



IGC

The Institute of
Governance & Compliance

IGC Quality Assurance Manual

Institute Of Governance & Compliance
No. 267/23, Galle Road, Colombo 3.
Corporate Office; Level 35, World Trade Center.
West Tower, Colombo 1, Sri Lanka. Tel; 0113456771
info@igcsl.lk, www.igcsl.lk

INTRODUCTION

Institute of Governance and Compliance (IGC) is committed to providing students with a rich educational experience in a friendly learning environment designed to prepare them to meet the highest academic standards. Academic quality is a critical part of the Institute's self-assurance, accreditation, and compliance systems.

The establishment of academic quality ensures that the Institute continues to achieve its ambitious mission and attain its strategic objectives.

IGC Quality Assurance Manual (QAM) describes how QA activities are integrated into continuous appraisal and improvement of the IGC curriculum, services, and all operational activities.

OBJECTIVES OF QUALITY ASSURANCE SYSTEM

The IGC quality assurance system, in developed with strategies, aims at achieving and maintaining quality in learning, teaching, and support facilities. This effective five-year plan shall bring in;

- Pathway to achieve Institute's mission and vision.
- Continuous reviewing of the "IGC Quality Manual" to achieve procedures and targets required for the implementation of the quality assurance system.
- Guidance required in the teaching and learning process.
- Following up plans to fulfill the need and updating of ever-changing subject knowledge.
- Accreditations from International Universities and Educational Institutions.
- Promoting "Student-Centered Learning".
- Continuous Self-Assessment aiming at updating the effectiveness of the "Internal Quality Assurance System" at IGC.

MISSION AND VISION

Vision

"Achieving excellence in Governance, Compliance and Good practices"

Mission

Educating society to build a disciplined nation

IGC ACADEMIC ADVISORY BOARD [AAB]

The Academic Advisory Board is the central unit that manages, plan, assess and implement novel knowledge and systems to Institutional academic development activities. The main areas of responsibilities of AAB are, as the following:

- Development of Curriculums.
- Introduction of novel knowledge and strategies relating to the overall academic development of the Institute.
- Introduction of policies and processes to Institutional committees.
- Ensuring continuous operation of quality assurance committee.
- Working on the process and opportunities for institutional accreditation.
- Working on developing partnerships with other national and international institutes, universities, and organizations.

INSTITUTE QUALITY ASSURANCE COMMITTEE [IQAC]

Out of many sub-committees operational, the IGC Quality Assurance Committee is solely responsible for sustainable quality management of IGC.

1. Structure of the Institute Quality Assurance Committee (IQAC)

- Head of the Committee [Chairman of Academic advisory Committee]
- Academic Staff/ Members
- Non-Academic Staff/ Members

2. Selection Criteria of Academic Staff

IGC Academic staff is selected considering competencies, ability, characteristics, and attitudes needed for the success of the Institute.

It is essential to consider academic performance and academic intelligence when hiring a person to be appointed as a permanent academic in the Institute. IGC looks at the following criteria in selecting Academic Staff.

- Subject proficiency & Teaching ability
- Right attitude
- Willingness to learn
- Research capacity
- Capacity to relate subject segments with practical environments with examples.
- Ability to evaluate student's academic performance
- Higher level of internal control
- High Emotional Intelligence.

3. Duties and Tasks

Duties and Tasks of Academic Staff Members.

- To provide technical assistance for syllabus modules.
- To issue their comments after assessments
- To arrange and participate in seminars, workshops, and training sessions related to quality assurance inside and outside the Institute.
- To submit a report after assessment and evaluation

Responsibilities of Non-Academic Staff Members

- To facilitate audit and accreditation processes.
- To provide support in managing the Quality assessment functions
- To coordinate, collect and process data in support of the assessment.
- To maintain quality assurance records.
- To coordinate QA Event

QUALITY ASSURANCE UNIT [QAU]

Quality Assurance Unit is the vehicle used for implementing the IGC quality assurance system into Institutional Operations.

