



# **Handbook**

**Staff Development Programme for Probationary Lecturers**

**2023**

**Staff Development Centre (SDC)**

**University of Kelaniya**

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## 1. The mission of the SDC

The mission of the Staff Development Centre (SDC) of the University of Kelaniya is to promote and support academic and administrative work that enhances individual and institutional capabilities of the staff within the higher education system in Sri Lanka. By providing appropriate training programme, the SDC supports the development of skills and competencies necessary to function effectively in a professional academic environment within the university system. The objectives of the SDC include the enhancement of competencies of academic/administrative staff members in the areas of teaching, assessment, research, and curriculum development, the use of information and communication technologies, administration and management. The flagship program of the SDC of the University of Kelaniya is the Induction Programme that it conducts for newly recruited probationary lecturers of universities and higher education institutes (HEI) in Sri Lanka. Since inception in 1998, the SDC has successfully conducted 24 Cycles of the Staff Development programme for probationary lecturers. The SDC also provides advisory services to other educational institutions. With the university's commitment to providing opportunities and encouragement to staff to excel, the programs offered by the SDC are geared towards assisting members employed in the university system achieve their full potential. The SDC is responsible for a number of staff development programs conducted in each faculty of the university including the development of academic skills and English skills.

The Staff Development Centre hopes to expand its scope by initiating new programs and schemes that will enhance the development of the staff members in the University of Kelaniya. Programmes focusing on the development of academic skills, communication skills and functional English have already been launched by the SDC. Throughout the Staff Development Programme, participants will be encouraged to discuss developmental needs with senior university academics who will grace the programme as resource persons across a range of fields.

## 2. Why do we need staff development in the universities?

As stipulated by the University Grants Commission Circular 937, newly recruited staff members to Sri Lankan universities have:

- To acquire post-recruitment qualifications for purposes of confirmation and promotion. This is a mandatory requirement to obtain confirmation in the post for all probationary staff members.
- To gain service-specific advanced knowledge and skills through in-service training.

The Staff Development Centre (SDC) exists to enable all members (academic and non-academic) to develop their skills and knowledge to function effectively in a professional and academic environment and to effectively contribute to the achievement of organizational goals. The SDC is committed to the continuing development of all staff, both to enable them to achieve their full individual potential and to contribute to the success of the University of Kelaniya.

### **3. What's in this Handbook?**

This Staff Development Programme Handbook has been compiled to communicate essential information related to the Staff Development Centre of the University of Kelaniya and the Staff Development Programme (Induction Programme) for Probationary Lecturers of the University of Kelaniya.

### **4. The Staff Development Programme 2023**

The Staff Development Programme for Probationary Lecturers (Induction Programme) has been successfully conducted since the inception of the SDC in 1998. It has completed 24 cycles.

This induction programme is open to all probationary lecturers in Sri Lankan universities and academics from other higher educational institutes in Sri Lanka. The successful completion of the induction programme, which is accredited by the University Grants Commission, fulfills the requirements for newly recruited staff members to successfully complete a staff development programme for purposes of confirmation in their positions as stipulated by the UGC. A large number of probationary lecturers from other universities and higher educational institutes have successfully completed this programme in the past years along with probationary lecturers from University of Kelaniya.

The SDC is pleased to accommodate a limited number of participants for this programme from other universities/HEI for the 25th cycle.

#### **4.1. The syllabus**

The course will comprise of ten modules focusing on areas of importance in the professional development of a university teacher and will involve approximately 150 hours of work for a participant. Each module focuses on the development of individuals in his/her role as a university teacher. Each module compliments and reinforces the other. However, modules can also be followed in isolation, to suit the trainee's specific needs.

## 4.2. The modules

Module 1: Orientation as a University Teacher  
Module 2: Personal Development and Counseling  
Module 3: Teaching and Learning Methods  
Module 4: Assessment and Evaluation  
Module 5: Curriculum Design and Revision  
Module 6: ICT skills in Higher Education  
Module 7: Teaching Practice  
Module 8: Research in Higher Education  
Module 9: University Administrative Procedures  
Module 10: Strategic Planning and Management for Universities

