuring equitability. The students are assessed continuously by the Subject Coordinators based on various assessment methods such as quizzes, assignments, case studies, field visit reports, presentations, orals, practical assignments, mini projects and spot tests.
 - Continuous Assessments carry 60% weight of the total marks. In order that a student achieves successful results in continuous assessment he/she must attend 100% of all continuous assessments. Students also should maintain a minimum of 80% attendance to sit for the end semester exam. The process will be proven to be highly effective keeping students alert on latest trends in local and global scenario and focus their minds on education much better. The fringe benefit not to be undervalued will be keeping students highly disciplined without the kind of misbehavior seen in other universities where such continuous assessment weighing is not found. This method is strenuous for both student and more on the teacher and we have come to believe the effectiveness with the results we begin to observe among our students.
 - The university employs external examiners as and when necessary. The question papers will be sent for moderation and second evaluation to the external examiners as needed. They will also invited to evaluate final year students' research presentations.
 - Students' performance at each course unit is assessed and graded by one or more theory based/practical examinations, continuous assessments,

assignments, reports, case studies, oral examination, etc. as specified by the lecturer-in-charge in the respective course unit. Students will be informed on the Method of Assessment at the beginning of the semester by the course lecturer. When there are multiple examination for a course unit, marks obtained by the student for each examination is combined in order to obtain a final grade.

Grading System

Marks obtained in respect of a course unit will be graded according to the following grading system. A grade point value as indicated below is assigned to each grade.

Grades, Grade Point Average Values and Passing Course Unit Examination are (as Stated in the Faculty Prospectus) as given below.

Grades and Grade Point Values											
A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E
4.00	4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	1.30	1.00	0.00

Range of Marks	Grade	Grade Point Values
85-100	A+	4.00
80-84	A	4.00
75-79	A-	3.70
70-74	B+	3.30
65-69	B	3.00
60-64	B-	2.70
55-59	C+	2.30
50-54	C	2.00
45-49	C-	1.70
40-44	D+	1.30
30-39	D	1.00
20-29	E	0.00
	ab	0.00
	M	0.00

[Source: UGC circular 901]

Minimum levels of GPA for Awarding Classes /Passes

Grade Point Average (GPA) for Awarding Classes / Passes			
Pass	Second Lower	Second Upper	First
2.00	3.00	3.30	3.70

Refer: Codes of Practice - Assessment of Students and Codes of Practice - External Assessors

- **STAFF SELECTION**

- Recruitment of high quality staff is the first key to our success as an organization aspiring to learn and grow. The campus can be adopted a marketing strategy differentiated from other universities to recruit high caliber personnel. Selection committees comprising Professors from internal/other universities will be appointed to conduct the arduous process of interviews.
- Junior academics will be recruited at temporary level and tested for a period of one academic year before offering probationary level positions. However, there are few exceptions where exceptionally talented young academics qualified in rare fields were exempted from this condition. The academic staff members of the university are now increased to 70, and the university will be strengthened by a strong backbone made up of young academic staff.
- All staff members will be evaluated based on their performance at least once a year. All academic staff members have to submit their progress on three pillars of service; teaching and mentoring, research and social responsibility with the annual increment form. The temporary academic staff members have to submit these biannually.
- The focus of management in the campus is to succeed in delivering results for which competence in carrying out operations successfully is essential. Thus the senior administrative staff members have been given pseudonyms.
- The administrative staff of the university now consists of a Registrar, Senior Assistant Bursars etc.

- **STAFF DEVELOPMENT**

- The Staff Development Centre of the Horizon Campus will be established soon. The centre conducts induction programs for staff members with an aim of improving teaching and learning quality of the staff. The curriculum for the Certificate Course on Teaching in Higher Education approved by the UGC effective June 2010 is followed in delivering lectures and other activities.
- The activities of the Staff Development Centre will be organized by the Director/SDC with the support of the Advisory Board appointed with the approval of the Senate and the Council.
- The training covers personal, professional and career development advice and support to all staff members of Horizon Campus ensuring their capabilities in delivering efficient, effective and innovative teaching, counseling, and supporting services to students. SDC is responsible for helping new members of HC to quickly acquaint with the vision, mission and the working environment and developing entrepreneurial skills, work skills (Language, IT, Administrative, Managerial) of the staff and enhance skills and expertise in their discipline.

