



Institutional Review Report
Institutional Reviews - 2018
University of Jaffna
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Section 1- A Brief Introduction to the University and Its Review Context

The University of Jaffna was established in 1994, initially as the 6th campus of the University of Sri Lanka, comprising two faculties, Arts and Science. The Jaffna Campus was subsequently upgraded to the University status with effect from 1st January 1979, after the enactment of the Universities Act No. 16 of 1978.

University spreads across 750 acres of lands in the Northern Province, and its academic entities are established in Jaffna, Kilinochchi and Vavuniya. Only five faculties, i.e. Faculties of Arts, Management Studies and Commerce, Science, Medicine and Graduate Studies, along with Siddha Medicine Unit and Ramanathan Academy of Fine Arts (RAFA) are situated in Jaffna and these together with three other faculties located at Kilinochchi are considered as faculties/units of the main Campus. Three faculties, namely, the Faculties of Agriculture, Engineering and Technology are based in Kilinochchi, about 70 km away from Jaffna. Out of these three, the Faculties, Engineering and Technology faculties were established in 2013 and 2016, respectively. The Vavuniya Campus with 180 acres of lands is at Pampaimadu along Vavuniya-Mannar road is located about 155 km away from the main campus in Jaffna, and it was originally established as an affiliated university college in 1991, and was later upgraded to a Campus in 1997. It houses Faculties of Applied Sciences and Business Studies.

In addition to the above mentioned Faculties, a number of different study units, such as Unit of Allied Health Sciences, English Language Teaching Centre (ELTC), Computer Unit, Media Resources Training Centre, Extramural Unit, Sports Science Unit, Centre for Open and Distance Learning (CODL), Career Guidance Unit (CGU), Staff Development Centre (SDC), Gender Equity and Equality Centre (GEEC) and Well-Being Centre are also functioning in the University. The Unit of Allied Health Sciences, Sport Science Unit, Centre for Open and Distant Learning and Extramural Unit are situated in locations close to the main premises while other units are situated within the main premises of the University.

University has a clear vision from its inception which has been guided by the motto “Discernment is Wisdom”. The Vision of the University is “*to be a leading centre of excellence in teaching, learning, research and scholarship*”. Through this vision, the University has developed its mission exemplifying the enduring commitment for improving the well-being of the people through provision of quality education. The mission of the University is “*to produce intellectual, professionally competent and capable graduates to meet the emerging needs of the national and international community, **with a special emphasis on the social, economic and cultural needs of Northern Sri Lanka***”. The addendum indicated in bold letters was inserted to the mission statement after 2011.

University has a total of about 9000 undergraduates as at present. Annual intake in 2017 was 2930 with a majority in Arts stream (990), followed by Science (475), Management (400), Medicine (150 and 5% of placements reserved for foreign students), Allied Health Sciences (95), Technology (220), Applied Science (175), Business Studies (150), Engineering (125), Agriculture (100) and Siddha Medicine (50). Student enrolment has been very good in the

recent past; for example, 2732 students had registered out of 2930 in year 2017. In addition to internal students, about 1200 students are enrolled at the CoDL in external degree programs. Postgraduate student population is about 550. The entire undergraduate and postgraduate student population is served by 490 academic staff and 690 non-academic staff.

University went through its first Institutional Review (IR) in 2011. A judgment of “Confidence” was given to the University of Jaffna with 50 recommendations. Comparing the recommendation made in the IR report of 2011, and the progress made since then, as reported in the SER and verified during the site visit, it appears that the University was able to fulfil only few recommendations, such as reactivation of the internal quality assurance system of the University with a central unit and faculty-level cells. Some of the recommendations have been implemented only to a certain extent. For example, there was a recommendation to improve hostel facilities. Though the hostel facilities were expanded during last 6 years, the accommodation problem still remains as a major limitation in view of the increased number of internal students. Computer facilities to students have been improved to some extent. Initiatives have also been taken to some extent to review and revise curricula of study programmes to accommodate recent developments in higher education. However, in general, most of the recommendations made by the IR Report of 2011 have not been attended, partly due to limitation of financial provisions. University of Jaffna was also selected as one of the two universities in Sri Lanka which were reviewed under Commonwealth of Learning Review and Implementation Model (COLRIM). It appears that the finding of this review too has been discussed in the Senate and actions were also taken to implement some of the recommendations.

During the site visit, the review team was made aware of the constraints faced by the University with respect to developing its infrastructure and improving quality and standards of academic and allied activities. One of the major hindrances was the three decades of lingering conflicts. It appears that the University is also faced with its inherent problems, such as operating with 10 faculties, scattered at 3 distance locations within the Northern Province, and being 394 km away from Colombo, and undoubtedly these unsolvable factors have contributed to many problems encountered by the University at present. This context was taken in to account by the team during the IR process.