## 4.3. The modules in detail

- Module 1: Orientation as a University Teacher**  
*(Involves 21 hours of scheduled work sessions and at least 6 hours of related work outside the scheduled sessions)*
- Module 2: Personal Development and Counseling**  
*(Involves 21 hours of scheduled work sessions and at least 6 hours of related work outside the scheduled sessions)*
- Module 3: Teaching and Learning Methods**  
*(Involves 13 hours of scheduled work sessions and at least 5 hours of related work outside the scheduled sessions)*
- Module 4: Assessment and Evaluation**  
*(Involves 7 hours of scheduled work sessions and at least 5 hours of related work outside the scheduled sessions)*
- Module 5: Curriculum Design and Revision**  
*(Involves 7 hours of scheduled work sessions and at least 7 hours of related work outside the scheduled sessions)*
- Module 6: ICT skills in Higher Education**  
*(Involves 12 hours of scheduled work sessions and at least 7 hours of related work outside the scheduled sessions)*
- Module 7: Teaching Practice**  
*(Involves 13 hours of scheduled work sessions and at least 7 hours of related work outside the scheduled sessions)*
- Module 8: Research in Higher Education**  
*(Involves 23 hours of scheduled work sessions and at least 8 hours of related work outside the scheduled sessions). Participants are required to present a research proposal at the research forum.*

**Module 9: University Administrative Procedures**  
(Involves 11 hours of scheduled work sessions and at least 3 hours of related work outside the scheduled sessions)

**Module 10: Strategic Planning and Management**  
(Involves 2 hours of scheduled work sessions and at least 2 hours of related work outside the scheduled sessions)

Participants may enroll in any one or more of the above mentioned modules.

**4.4. Medium:** The course will be conducted in English

**4.5. Tentative Schedule:**

The programme will be conducted on Fridays in two sessions (9.00 a.m. - 12.30 p.m. and 1.00 p.m. - 5.00 p.m.). The tentative programme given to participants contains details.

**4.6. Course fee:**

Course fee for the entire program is Rs.50,000.00. Candidates who wish to follow selected modules can pay the fees of those modules. Payments should be made by A/C payee cheque drawn in favor of 'University of Kelaniya' and the cheque should reach the Director, Staff Development Centre, on or before the date of commencement of that module.

## 5. Requirement for the certificate

- Participants should have a minimum of 75% attendance to achieve the Pass Level in a Module.
- Participants should also complete assignments/portfolio entries related to the modules in Order to be eligible for the final certificate. This is compulsory.
- Participants should present at the Research Forum of the SDC.
- **The 8<sup>th</sup> module is compulsory for all participants (A candidate who achieves the Pass Level of this module should have attended all the lectures and completed the research proposal presentation. However, participants with PhD's/ MD's can be exempted**

**From Module 8 by writing to the Director, SDC through Head of Department/ Institute along with a copy of the certificate)**

- For detailed information on the topics covered under each module please refer to the Detailed Module Description on the Staff Development Course on the Computer Assisted Learning Platform.

## 6. Portfolio

### 6.1 The aims of portfolio assessment:

The portfolio is aimed at assessing the candidates' ability to:

- Describe the relevant areas covered in the staff development course comprehensive but concise manner.
- critically evaluate the adaptation of educational principles and concepts learned in his/her context
- self-reflect on his/her own learning and develop strategies for future learning as a life-long learner

### 6.2 Portfolio submission

- Participants are expected to submit e-portfolios compiled according to the given guidelines
- The deadlines for e-portfolios will be notified in advance

### 6.3 Portfolio entries

Portfolio entries	Components of the entry	Word count
Portfolio Entry 1: Overview of the HEI to which the candidate is attached	A. A brief descriptive account <ul style="list-style-type: none"> <li>• A brief history of the HEI within the context of higher education legislation in Sri Lanka;</li> <li>• The academic and organizational structure of your HEI</li> </ul>	300
	B. SWOT analysis <sup>1</sup> of your HEI as a 21 <sup>st</sup> century HEI	400
	C. Self-reflection <sup>2</sup> on higher education legislations and HEI system in Sri Lanka	300
Portfolio Entry 2: Introduction of the candidate:	A. A brief descriptive account <ul style="list-style-type: none"> <li>• Personal and academic background, future goals and academic, vision for life</li> <li>• The roles you play on the HEI</li> </ul>	300
	B. SWOT analysis <sup>1</sup> of future goals and vision for life	300
	C. Self-reflection <sup>2</sup> on learning about personal and professional development	400
	A. A brief descriptive account <ul style="list-style-type: none"> <li>• The situation of Equity and Diversity policy in your HEI</li> </ul>	300