Refer: Annex 1 – Staff Development Programme for HC

- ***QA in Teaching and Learning***

1. Enhance the quality of teaching and learning by introducing Innovative and Interactive Teaching Methods through establishing Staff Development Centre;
2. Introduce an Annual Teaching Excellence Award and Outstanding Educator Award;
3. Using good practices like Student Feedback, Peer Observation/Peer Evaluation, teaching portfolio and Course Evaluation;
4. Enhance teaching and learning through application of digital and audio visual technologies;
5. Develop and support effective and relevant e-learning services.

- ***QA in Research***

The quality of the research itself is assured primarily by external peer-review of the research outputs. In contrast, assurance of the quality of the research processes is achieved by the Internal Quality Assurance in Research system.

1. Facilitate and develop research at Horizon Campus, and establish world-leading research programmes;

2. Work to expand research funding for the University, including developing fruitful relationships with government funding agencies and industry;
3. Set policies for research, including agreements with government agencies, industry, private corporations, and foundations;
4. Oversee the allocation of strategic research funds

- **EXTERNAL EXAMINERS**

External examining is one of the ways of ensuring academic excellence in Universities. Under this arrangement, external examiners are engaged to evaluate the program content and the process of student assessment. . External examiners reports act as reference points against which the campus may be evaluated and accredited. It is an assessment tool used to measure the academic standard of staff and graduates of a particular university.

In general, external examiners are expected to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process and any concerns or irregularities with respect to observation of the Campus regulation. Therefore the conduct of external examinations at Horizon Campus is governed by Academic Senate regulations. The following are the General Principles that should guide the external examination process:

- a) To provide external and unbiased evaluation of the fairness and suitability of the Campus's student assessment process in line with Academic Senate regulations
- b) To verify that standards of student performance are appropriate for the award for which the external examiner has been appointed
- c) Verify that the student assessment methods are reliable or precise; valid (measures the competence it is intended to measure); has educational impact (it promotes appropriate student learning behaviour; is acceptable to all assessors and students; and is feasible within the resources available
- d) Work with the Campus to uphold the high academic standards of its programmes and awards
- e) To compare the academic standard of the Campus with those of similar institutions
- f) External Examiners should be identified for each academic programme by the respective departments and nominations forwarded to the Faculty Board for consideration and recommend appointment to Academic Senate. Academic Senate should appoint external examiners on behalf of Academic Senate.
- g) The principles and guidelines on external examining should be made public so that they can be accessed by students, staff and other stakeholders
- i) The Campus should create audit mechanisms to ensure that external examiners are invited annually for each academic programme.

Roles and Responsibilities for External Examiners

The principle roles of external examiners include:

- a) To verify that standards are appropriate for of each unit of study and to provide independent impartial comment on standards set and student achievement of those standards. The capacity to fulfill this is based on knowledge of standards set and achieved in other higher education institutions, of subject benchmark statements and where applicable of the expectations of Professional and Statutory Bodies or co-awarding bodies.
- b) To verify that the process of deciding assessment outcomes for individual students is fair, fairly operated, and in line with the University's regulations

Arising out of the principle roles of external examiners the specific roles and responsibilities of external examiners are given here below:

1. Make judgements independent of the internal examiners
2. Have powers to recommend to the Faculty Board the adjustment of marks for individual or all students examined
3. Have access to the assessed parts of the programme (student scripts and coursework)
4. Determine the method and extent of sampling of students' work to scrutinize
5. May recommend to the Faculty Board for the remarking of a student's script
6. Select students for and determine to nature of VIVA VOCE
7. Check cases of suspected cheating
8. Endorse mark and pass lists before they are published
9. The external Examiner should in specific cases the extent to which medical and other extenuation circumstances were taken into account.

• **International Affiliations and Partnerships**

The International Universities affiliated and or partnering with Horizon Campus are:

1. Karnataka State Open University(KSOU), India
2. University of London International Programmes, UK
3. Herzing University, USA
4. Buckinghamshire New University, UK
5. Nilai University, Malaysia.