Section 2 - Review Team's View of the Self - Evaluation Report (SER)

The review team is very satisfied about the process followed by the University in preparing the SER. The Director of the Internal Quality Assurance Unit (IQAU) of University of Jaffna along with coordinators of Internal Quality Assurance Cells (IQACs) conducted awareness programmes for all faculties/units prior to commencement of SER preparation. Review team found that even the technical officers of the Vavuniya Campus have participated in such awareness programme indicating that it was a very inclusive process. Ten committees to attend to 10 criteria were formed, and the members for each committee included representatives from academic as well as administrative staff. There were also faculty-/unit-level committees to conduct deliberations at faculty/unit levels. It was reported that seven progress review meetings were conducted to review the progress of the SER preparation process, and the IQAU monitored the progress of SER writing process at its monthly meetings. Having finalized each criterion in consultation with all members of respective committees, the final SER was compiled and edited by the writing team, which consisted of 20 members, i.e. the Director IQAU, 14 coordinators of IQAC and 5 academic staff members.

The SER follows the format given in the “Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions” (IR Manual). The Section 1 - Introduction to the University described the history of the University and its current status with respect to academic units and study programmes they offer in detail. This was followed by a description on the progress made by the University since its last Institutional Review (IR) conducted in 2011. There were two SWOT analysis reported in the Strategic Plan (2018-2022) and SER. SWOT analysis given in the SER was more relevant to quality assurances aspects whilst the other covers all aspects of the University. SWOT profile clearly reflected the strengths, weaknesses, opportunities and threats.

The Section 2 - Adherence to the Criteria, Standards, and list of Evidence presented a description on the level of achievement with respect to 145 standards listed under 10 quality assurance review criteria prescribed in the IR, along with a list of documentary evidences to support the claims. Information on each standard was tabulated in three columns. Column 1 listed the numbers of respective standards and University’s adherence to and/or level of attainment of the respective standards. Column 2 indicated the documentary evidence to support the claims and Column 3 indicated the code number of each supporting document. It is inevitable that a single document to be quoted in several places as evidence since same document may provide evidences for several standards.

University has made available the Strategic Plan of 2018 - 2022 and Action Plan for the year 2018. There are 6 goals to achieve the stated vision and mission of the University. Actions plans were developed by each faculty/unit, in accordance with University Strategic Plan. The Strategic Plan and Action Plans of the Vavuniya Campus were very comprehensive, and included key performances indicators, performance targets, time plans, persons responsible

for each action and estimated budget. There was less documentary evidence to show monitoring of the progress of the strategic plans and action plans at regular intervals. The Master Plans too were developed for main Campus in Jaffna, Kilinochchi premises, and Vavuniya Campus separately, including the projections for further developments in infrastructure facilities for accommodating the additional intake in the future.

Section 3 - A Brief Description of the Review Process

Since the University of Jaffna has 10 faculties, one campus, an academy and many units scattered across the Northern Province, the UGC appointed 9-member review team for the institutional review with 8 members from five universities in Sri Lanka and one international member from Russia.

There were two meetings before the site visit. The first meeting was held at the UGC on 13th July 2018. Director of the Quality Assurance and Accreditation Council (QAAC) briefed the review team on the relevant aspects of the IR process. The SER of the University of Jaffna was made available to each local member of the team on the same day for individual desk review. Review team again met the Director/QAAC at the UGC on 23rd August 2018 to discuss the findings of the desk review, and prepare and agree on the tentative agenda for the site visit including the assigned tasks for individual members.

The site visit was conducted during the period from 08th to 13th October 2018. The International member joined the local team on 7th October, and participated for the review process until 13th October 2018. Review team was very satisfied with the final agenda prepared for the site visit and the facilities provided and cooperation extended by the University. Agenda of the site visit is annexed. Most of the documentary evidences were assembled very systematically in one room, which was also assigned to the review team during the week. Some evidence was also made available when the team visited faculties/units. Printed documents with clear reference to each coded document were given to each member of the team. As a result, the team found it very easy to locate the evidence.

The review team is of the opinion that all those who participated in the review took the entire review process very seriously and actively participated in the proceedings. The enthusiasm shown by the non-academic staff and students was exemplarily. In view of the enormity of the task in covering all faculties, units and campuses scattered across the peninsula within 6 days, the team was divided into two groups. Allocating two vehicles with a person to guide each team has facilitated both teams to visit various faculties, units, etc. Meetings and discussions with key stakeholders were arranged as scheduled on time. This has helped the team to interact with large number of stakeholders of the University as indicated in the agenda. IQAU team was available whenever the review team wanted to clarify various documents and requested information. Logistics support provided to the review team by the University authorities was excellent. Review team would like to place on record the leadership given, especially by the Director of the IQAU of the University in coordinating the site visit.

Section 4 – Overview of the University's Approach to Quality and Standards

The approach of the University to the process of quality assurance (QA) is commendable and many practices that are vital for the establishment of effective quality assurance system have been observed during the review visit. The importance of and the central role that the QA system has to play in improving the quality and standards of the University and its study programme and allied activities has been identified and endorsed by the University as indicated in its Strategic Plan.

The establishment of the IQAU as per the guidelines set out by the Commission Circular 2015/5 has been pivotal for the expansion of the QA system within the University. Accordingly, a Professor, a Senior Academic with administrative experience, has been selected and appointed as the Director/ IQAU. The Management Committee of the IQAU representing all the Deans, Registrar, Librarian along with an Assistant Registrar as the convener has been appointed. Similarly, as per the Commission circular 2015/5, Internal Quality Assurance Cells (IQACs) have also been established in all the faculties and units in order to coordinate and implement QA activities. The IQACs are formed with representations from all departments in respective faculties/units. In general, it appears that the IQAU together with IQACs is effectively spearheading and coordinating all QA activities within the University.