Structure of Institute's Quality Assurance Unit (IQAU)

- Head of IQAU
- Secretary IQAU
- Academic Staff/ Members
- Non-Academic Staff/ Members
- Students Quality Assurance Committee (SQAC)

Duties and Tasks: IQAU

- Assist academic departments and lecturers.
- Coordinate with academic and non-academic staff at the Institute, in order to fulfil and execute all quality assurance standards.
- Assist the Institute in the accreditation of programs with other institutions.
- To educate academic and non-academic staff about Institute's quality assurance system and its importance.
- To raise awareness among students, about Institute's quality assurance system and its importance.
- To review and develop procedures for programs accreditation

QUALITY ASSURANCE AT IGC

The purpose of a well-defined Quality Assurance system is to evaluate, understand and comply with the level of the standards practiced and to make the parameters are in line with preset standards.

Internal Quality Assurance (IQA)

IGC IQA is the process of monitoring, continuous appraisal, and improvement of the IGC curriculum, services, and all operational activities, teaching, learning, and assessment activities of IGC. This internal quality assurance is conducted by, Institute's Quality Assurance Unit (IQAU)

under the supervision of the Institutes Quality Assurance Committee [IQAC].

Internal QA Process

- Monitoring
- Assessment/evaluation
- Enhancement/improvement
- Benchmarking
- Audit
- Comply

The IGC IQA system is implemented through Institute's Quality Assurance Unit (IQAU) and shall assess, review, improve and develop; learning, teaching, of the educational process, as well as all operational activities by achieving the strategic objectives of the Institute.

The IGC IQA system is designed to meet the basic elements of the PDCA Cycle.



IGC Continuous improvement cycle

Quality enhancement

The quality enhancement requires the methodical arrangement and structuring of the existing IQA system that deals with the planning of teaching and learning processes, the evaluation and review, and decision making to improve the quality of education at the Institute.

IGC IQA focus areas

- Continuous Curriculum and programs improvements to meet the market needs.
- Continuous assessment and Upgrading learner outcomes.
- Strengthening of the existing quality assurance system through continuous analysis.
- Proper MIS, defect identification, and fixing mechanism.

Internal Quality Audit at IGC

The internal quality audit at IGC is a systematic and independent investigation with the purpose of determining whether the actions and results referring to quality are in accordance with IGC QA Policy.

IGC Board of Management [BOM] shall evaluate, report, suggestions, and implementations recommended by the IQAC. BOM shall evaluate and approve suggestions made by IQAC, if the proposed suggestions are in line with the IGC quality policy.

INTERNAL EVALUATION SEGMENTS

Important segments to be evaluated according to the IGC IQA are as follows:

1. Academic Standards. [Contents, Performance & benchmark]
2. Quality of Learning.
3. Related party's feedback.
4. Effectiveness of Quality Management.

ACADEMIC STANDARDS

1. Academic Standard in Curriculum and Program Design

- The Curriculum is designed to meet the objectives; including the intended learning outcomes,
- in order to achieve the Institute's mission
- The qualification earned from a program is clearly mapped to the correct level of national [SLQF] and international qualifications framework for higher education.
- All IGC programs describe the essential knowledge, skills, and attitudes required by graduates.
- IGC curriculum is in line with the teaching methods and assessment criteria align with the intended learning outcomes.

The academic standards quality is developed with an understanding of the quality of learning outcomes.

2. Content Standards

IGC Syllabus Content volume & quality in the specific content areas that students should learn at each subject or module level are defined as CONTENT Standards. The following sub-segments will be evaluated by IQAC on each assignment.

3. Syllabus design and development contents

- I. Clarity towards achieving Vision, mission, and objective
- II. Fair distribution towards mission and goals.
- III. Program compatibility with the mission
- IV. Social relevance.
- V. Meeting global needs and quality dimensions
- VI. Curriculum development process -STEPS
- VII. Modular & course structure
- VIII. Credit system
- IX. Work-based curriculum
- X. General competencies and skills
- XI. Inter/Multidisciplinary studies
- XII. Presence of Technology layer in program delivering.
- XIII. Development and vocational skills
- XIV. Emerging areas and Global relevance
- XV. Career orientation
- XVI. Women empowerment and current concerns
- XVII. Continuing adult education/training
- XVIII. Institutional participation/initiative in curriculum development and restructuring.
- XIX. Curriculum design alignment with the institutional goals and objectives.
- XX. Employability consideration
- XXI. Alignment with global competencies
- XXII. Consideration for value-based education
- XXIII. Curriculum alignment and consultations with the industry/employment

4. Performance Standards

Expected outcome, assessment, and student work are called PERFORMANCE Standards. Performance standards are unique levels and skills in problem-solving, reasoning, communicating, and making connections with other information. They provide all constituents with the evidence that students have met the content standards, helping teachers define what level of work is satisfactory.