Portfolio Entry 3: Work environment and culture	<ul style="list-style-type: none"> <li>The situation of Gender policy in your HEI</li> <li>The situation of Sustainable Development/ Green practices policy in your HEI</li> </ul>	
	B. SWOT analysis <sup>1</sup> of implementing /adopting Equity and diversity, Gender policy, Sustainable Development/ Green practices policies in your HEI	400
	C. Self-reflection <sup>2</sup> on learning about equity and diversity, gender and green practices policies	300
Portfolio Entry 4: Role as a student mentor and a counsellor	A. A brief descriptive account <ul style="list-style-type: none"> <li>Your role in student mentoring, academic counselling, career guidance</li> </ul>	300
	B. SWOT analysis <sup>1</sup> of your role as a mentor/counsellor	300
	C. Self-reflection <sup>2</sup> on learning the basics concepts related to mentorship, counselling and career guidance	400
Portfolio Entry 5: Role as a teacher	A. Teaching/learning matrix <sup>3</sup> for a course you are involved in	300
	B. A statement about your teaching philosophy and a critical analysis <sup>4</sup> of teaching methods you use against student centeredness and empowerment of students	300
	C. Self-reflection <sup>2</sup> on learning about empowering students and student centeredness as a teacher	400
Portfolio Entry 6: Role as an assessor	A. Assessment blueprint <sup>5</sup> for a course you are involved in	300
	B. A critical analysis <sup>4</sup> of assessment methods you use against validity, reliability and educational impact	400
	C. Self-reflection <sup>2</sup> on learning about validity reliability and educational impact of assessments	300
Portfolio Entry 7: Course development and revision	A. A curriculum <sup>6</sup> of a course you are involved in	300
	B. A critical analysis <sup>4</sup> of the course curriculum against the relevant level of SLQF (volume of work, i.e. credits, and quality of work, i.e. level descriptors) and constructive alignment	500
	C. Self-reflection <sup>2</sup> on learning about learning outcomes, SLQF and constructive alignment	200
Portfolio Entry 8: Course evaluation	A. Course evaluation plan	300
	B. SWOT analysis <sup>1</sup> of the evaluation plan	400
	C. Self-reflection <sup>2</sup> on learning about course evaluation and feedback	300
Portfolio Entry 9: ICT in education	A. A brief descriptive account on e-learning lesson delivered or planning to deliver (learning outcomes, content, methods of delivery, strategies used to improve student engagement, student feedback received/expected)	400
	B. SWOT analysis <sup>1</sup> of your e-learning session	300
	C. Self-reflection <sup>2</sup> on learning about use of ICT in education	300
Portfolio Entry 10: Research in Higher Education	A. Research proposal, Abstract / manuscript of a research project conducted	As appropriate
	B. Summary of feedback received from reviewers	300
	C. Self-reflection <sup>2</sup> on learning about research	300



Portfolio Entry 11: University Administrative Procedures	A. A brief critical analysis on the impact of administrative and financial regulations/ procedures of your university would affect your own career and contributions to University development and influence of rights and obligations of university employees, human rights, and disciplinary matters on your teaching philosophy	400
	B. A brief descriptive account of how you can contribute to internal quality assurance mechanisms of your department/ faculty	300
	C. Self-reflection <sup>2</sup> on learning about university administrative and financial procedures and quality assurance procedures	300
Portfolio Entry 12 Strategic Planning and Management	A. SWOT analysis <sup>1</sup> of the internal environment of the department you are attached to or a study programme and plan to overcome identified weaknesses	600
References	List of references used in critical analyses and self-reflections above (in any accepted standard citation style such as APA, MLA, Vancouver, Chicago etc)	
Annexes	CV of the candidate	

<sup>1</sup> Annex 1, <sup>2</sup> Annex 2, <sup>3</sup> Annex 3, <sup>4</sup> Annex 4, <sup>5</sup> Annex 5, <sup>6</sup> Annex 6

#### 6.4 Requirements to pass the portfolio assessment

- Each portfolio entry shall be evaluated using the marking rubric below.
- If the outcome is satisfactory or highly satisfactory for all entries, the candidate will be awarded the certificate.
- Candidates with unsatisfactory entries shall re-submit the portfolio with necessary revisions.