Adequate space has been allocated to setup an office for the IQAU within the main administrative building of the University. IQAU Management Committee meetings have been conducted regularly. Further to that, QA related activities have been given prominence place in the agendas of Faculty Boards Senate. Director/IQAU is mandated to present the progress of the IQAU activities to the Senate at each meeting. Similarly, the QA activities of each faculty have been regularly reported at the respective Faculty Boards by the faculty IQAC Coordinators. It appears that the Faculty Boards and the Senate are closely monitoring the progress of implementation of QA related activities by the faculties and units across their academic and allied activities. It appears that this procedure of regularly reporting the progress of implementing QA activities at the Senate and at Faculty Boards has resulted in disseminating best practices across all staff members within the University.

Thus, the University has taken effective steps to internalize the QA activities within the institution. This was quite evident during the site visit as all the staff members which included academic and other staff members expressed their awareness of the QA procedures. It was also commendable to note that all the senior academic members have contributed effectively to the QA activities, especially in the preparation of the SER, and also their presence at the time of on-site visits by the team.

The functions of the IQAU have been well defined and they include coordination of all QA related activities, representing the QA standing committee meetings, liaising with other

stakeholders, organizing and preparation of the University for the Institutional Review and Program Reviews. IQAU has successfully attended to all these functions. IQAU is guided by its by-laws, and similarly all QACs are empowered through the prescribed Terms of Reference (TOR's).

All the faculties are conversant with the national framework of quality assurance in higher education. Academics are well aware of Sri Lanka Qualification Framework (SLQF) and some faculties have made attempts aligned their study programs with the SLQF. And also, several study program curricula were revised adopting the principles of outcome-based education (OBE) and student-centred learning (SCL) approach. Nonetheless, this approach has not been widely practiced across all faculties and this needs to be expedited and regularized in future.

The curricula of study programmes are reviewed periodically by the Curriculum Development Committees of respective faculties. And some faculties have given adequate consideration to stakeholder feedback in the revision process. All Faculties obtain student feedback on courses and conduct peer evaluations in regular manner. Both student feedback and peer evaluations are conducted in a transparent manner.

University has established various mechanisms to disseminate important information to all stakeholders. The Website of the IQAU provides all the information relevant to QA process, and it is updated in regular manner. All the information and decisions taken by the IQAU is disseminated through its official Website. However, official Website of the University was not kept up-to-date, and some of the links given were non-functional.

University follows accepted norms and regulations which help to internalize the prescribed best practices into procedures and processes associated with the governance and management, design and development, and delivery of academic programmes, research and innovations and outreach activities. University adheres closely with the establishment and administrative procedures prescribed by the UGC and Universities Establishment Code, and the circulars and establishment letters issued by the UGC. The meetings of the Council, Senate, Finance Committee along with other subcommittee meetings are held regularly. Further, it appears that all Faculties have shown a commitment to adopt guidelines prescribed by the SLQF and follow OBE-SCL in curricula design and development and delivery process.

Nonetheless, the adoption of prescribed best practices across all administrative units, faculties and units is not uniform. There appear to be routine delays in administrative matters and these could be certainly expedited by streamlining the procedures along with setting up of minimum and maximum periods to process applications for promotions, time taken to recruit new staff, etc. Similarly, though curriculum revision is required to accommodate new developments in higher education, and adopt best practices, there exist a wide variation across faculties in adopting and accommodating those. Therefore, IQAU and IQACs could take the lead in ensuring that all faculties/unit adhere to prescribed best practices within a

given period of time through regular monitoring and follow up. Recommendations from this review report could also be used to formulate a 5-year plan of the IQAU so that the University would be able to address many of the shortcomings before its next IR.

Nevertheless, the review team is of the view that the University has developed a vibrant QA mechanism coordinated by the IQAU and respective IQACs. Activities of the IQA system guided by the Director IQAU and Coordinators of IQACs with ample assistance from senior staff members. It is imperative that the higher administration needs to extend its fullest support to the Director IQAU in striving for excellence in quality assurance and allied activities. Although the IQACs are functioning well at present, the IQAU should further strengthen its relationship with the IQA cells, evaluate and monitor the progress of QA related matters and facilitate in sharing best practices.

Section 5 - Commentary on the Ten Criteria of Institutional Review

This section presents the analysis of the review team in relation to internalization of prescribed best practices and the level of achievement of standards listed under the ten criteria of the institutional review.

Criterion 1: Governance and Management

University's governing structure comprises the Council, the Senate, Campus Board and ten Faculty Boards established in compliance with the Universities Act No 16 of 1978, and its subsequent amendments, and the Campus Ordinance issued by the Gazette notification on 26 March 1997. The governing bodies of Vavuniya campus in hierarchy are the Council and Senate of the University of Jaffna, Campus Board and Faculty Boards of the Campus. Ramanathan Academy of Fine Arts, which is coming under the purview of Faculty of Arts and the Institute of Siddha Medicine are governed as per the ordinances approved by the Council of University of Jaffna. In order to improve the governance and to reduce the delay in bureaucracy, there is a demand to upgrade the Vavuniya Campus to an independent university and Ramanathan Academy of Fine Arts to a fully fledged institute.