5. Benchmarks

BENCHMARKS are used by IGC to gauge the course outline and performances as the set bar for quantitative as well as qualitative evidence of performance.

QUALITY OF LEARNING

Learning Outcomes (IGC LO)

- IGC Learning Outcomes (IGC LOs) are the specific skills that shall be gained by the students at the end of the learning cycle.
- IGC Course Learning Outcomes (LOs) and subject learning outcomes are clearly defined in the curriculum. Students are expected to know and are skilful in the defined areas after completion of a learning unit.
- IGC Learning Outcomes is a blend of the following categories or flavours:
 - I. Knowledge and understanding;
 - II. Intellectual soft Skills;
 - III. Professional and Practical application
 - IV. Transferable Skills.

IGC learning outcomes shall be recognized in the following sectors:

- National recognition as a qualification
- international recognition
- Understanding the value of qualifications for employability

Intended Learning Outcomes (ILOs) Also known as “SMART”:

Specific.
Measurable.
Appropriate.
Realistic.
Time-bound.

IGC students reflect various subject qualities on completion of subjects and modules, thereby demonstrating the right blend of Learning Outcomes.

- Reflect a broad conceptual knowledge and adaptive vocational and transferable skills
- Reflect essential knowledge, skills, or attitudes
- Focus on results-oriented learning experiences
- Acquire end of the learning experience

Student-Centered Teaching & Learning - (Student-Based Learning/SBL)

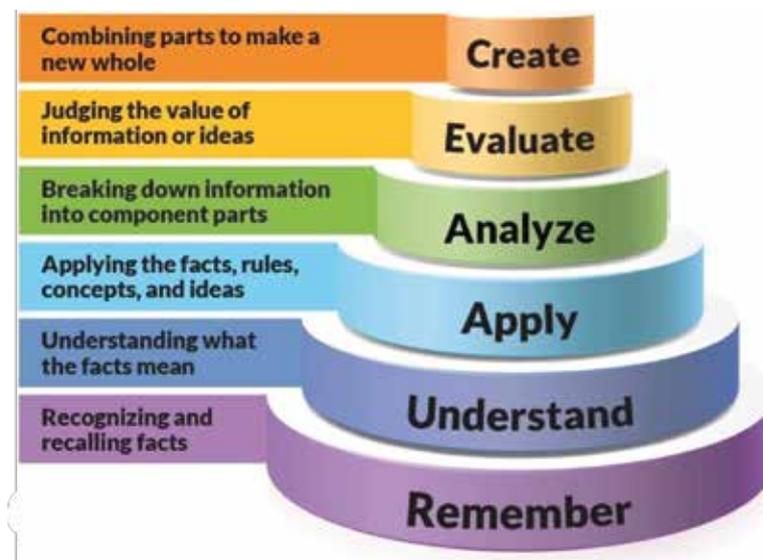
- SBL is introduced by IGC to stimulate students’ motivation, self-reflection, and engagement in the learning process.
- IGC has introduced Emotional Intelligence as a subject to promote mutual respect and empathy within the student-staff relationship.

Student Progression and Achievement

- IGC has a high emphasis on Continuous assessments of students' knowledge through assignments and results concerning student progression.
- Institute monitors students' performance through data entered individual student portals created in the LMS. This will give a clear indication of individual learning processes towards specific Learning outcomes.
- IGC curriculum is designed in such a way that it enables smooth student progression.

USING BLOOM'S TAXONOMY

All IGC courses start with a solid foundation of the Emotional Intelligence learning cycle, which addresses individual students' emotional and thinking abilities and drawbacks and reshapes the brain- behaviour. With this foundation, our students learning cycle becomes highly students centered and students led. The introduction of Bloom's Taxonomy has brought tremendous success throughout all our courses.



Quality of Learning Opportunities

IGC provides effective teaching and learning systems in line with a strategic view of learning and ensures the selection of appropriate teaching methods. The quality of learning opportunities at IGC is evaluated against the following reflective indicators that need to be satisfied to meet the international standards:

Teaching Staff

When selecting an Academic staff panel IGC consider.