All programmes conducted under the above five foreign Institutions and their degrees awarded for successful completion are accredited by their relevant accrediting bodies and the Universities are University Grants Commission (UGC) recognised foreign Universities.

TVEC programmes to meet TVEC accreditation and the International Programmes to meet the criteria specified by the relevant International Institute

Institutional Membership of the Asia Pacific Quality Network (APQN)

Horizon Campus obtained the Institutional Membership of the APQN. Asia Pacific Quality Network (APQN) is one of the two leading Quality Assurance network in the world. It is founded in 2003 in Hong Kong with 57 members and 6 observers from 27 countries. Dr. Jagannath Patil is the current President of Asia Pacific Quality Network [APQN], the largest regional network of QA bodies. In 10 years APQN has grown to 140 members from 50 countries of Asia and Pacific.

Institutional Members are institutions of higher education in the region that are in good standing with the relevant quality assurance agency. Associate and Institutional Members may participate in the Annual General Meeting (AGM) and other meetings of the General Council.

Most impact has occurred:

- in improving QA mechanisms across national systems in various countries,
- in the exchange of ideas and of expertise,
- in enhanced institutional capabilities, and
- in promoting communication and cooperation between agencies and institutions.

All members may:

- *benefit from APQN's activities;*
- *collaborate in the attainment of APQN's purposes; and*
- *exercise their rights according to this Constitution.*

All members will be listed in the online register of members on the APQN website (www.apqn.org).

- **QA in Service and Development at Horizon**

Software Company of the Horizon Campus

The development will mainly emphasize on products for various businesses and the proposed software company will also be responsible for turning key projects based on client needs and other requirements. Ad-hoc customizations and software development according to client needs will be undertaken with special relevance to web technologies, mobile applications including web services, networking projects,

wireless technologies and sensor networks which our major areas of research and development.

Objectives

1. To create in house software development workforce to enhance software industry in Sri Lanka.
2. To produce and deliver low cost software which is usable, efficient, reliable, maintainable, and interoperable with short time to market.
3. To enhance the reputation of Sri Lanka as a destination for a high quality software.
4. To increase contributions from academics, post graduate students, experienced developers, and undergraduates in computing disciplines (Computer Science, Information and communication technology, networking and software engineering) in real world software application developments.
5. To create a teaching company to provide training for undergraduates and postgraduate students in computing disciplines and also to enhance Research & Development works in Sri Lanka.
6. To train undergraduates and postgraduate students for international, multinational and multicultural environments.
7. To provide opportunity for undergraduates and postgraduate students in computing disciplines engage in full software development life cycle.
8. To promote open source software as alternative to proprietary software. This proprietary software has already become a financial obstacle for many organizations especially in developing countries.
9. To provide low cost software maintenance for clients effectively and efficiently.
10. To promote "Horizon Campus in Sri Lanka" brand worldwide.

Mission and vision

It has been widely recognized that Information and Communication Technologies play a key role in development of almost all nations by providing better services to general public efficiently and effectively to improve their living standards. However, most of nations find that high cost associated with software is one of the development constraints for them. Delays in software product deliveries and lack of maintenance supports are inherited weakness in software industry. Open source software products are becoming popular due to less cost involve with it. However, maintenance support is still a barrier. Our mission is to help the developing nations in using open source software by becoming a open source development and maintenance hub in South East Asia while not forgetting its counterpart: proprietary software.

Our vision is to establish a software development company to get all stakeholders in ICT applications under one umbrella. To reduce the high cost associated with

software, we must reduce usage of man power in software development and maintenance activities. There is a possibility of using undergraduate and postgraduate students under experienced developers to produce high quality software with a low budget. And also, the software development process can be automated to some extent. That requires research and development activities to develop tools, methods and techniques required for semi-automated software development. Such tools, methods and techniques will help us to get the undergraduate involve with real world software development process. Our main focus will be on developing tools, methods and techniques required for semi-automated software development and maintenance while providing highly reliable services to our customers by producing the high quality software products they want at a low cost while guaranteeing short time to market and quality maintenance. Quality research papers coming out of this process will popular Horizon campus worldwide while producing high quality software for our clients.