University has taken initiatives to adopt the national higher education policy and included them in the strategic plan, which was prepared using participatory and bottom up approach. However, the progress of fully complying with the national policy has not been uniform across faculties. Vision and mission statements of the strategic plan are clear, and in addition to national and international trends, they specifically reflect the regional needs. Since, the University has all appendages of administrative structure similar to those of many established national universities, it could empower the faculties and units to make decisions on routine matters, thus leaving the Vice Chancellor to deal with more important administrative matters, and the Council to deliberate more on important policy and governance matters.

Inadequacy of funds made available to the University has been quoted as a reason for the inability to undertake many activities proposed in the strategic plan and detailed in the action plans. Besides that, many other regular day-to-day activities such as renovations, maintenance, procurement, etc., too are affected due to funding constraints. Though the funds are scarce, how these limited funds are disbursed is not clearly specified and documented. However, it is stated that such decisions are taken at the Finance Committee based on priorities. University's financial procedures comply with the requirements of national and university financial regulations and guidelines. This is ensured by having regular finance committee and audit committee meetings, and also through periodic internal and external audit processes. Procedures are strictly adhered, as stated in the Financial Management Manual of 2011 developed by the University. Though, there are few queries, the University has received qualified audit opinion during last five years. The progress made on recovering bond violations has been good and the University has been able to reduce the

outstanding amount of Rs. 169 million to about Rs. 80 million during past few years. The other queries include stock verification of libraries, fixed assets register, delayed release of examination results and recording of attendance. University has already taken initiatives to address the first three while the recording of attendance using manual and electronic means, appears to remain as a lingering issue. A concerted effort led by the Council is required to resolve this very contentious issue, which was brought to the notice of the IR team by many groups.

Whilst commending the procedures followed in financial and auditing aspects, there are delays in procurement and processing requests for financial disbursements. This is mainly due to the inadequacy of staff at the Finance Division. The approved cadre of finance officers for the University is 16, including Bursar (1), Deputy Bursar/Senior Assistant Bursar (6) and Assistant Bursar (9). Out of this only three positions are filled - one Deputy Bursar and 2 Assistant Bursars are available, leaving 13 cadre positions to remain vacant. This has created numerous problems and affected smooth functioning of the University as reported by many groups. Not filling of cadre vacancies is a major problem in other administrative and support divisions of the University as well. Out of 51 senior cadre positions, only 28 positions are filled leaving 23 vacancies. These vacancies include key positions, such as Chief Medical Officer, Bursar, Chief Marshal, Chief security Officer and Curator. This problem exists in lower categories as well such as Management Assistants cadre, where only 14 positions are filled leaving 15 cadre provisions remain vacant. The Ministry of Higher Education and UGC needs to take special attention to address this recurrent problem, which was also highlighted in the IR of 2011.

University yet to put in place a computerized data and information management system (such as MIS), though some initiatives are in progress. Very limited ICT facilities are used in university administration, except some places like Vavuniya Campus, where student registration, course enrolment, annual registration, etc., are computerized. In contrast, ICT is used to a satisfactory extent for teaching and learning activities. Addressing one of the recommendations of the last IR, the computer facilities made available to students have been expanded. Most of the Faculties have put in place a Learning Management System (LMS), which is widely used for teaching and learning. Email and other ICT technologies are also used for communication, though there are some problems with the band width and unavailability of this facility in many places where it is needed.

University has put in place policies to promote academic honesty and integrity, conflict of interest and ethics, and discourage plagiarism and publication in predatory on-line journals. In addition, the University has adopted code of conduct for staff and students.

Complying with the UGC guidelines, the University ensures the recruitment of appropriately qualified and experienced staff through a transparent mechanism. However, more effort is required to train and retain them by providing training and welfare facilities. University has

adopted work norms given by the UGC for academic staff and prescribed job descriptions for other categories of staff, though no mechanism is available as to how these are being monitored. Assigning of roles and responsibilities is not uniform across faculties and units. University has put in place a staff performance appraisal system, but this has been adopted only for administrative staff.

It was noted that some faculties have already adopted SLQF prescription in curricula design and development while the other faculties/units are in the process of revising their curricula align the study programme curricula in line with SLQF guidelines. However, it is important that the University closely monitor the progress of this curriculum revision process and set a clear target to transform all curricula of study programmes to align with SLQF. Curriculum Development Committees of every faculty/unit along with well-established IQAU and 15 IQACs would certainly be able to perform a decisive role in this regard.

As a policy, the University promotes research and innovations, and the output of the research in terms of publications has risen sharply after 2010. There is no explicit reward system to reward higher performers except providing travel grants to researchers to attend conferences. University is also yet to institutionalize a reward system to promote innovations in ‘teaching and learning’. It is recommended that such appraisal and reward system is instituted, and the initiatives in this regard could be taken by the Senate level.

Though, there is no explicit policy and a framework on internationalization that includes international student recruitment, staff/student exchange, alliances with off-shore University/HEIs, the University has fully complied with UGC guidelines in enrolling international students and promotes staff and student exchanges. University was able to promote these activities through collaboration with foreign universities and donor funded projects.