- Adequate knowledge of the subject they are teaching.
- Necessary skills and experience to transmit their knowledge effectively to students.
- Willingness to develop and extend their teaching capacity, and to improve their skills to a high level.
- IGC offer CPDs to its academic staff to participate in:
- Courses/workshops (e.g., on the subject matter or methods and other higher education-related topics)
- Education conferences.

Learning Resources and Student Support

- Learner friendly Students lead environment.
- Support to help students with academic problems, for them to complete satisfactory progress in their program.
- Online support; library, IT support ...etc.
- Students complain management.

EFFECTIVENESS OF QUALITY MANAGEMENT

Quality management systems at IGC focus on the following areas:

- **Governance and Good practices:** The governance, management, and quality assurance system at IGC manage existing academic activities and respond to development and changes where necessary.
- **Academic Leadership:** Academic leadership in IGC is the core of our functionalities. IGC provides a strong and sustainable basis for academic activities to grow in a conducive environment for learning, knowledge enhancing, external and internal applications.
- **Self-Evaluation:** Self-evaluation, is addressed in all levels of IGC with EQ empowering the stakeholders in achieving excellence.
- **Stakeholders' Feedback:** IGC attends, processes, and responds to the reviews and feedback coming from stakeholders (Internal and external). The complaint and feedback management system of IGC ensures that effective and regular action is taken to promote strengths, address any weaknesses and demonstrate responsibility and accountability.

EXTERNAL QUALITY ASSURANCE AT IGC

IGC courses are assessed by TVEC the Sri Lankan government regulator of Vocational Education. Going into the international platform our programs are evaluated and endorsed by international education Regulatory bodies and awarding bodies.

IGC Policy for Quality Assurance

- IGC has a policy for quality assurance processes that form part of its strategic management plan.
- The policy is available in the public domain.
- IGC QA policy is developed with the support of everyone involved across operational steps and considering the views and opinions of external stakeholders.
- The policy is revisited and revised periodically.
- The policy is translated into practice through a variety of internal quality assurance processes at each level of Institute functioning (new curricula and programs, program review, competencies and responsibilities for academic staff and non-academic staff recruitment, ongoing evaluation, data collection, and documentation).
- IGC uses the results from quality assurance processes to revise and improve structures, processes, curricula, and pedagogy.
- All internal stakeholders assume responsibility for quality and are engaged in quality assurance at all levels of IGC.

Management Principles

- IGC follows clear management objectives.
- IGC provides guidelines for managerial actions: division of work, teamwork, responsibilities, authority, and accountability, transparency, justice-based management, the balance between centralization and decentralization, appropriate systems of appraisal and reward.

Promotion of Innovation by the Management

IGC ensures that its management system can respond rapidly to initiatives of external needs and changes: research activities, procedures in the administrative and workflow process, knowledge transfer, methods of teaching and learning, community services, entrepreneurial thoughts.

Focus on Future

- IGC allocates resources and designs evaluation processes of forecasts. These processes include education, research, community services, networks, management, and Institutional Dynamics.
- IGC has a policy for managing human resources, career paths, and conditions of service.
- IGC has a policy for staff mobility.
- IGC promotes the training of its teaching, technical and administrative staff.
- Financial Management System
- IGC has a clear and transparent system for the distribution of internal and external resources.
- IGC has budgeting, monitoring, and auditing procedures.
- IGC regularly evaluates its financial management and uses the results to improve its financial management system.
- IGC has plans to maintain financial stability.

NETWORK STRATEGY INDICATORS AND GUIDELINES

IGC has a clear process to scan, on a regular basis, its environment to be aware of the national, regional, and international economic development.

IGC has set up a networking policy to define priorities in its relationship with organizations, its collaboration, its cooperation, its partnership, its membership, etc.

IGC has used its relationships with other organizations to promote curriculum development, internship, job training, students exchange, and transfer of credits, academic and non-academic staff exchange, research, publication, consultancy, etc.

Network Sustainability

- IGC has a clear process to maintain its networks
- IGC assesses, on a continuing basis, national and international educational programs available and newly introduced.
- IGC updates, on a continuing basis, its website to ensure the dissemination of the latest news for the public.