Inclusion of entry descriptor	Critical evaluation	Self-reflection	Supported by the literature	Outcome
Unacceptable	Not relevant	Not relevant	Not relevant	Highly unsatisfactory
Acceptable	Unacceptable	Unacceptable	Not relevant	Highly unsatisfactory
Acceptable	Acceptable	Unacceptable	Not relevant	Unsatisfactory
Acceptable	Unacceptable	Acceptable	Not relevant	Unsatisfactory
Acceptable	Acceptable	Acceptable	Unacceptable	Satisfactory
Acceptable	Acceptable	Acceptable	Acceptable	Highly satisfactory

For detailed information please refer to the Portfolio guidelines on Staff Development Centre

**ANNEX 1 – Template for SWOT analysis**

Internal factors	External factors
Strengths	Opportunities
Weaknesses (Challenges)	Threats

Strategies should be developed to overcome the Weaknesses using the Strengths and Opportunities giving due consideration to Threats

**ANNEX 2 – Template for self-reflection**

1. What did you already know about the area?
2. What did you learn from the course on the area/topic?
3. What else should you learn about the area/topic?
4. How would you plan to learn those additional areas?

**ANNEX 3 – Template for Teaching/Learning Matrix**

Programme:

Course / Module name:

Level of study: (e.g. Undergraduate/Postgraduate)

Stage of study: (e.g. year 1, semester 2)

Intended learning outcomes	Broad content areas	Teaching / learning method used

**ANNEX 4 – Template for critical analysis**

- ✓ A discussion of areas which are complying with the principle / concept (i.e. positive aspects)
- ✓ A discussion of areas which are not complying with the principle / concept (i.e. negative aspects)
- ✓ Overall conclusion of the analysis

**ANNEX 5 – Template for Assessment Blueprint**

	Assessment methods		
Intended learning outcomes	Assessment method A	Assessment method B	Assessment method C
Outcome 1	X (Indicates that assessment method 'A' is used to assess Outcome '1')		
Outcome 2			
Outcome 3			
Outcome 4			

- ✓ You should define the outcomes of the course and complete column 1.
- ✓ Assessment methods should be replaced with the assessment methods you use in the course
- ✓ A (X) should be used to indicate the use of particular method to assess a particular outcome.
- ✓ More than one method may be used to assess a particular outcome and more than one outcome may be assessed with a particular assessment method.

**ANNEX 6 – Template of a curriculum**

1. Programme:
2. Course name:
3. Level of study:
4. Stage of study:
5. Intended learning outcomes
6. Broad content areas
7. Teaching / learning methods
8. Assessment methods
9. Resources required
10. Recommended reading
11. Course evaluation strategy

*N.b. Alternatively you may use the UGC curriculum development template*

## 7. The Application form

### APPLICATION FOR ENROLEMENT IN THE STAFF DEVELOPMENT PROGRAMME: 25<sup>th</sup> Cycle – 2023

#### Staff Development Centre, University of Kelaniya

#### 1. Personal Information

1.1	Name: Ven./Dr./Ms./Mr.:
1.2	Present Position:
1.3	Department:
1.4	Faculty:
1.5	University/ Institute:
1.6	Mailing Address: ..... ..... Phone; (Res.) ..... (Office) ..... (Mobile) ..... Fax ..... E-mail. ....

#### 2. Selection of Modules. Indicate the segment you wish to follow by checking the relevant box (See explanatory notes before completing this section).

<i>Module No</i>	<i>Course Fee Rs.</i>	<i>Check your Selection</i>	<i>Module No</i>	<i>Course Fee Rs.</i>	<i>Check your Selection</i>
I	6250.00		6	5250.00	
2	6250.00		7	5250.00	
3	5250.00		8	6250.00	
4	4000.00		9	4500.00	
5	4000.00		10	3000.00	

**3. Applicant’s Statement:**

I wish to follow the entire programme / modules (.....) of the programme as indicated above,  
and agree to pay Rs. (Font) .....

..... (Rs.....) as course fee.

.....

Date

.....

Signature

**APPLICATION FOR ENROLEMENT IN THE STAFF DEVELOPMENT  
PROGRAMME: 25<sup>th</sup> Cycle - 2023**

**4. Recommendation of the University / Institute**

*(Note: By recommending the applicant for the Staff Development Program conducted by the University of Kelaniya, you agree to release her/him from all teaching, examination, clinical or any other duties on Fridays to enable her/him to participate in the programme without interruption)*

I hereby recommend the participation of Ven. / Dr. / Ms. / Mr. ....

..... of the Department of .....

..... In the 25<sup>th</sup> Cycle of the Staff Development Program  
conducted by the University of Kelaniya.

.....

Date

.....

Head of Department

.....

Date

.....

Dean / Director of Faculty/Institute

.....

Date

.....

Vice-Chancellor / Rector of Campus