University has established a Grievance Committee on 30/05/2015 to provide a mechanism for the employees to redress their grievances. Though the Committee is in operation, the awareness of the existence of such a committee among employees is poor. Therefore, more effort is required to make the employers aware of the existence of such a committee and its intended purpose. The grievances of students to a large extent are addressed through the student counselling systems operating at faculty level.

The welfare facilities made available to both students and staff, especially in the Jaffna and peripheral units are not adequate. This includes lack of accommodation, canteen and common facilities. The cost of food is higher compared to other universities. In addition to *Mahapola* bursaries, other support schemes, such as Vice Chancellor’s fund is available to provide scholarships to needy students.

University has a policy framework and by-laws for Gender Equity and Equality (GEE) and established Gender Equity and Equality Centre on 12/10/2017. The policies on Sexual and Gender Based Violence (SGBV) were enforced with effect from 26/08/2017. Though the action plan is prepared, more support is required from university authorities to provide the expected services.

University has put into practice a comprehensive policy, and drawn up strategies and action plans in line with the UGC Circular 919 to curb ragging and any other form of intimidation and harassment of students. All the students registering at the University to sign a Declaration Form in which they agree to refrain from ragging and any other forms of harassment. Review team found that the ragging has been contained to a certain extent, and in certain faculties no incidents were reported in the past. University has also taken action to prevent ragging through student counselling services, and in extreme cases, it has taken strong disciplinary actions against those who were found guilty according to the exiting disciplinary procedure and by-laws.

Criterion 2: Curriculum and Programme Development

University in compliance with its vision, as highlighted in its Strategic Plan, has taken many steps to improve the quality and standards of its academic programs, It is commendable that University offers wide range of academic programs to satisfy requirements and demands of the country as well as to preserve and utilize traditional knowledge and ancient practices. Respective academic programs offered at Ramanathan Academy of Fine Arts and Siddha Medicine Unit are good examples for preserving traditional knowledge and promoting traditional cultural heritage in northern part of the country, in particular, and keeping alive one of the ancient therapeutic/curative practices of humankind.

Some study programmes offered at the University appears to be designed by giving due consideration to respective SBS reference points, as and when required, SLQF guidelines, and also by taking into consideration of the recommendations of previous programme reviews. However, this has not been widely adopted by all faculties/units. For example, graduate attributes have been defined and published only in some faculties and units. All faculties should define relevant graduate profiles in line with SLQF guidelines and these have to be used in the curriculum development process as the reference point to align programme learning outcomes and course ILOs. Further, these need to be published at respective websites / handbooks / prospectuses.

Subjects and courses offered under each degree program appear to be in required composition and intensity to facilitate achieving intended programme learning outcomes. All faculties have revised their curricula to be aligned with SLQF standards and acquired/developed human resources as well as infrastructure facilities to a satisfactory level. A great majority of study programs have prepared comprehensive documents on program specifications and course specifications with ILO, course contents/syllabi, teaching-learning and assessment methods. All faculties, units and centres appear to have lined up their curricula revision

process through respective Curriculum Development Committees, and it is indeed considered as a noteworthy initiative.

Though the IQA system is taking a decisive role in driving the curricula revision process, the review and approval process followed by the University for approving proposals of revised curricula for study programmes and courses, and new curricula of study programmes and courses appear to bypass the IQAU. This of course needs to be carefully examined. More appropriate channel appears to be sending the Faculty Board recommended proposals to IQAU for checking the compliance with recommended best practices. After the addressing any comments, if any, the IQAU certified proposal could be forwarded to the Senate for formal approval. However, in order to do that, the by-laws governing the IQA system need to be amended to include this proper procedure.

Only few faculties have accommodated inputs from stakeholders such as industry personnel, alumni and external experts, peer review reports, students' feedback analyses, moderator and second examiner comments, reports of tracer studies, etc., in the curriculum revision process. It is admirable that Faculty of Engineering has taken an initiative to get support from international experts in development of its curricula. A proper curriculum revision process with the inclusion of stakeholder inputs must be adhered by all faculties/units.

Undergraduates in all study programmes take part in many student-centred, innovative learning activities such as community engagements, field trips, industrial training, research projects, quiz programmes, medical and other exhibitions, activities towards improving English language skills, offering inter-disciplinary auxiliary courses, activities in inventors club, etc.

Study programmes at Vavuniya Campus and the study programs at Faculty of Science offer fall-back options for students. Faculties of Applied Science and Business Studies at Vavuniya Campus have introduced credit transfer mechanisms, which is praiseworthy initiative. It is indeed necessary for the University adopt a common policy on inter-faculty and inter-university credit transfer. Obviously to operate such policy all faculties/units must comply with SLQF guidelines and adopt relevant SBSs and OBE-SCL approach in programme design and delivery.

In most faculties/units, foundation courses on English, ICT and mathematics have been included into the study programs, where necessary. It is recommended to include a pass grade for the mathematics course in the Biological Science curriculum of the Faculty of Science as a requirement for awarding the degree.