Assessment of Networking Activities' Outcomes

- IGC holds regular meetings of various committees and councils to understand the laps to be attended of the activities of its network.
- IGC makes use of the feedback from all advisory committees.
- IGC analyzes the impact of its networking activities on each sector that they were applied in.

INTERNATIONAL EXCHANGE, MOBILITY AND ACCREDITATION

- IGC has a policy that encourages international mobility of students, academic and non-academic staff.
- IGC has a policy for the integration of international students as well as teaching/research staff members.
- IGC has a strategic objective for the enhancement of its internationalization and recognition.
- IGC has engaged with international accrediting agencies.

DESIGN OF PROGRAMS AND CURRICULA

- IGC has clear processes and a dedicated panel for the design and approval of its academic programs.
- IGC programs are designed with overall educational objectives that are in line with the institutional strategy and employability.
- IGC programs are designed by involving stakeholders and experts.
- IGC programs are designed so that they enable smooth student progression.

Student-Centered Teaching and Learning

- IGC ensures that the programs are designed and delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
- IGC promotes mutual respect within the learner-teacher relationship.
- IGC has a dedicated process for dealing with students' complaints.
- IGC has a strong team monitoring and enhancing information technology systems.

Student Admission and Progression

- IGC students' enrolments process is on the Website.
- Six passes at the G.C.E. Ordinary Level Examination together with a Credit Pass in English Language at the G.C.E. O/L Examination; To enter into Foundational Level.
- Three passes at the G. C. E. Advanced Level Examination together with a Credit Pass in the English Language at the G.C.E. O/L Examination; To enter into Diploma Level.
- Mature Entry: Those in employment and with a minimum of 6 months experience in Banking, Finance, Insurance, Accounting, and Management environment together with a recommendation from the employer.
- Any other qualification accepted by the Council of IGC Sri Lanka.
- Only registered students can sit for examinations of the Institute.

Teaching Staff Qualifications

- IGC recruit competent academic staff members.
- IGC encourages academic staff to use innovation in teaching methods and the use of new technologies.
- IGC considers maintaining a lecturer /student ratio according to the international standards.

INFORMATION MANAGEMENT

IGC collects, analyses, and uses relevant information for effective management. Accurate and Reliable data are extremely important for decision-making and for knowing what is working well.

Public Information

- IGC publishes clear, accurate, and up-to-date information about its activities, in the public domain.
- Information on IGCs' activities is useful for current students, future students, and other stakeholders.

On-going Monitoring of Programs

- IGC monitors and periodically review its programs to ensure that they achieve the objectives set for them and respond to the needs of students and society.
- Regular monitoring includes the evaluation of the program content in the light of the latest research in the given discipline. Thus, ensuring that the program is up to date; the students' workload, progression, and completion; the effectiveness of procedures for assessment of students; the student expectations, needs, and satisfaction in relation to the program; the learning environment and support services and their fitness for purpose for the program.
- Programs are reviewed and revised regularly involving students and other stakeholders.
- Any action planned or taken as a result should be communicated to all the concerned parties.

Continuous and Systematic Development

- IGC establishes a dynamic internal quality assurance system to monitor and evaluate academic and administrative performance.
- IGC ensures that it copes with the breadth of human knowledge and up-to-date technologies and higher education international standards, in order to make its graduates able to compete for the best job opportunities.
- IGC promotes the development of intellectual skills and abilities of its academic and non-academic staff members to update their knowledge and to get familiar with new concepts and ideas by offering them professional programs and training courses.

DIVERSITY WITHIN THE FRAMEWORK OF THE STRATEGY

- IGC has a strategic objective, which supports the diversity throughout the Institute.
- Diversity respects differences in culture, background, geographical locations, colors, gender, race, religion, language, political view, physical ability, socioeconomic status.
- IGC is committed to assure intellectual freedom, equality of people, employability based on non-biased selection of academic and non-academic staff members.



IGC
The Institute of
Governance & Compliance

Institute Of Governance & Compliance
No. 267/23, Galle Road, Colombo 3.
Corporate Office; Level 35, World Trade Center.
West Tower, Colombo 1, Sri Lanka. Tel; 0113456771
info@igcsl.lk, www.igcsl.lk