Target Market Segment Strategy

Software solutions will be tailored to target the following markets based on requirements.

- Banking and Financial Institutions.
- Stock exchange and stock brokers.
- Manufacturing houses.
- Hotels, food and beverage industries.
- Educational Institutions and Systems.
- Other Government Institutions.
- Telecommunication and Mobile industry.
- Health Care Industry.

Apart from the above the markets, new client markets will be explored as the company evolves.

Annex 1: Staff Development Programme for HC

Proposed – Staff Development Programme for Probationers Certificate in Professional Development in Higher Education (CPDHE)

Module	Workshop TITLES	OBJECTIVES	ASSIGNMENTS	CONTACT HOURS	COORDINATOR
1. Introduction to the Programme	Aims and objectives of programme, Expectation of participants	Matching objectives with expectations	N/A	2 hr	CP 26.09.11
2. Orientations as a Teacher in Higher Education	The Teacher in Higher Education, Ethics and the teacher, Financial Regulations, By-Laws of the Institution, Corporate Planning of the Institute, Quality Assurance and Accreditation Process	Participants will be able to take on the responsibilities of an efficient and effective teacher in discharging in teaching, research and administration	Yes	6 hr	CP & UJ 26.09.11
3. Curriculum Development	Curriculum Development	Participants will be able to develop a curriculum for a course by giving due consideration to stakeholder expectations.	Yes	4 hrs	12.10.11
4. Teaching Methods - Theory	Active Instruction Techniques, Lecture, Discussion, Questions in Teaching, Tutorials, Seminars, Assignments, Problem Based Teaching, Role Play, Case Studies, etc. , Teaching and learning methods small and large group teaching & learning	Participants will be able identify and use the most appropriate instructions techniques in teaching.	Yes	8 hrs	27.10.11

Module	Workshop TITLES	OBJECTIVES	ASSIGNMENTS	CONTACT HOURS	COORDINATOR
5. Teaching Methods – Practicals	Skills lesson Planning, Skills Analysis, Skills Teaching	Participants will be able to plan and sequence skills lessons, write aims and objectives for teaching skills/practical/clinical/laboratory and field lessons	Yes	8 hrs	
6. Teaching/Learning Resources	Boards, Charts, Posters, Handouts, OHP, use of Multi Media	Participants will be able to identify advantages and disadvantages of using different teaching/learning resources and use the most appropriate methods	Yes	8 hrs	
7. Enhancing educational Competencies	Assessments/Constructive alignment in Teaching & Learning	Participants will be able to determine the appropriate assessment strategies to ensure validity, reliability and practicability of student assessment and achieve lesson/course/degree objectives	Yes	8 hrs	
8. Teaching Practice	Individual Teaching Practice	Participants will be able to demonstrate the ability to develop and deliver lessons effectively to students	15-20 minutes for each participants	12 hrs	

Module	Workshop TITLES	OBJECTIVES	ASSIGNMENTS	CONTACT HOURS	COORDINATOR
9. Teacher/Course Evaluations	Advantages of using Student evaluations, and Peer Evaluations	Participants will be able to determine teacher/course evaluation strategy.	Yes	4 hrs	
10. Personal & Professional Development	Reflective Practice, Time Management, Interpersonal Relations, Emotional Intelligence	Participants will be able to develop personal and professional developments	N/A	6 hrs	
11. Research Methodologies	Proposal formulation and conduct of Research	Participants will be able to write a research proposal by carrying out literature search, formulating hypothesis and objectives, presentation and publishing a research paper	N/A	4 hrs	
12. Information Technology	IT based Teaching and Learning	Participants will be able to use the computer for teaching and research	Yes	4 hrs	

General discussion:

- This will be conducted for **80 hours**
- It will be held on a weekday (full day) once in every two weeks during a period of six months
- Maximum of 20 participants per full session
- Starting date will be in August/September 2011
- Attendance – 100% compulsory
- Feedback from Workshop on a common format
- Assignments/ Final assessment – portfolio based