Review team strongly suggest that the University must introduce performance monitoring system for all study programmes to collect, collate, analyse and maintain records of indicators such as retention rates, pass rates at examinations, graduation rates, student satisfaction rates, employment rates, numbers obtaining scholarships/fellowships, numbers seeking post-graduate education, etc. Outcomes of such regular monitoring could certainly be used to enhance the quality and standards study programmes offered by all faculties/units.

Criterion 3: Teaching and Learning

Learner-centred teaching and learning process is now accepted globally as the most appropriate mode of imparting subject-specific knowledge and associated skills, and also facilitating the development of ‘soft skills, which is of paramount importance to succeed in real ‘world of work’. Multiple teaching and learning methods must be used to engage students actively in the learning process, and the assessment strategy must be aligned to measure with intended learning outcomes. Academic staff as well as students has to be engaged in the teaching-learning process with proper awareness, responsibility and understanding. Higher education institute needs to assure that the whole teaching-learning and assessment process is supported and facilitated with utmost priority.

It appears that the University has given high priority to internalize the above-mentioned best practices in teaching-learning and assessments, while promoting institutionalization of outcome-based education with a high precedence. It ensures active engagement of students in the learning process through interaction with peers and teachers as well as with required study material. All faculties review their curricula regularly in accordance with policy on benchmarking learning outcomes. Many faculties provide equitable access for staff and students to available teaching-learning resources and provide opportunities to acquire skills to use them effectively.

Staff Development Centre (SDC) conducts training courses on modern teaching-learning and assessments methods for academic staff on regular basis to equip them with skills in applications of outcome-based education and learner-centred teaching-learning concepts and methodologies. Besides that, University offers orientation programmes for new entrants to create an on awareness on modern teaching-learning and assessments aspects and provide opportunities for them to get acquainted with the new teaching-learning processes, and also to gain hands-on experience with access and use of library facilities, use of ICT-based tools, and particularly on internet-based /on-line learning resources in the learning process.

ICT-based teaching and learning tools are used in many faculties such as power point presentations, use of software packages in some course units (i.e. statistical packages, GIS packages, modelling software, etc.) and online assessments, to name a few. LMS is available in many faculties in the University. However, the LMS usage is marginal in some faculties; it is non-existent at Faculty of Arts. Ramanathan Academy of Fine Arts, in particular, and also at Faculty of Medicine and Siddha Medicine Unit. This deficiency needs to be addressed and all faculties/units must be encouraged to post details of course units, teaching materials, tutorials, continuous assessments, etc., on LMS. Further, the LMS must also be used for interactive learning such as group discussions, quizzes, question/answer sessions, student feedback sessions, etc., so as to lift its usage to a higher level.

Students are given opportunity to work in groups through field visits, group projects, community engagements and other group activities. However, opportunities for students to form formal peer study groups to develop necessary skills are not evident in many faculties. Slow learning students can be helped by better performing students through formation of peer study groups consisting of high performing and weak students. This concept can be introduced, especially, for the study programme at Faculty of Business Studies in Vavuniya Campus which enrolls GCE 'AL qualified arts students along with management students. Freshmen students entered through arts stream appear to perform poorly due to lack of basic knowledge and skills in commerce/business management. Building their required foundation knowledge can easily be achieved by facilitating such formal peer study groups. Nonetheless, the efforts made by management students in the programme to assist students came in through GCE'AL arts stream through peer learning are very much appreciated.

Many faculties have updated their course units to include ILOs and have introduced teaching methods to reflect student centred teaching-learning strategies. Further, many have introduced modern assessment strategies on regular basis, such as formative assessments, student presentations, viva, etc. However, this is not widely adopted across all faculties/units. University must take determined efforts to promote the adoption of formative assessments such as open book and objective tests, quizzes, exit notes after classroom sessions, one-minute summaries, etc., which would be of much value to teachers in monitoring students progression in their courses and also elevate students' interest in classroom sessions as well as to innovate teaching learning practices.

Peer and student review of teaching is done regularly in many faculties. However, evidence of formal analysis of the reviews and follow-up actions through provision of feedback to the teacher for self-improvement was not available for most faculties. Nonetheless, it is admirable that student participation in departmental meetings is practiced by some faculties, particularly at the Faculty of Business Studies of Vauniya Campus. Students are given an opportunity to interact with teachers by bringing their concerns and suggestions at these meetings.

University is yet to put in place a policy and an institutional mechanism to encourage innovations and excellence in teaching. Criteria and indicators need to be defined and publicized and teachers must be encouraged to adopt innovative teaching-learning methods. Teacher's performance must be evaluated on annual basis, and recognize and reward those who excel in teaching. This would certainly initiate many innovative teaching learning approaches and formative assessment methods to bring the teaching learning practices to a much higher level. Though, many academics engage in research projects funded through state and outside agencies and publish outcomes in recognized journals, no evidence was presented as regard to the extent of use of their research findings/outputs in teaching-learning process.

Criterion 4: Learning Resources, Student Support and Progression

University has been able to some extent to provides and maintains infrastructure facilities for teaching-learning activities for its large student population. However, teaching-learning facilities at the Faculties of Arts, Management Studies and Commerce, Siddha Medicine Unit and Ramanathan Academy of Fine Arts are only marginal. Faculty of Management Studies and Commerce needs to find measures to move into the new premises as early as possible to ease the crowding of working spaces as well as to release the facilities occupied by them for the Faculty of Arts. Faculties located at Kilinochchi and Vauniya are at a better advantageous position with having more land space and building space. Though, the Vauniya Campus is functioning with some difficulties at the moment, hopefully, their current hardships will be eased in near future with completion of ongoing building programme.

University Website is not kept up-to-date, and appears to be incomplete as it contains only part of the information regarding academic/non-academic staff, faculties and their study programmes, student support services, student activities, etc. Many links are non-active and much information is missing even at faculty levels. None of the administrative sections have posted relevant information and offered services on-line to a satisfactory level, except the Internal Audit Unit which conveys much of its necessary information with clarity. It is essential that all faculties upload necessary information on programme and course curricula (by having links to Handbooks/Prospectuses/Course Guides), academic and examination calendars, examination rules and regulations, disciplinary procedures, research activities of academic staff, student welfare/societies/activities/events, etc. Also, the information posted in the web must be kept up-to-date regularly with university-wide happenings and organized activities, and in particular, the current/prominent research work done by academics and extracurricular activities done by students. Main Website does not have a 'help desk' or FAQs page, and having such pages could enhance student/staff/visitor access to information. An up-to-date website with complete information could take University of Jaffna to a higher level in world rankings as well.

Students are provided with course details/handbook at the commencement of a study programme. However, course unit structures including course objectives, ILOs, synopsis, teaching-learning methods and assessment methods cannot be found readily in the handbook or through online information under most of the faculty websites. It is important for students to know, in some detail, the study programme and its contents that they would be pursuing under a chosen pathway at the time of entrance to the university, and therefore, the detailed programme and course information including assessment criteria need to be included in handbooks/prospectuses. Ideally, course specification that details out objectives, ILOS, course contents, teaching and learning methods and assessment strategies, etc. must be made available to students as at the commencement of respective courses. Such course specification could be made available through on-line as well.

University must take urgent steps to install a centrally maintained, efficient and secure computer-based MIS as early as possible. The MIS operating currently at the Department of Physical Science of Faculty of Science can easily be expanded to use in other faculties as well as for the entire University. A secure MIS could maintain relevant data with respective

to administrative, financial, academic and allied matters, and ensure confidentiality of permanent records of all undergraduates from their entry point such as student admission, course registration, examination results and student progression, to name a few.

All faculties/units organize orientation programmes for new entrants and take measures to integrate the newcomers with the student community. Student counselling and mentoring sessions are also organized and conducted during orientation periods by many faculties. Nonetheless, no evidence was presented as regard to existence of long-term mentor/mentee programmes in faculties/units. It is necessary to allocate several freshmen students as mentees to a senior academic staff member (as the mentor) so that their personal, financial, academic and any other issues could be discussed and addressed confidentially, and could be resolved efficiently. Student ragging is minimal in some faculties, and the University has taken steps to curb ragging. However, determined efforts must be taken to provide a conducive environment for teaching-learning activities for freshmen students in all faculties within shortest possible time period from their entry.

University provides adequate student support systems, and they are made available through faculties/units. University facilitates for student-student and student-teacher interactions. Many field-based activities, group projects, group practical sessions, case studies, clinical and health related community services, etc., are some of such opportunities provided for students to interact with peers and others. The main premises of the University at present has severely been affected by shortage of building space for teaching-learning activities as large number of students have been accommodated in many study programmes, without giving due consideration to additional resource requirement. Reading areas or student meeting places are scarce for group activities and student-student interactive sessions. Therefore, delivering and practicing concepts of student-centred teaching-learning are hindered to some extent. Infrastructure facilities such as computer laboratories with internet access, lecture theatres with multimedia facilities, laboratory facilities, language laboratories, Wi-Fi facilities etc., to support teaching-learning activities are available to some extent. However, basic amenities such as working fans and multi-media are scarce in some lecture theatres/halls at the main premises, in particular. Also, student access to toilet facilities near lecture theatres is minimal in some faculties. Due to high student intake, many faculties face shortage of lecture theatres, tutorial rooms, discussion/meeting places, examination halls, etc. and therefore, student-centred teaching and learning is given a very low priority.

Career Guidance Unit offers some programmes to cater to 'soft skills' development, and provide career information, and guidance and information towards professional development. However, the number of students benefited through such programmes appears to be very low when compared with total undergraduate population in the University. Recent appointment of a permanent Career Guidance Advisor is highly acknowledged. Existence of number of university/faculty level student associations are not at a satisfactory level, though some annual events are organized that contribute to social, personal and professional development of students. Closing of university/faculty premises, library etc. by early evening, at 6.00pm at Ramanathan Academy of Fine Arts, in particular, discourages students participation in

cultural or other activities on campus. Not having public transport or any organized transport facilities for students living in hostels at distant places, especially in the evenings, is an issue which needs to be resolved by authorities. It was not evident that student satisfaction surveys are being conducted to monitor and improve facilities or student support activities. Resources, academic support and welfare provided for differently-abled students, especially in Faculty of Arts, are not at a satisfactory level. No elevators available in many buildings. Most of the buildings and pathways need disability access and other support systems. Student hostels also do not have disable access corridors.

Upgraded library facilities include online access to the library books, on-line educational resources, research articles, etc. The main library has seating capacity for only about 350 students, which is very low when compared with the large student population present in the campus. Available floor space in the library needs to be designed for efficient use and enhanced appearance. Common computer laboratory in the upper floor is a major disturbance to the library environment and it should be relocated elsewhere. New entrants to the University are provided guided training on the use of library facilities. During study leave and examination periods main library and other faculty libraries should be kept open for longer hours.

Mentoring and academic counselling programmes are organized for new entrants of all faculties. However, there was no evidence of continuous monitoring of students throughout out their student career by academic/student counsellors. Also, students' academic/personal progression cannot be monitored satisfactorily by academic/student counsellors at present, even at faculty level as no data management system such as MIS is available. Thus, properly assigned mentor/mentee programmes should be in place in all faculties and to facilitate continuous monitoring and to facilitate this process, a central MIS need to be installed at the earliest. Student feedback system is not in place to monitor counselling and mentoring activities. Monitoring of student progression has to be in place in all faculties and remedial action has to be taken regarding improving employment rates, especially of the graduates of non-science faculties/units. Regular student satisfaction surveys need to be conducted in all faculties to assess the student opinions on many aspects of students' life in the University so that successes and shortcomings of study programmes, learner support services, learning resources, common amenities, etc., could be monitored and due remedial actions could be taken by authorities. Nevertheless, the establishment of the Gender Equity and Equality Centre and the Well-Being Centre are highly acknowledged. University authorities need to support their functioning with a higher precedence.

University has a very strong English Language Teaching Centre (ELTC) staffed with well-qualified teaching staff having postgraduate qualifications to teach of English as a second language (TESL). However, it needs sufficient number of classrooms to accommodate small groups of students (about 30-35 students per class) to conduct group activities that are essential to facilitate student-centred teaching-learning. Further, the English language usage in the Faculty of Arts and Siddha Medicine Unit, in particular, must be improved. Though, the ELTC operates under Faculty of Arts, it must be provided greater support and guidance

by the University; appointing a committee, such as ELT Advisory Committee, with adequate representation from all the Senate and faculties/units could certainly help to improve university-wide services provided by the ELTC. Furthermore, proper action plan for further expansion and strengthening of teaching of TESL is also important in this context. Furthermore, ELTC must update its Website regularly, as it conveys very little information at present.

Student canteen facilities in the main university premises, faculty premises and in hostels are inadequate. Inside of canteens and outside areas need attention of authorities so as to improve quality and hygiene of foods they provide and to create an attractive environment in its surroundings. High price tag in the canteens is also a concern expressed by students. It also appears that drinking water is not available for students in some faculties resulting students to purchase bottled water. University provides hostel facilities for only about 40% of the student population; that is for first- and final-year students only, which is not quite satisfactory. Commuting from and to the hostels from certain faculties is also a problem for some students as the bus service is poor in the evenings. Providing resident quarters for sub-wardens is also necessary. Evidently, with the increasing female population in all faculties, the need for expansion of university female residencies should be given a high priority.

Physical Education Division facilitates sports events, games and competitions for students in all faculties. Only a small facility is available for students to participate in indoor games at present. However, when the construction of the new gymnasium complex is completed, these difficulties will be eased. University ground is not properly and adequately maintained. Providing more sports facilities and equipment, and also transport for students in faculties located at distant location must also be considered.

Medical Centre at the main premises provides medical facilities for students and staff of the university with the assistance of a retired medical officer, and the other medical centres located in other locations too are facing shortages of staff and resources, and further, these centres are functioning only few hours per week. Appropriate action should be taken to fill the vacancies in all medical centres and improve facilities. Medical services provided to students at distant faculties are highly inadequate and are in need of urgent improvement, and this must be given speedy attention of authorities.

Criterion 5: Student Assessment and Awards

In majority of faculties, examination by-laws, and rules and regulations are in place and in par with academic standards, SLQF and SBS guidelines. University uses handbooks and other communication media to convey examination matters, and rules and regulations to all stakeholders including the external examiners. A manual of examination procedure for the university is available. In some faculties, assessment criteria along with the course structures are provided during the induction program or at the commencement of course units except in Ramanathan Academy of Fine Arts, where students are not provided with assessment criteria.

University ensures appropriate assessment practices to maintain the academic standards. Varying assessment strategies, namely, formative assessments (in-course assessments, assignments, presentations, etc.) and summative assessment at the end of semester (theory paper, practical, project reports, etc.), are being conducted in many faculties as per the course/module specifications. However, in-course assessment records of some faculties/departments were not seen. Although, frequent curriculum revisions in many departments were apparent, no evidence is available on periodical reviews on examinations regulations and assessment methods, except for one record on MBA program.

In many faculties, the assessments are aligned with ILOs to a great extent. Some faculties practice both formative and summative methods of assessments taking into consideration credit values, ILOs and weightage of different assessment modes. Students are aware of examination procedures and deadlines for submission of assignments, project work, etc. Student feedback reports on assessments were available only in some departments.

University follows a proper procedure in nominating and appointing examiners (setters, moderators, 1st and 2nd examiners, etc.) and ensures that the staff involved in examination matters are competent and well converse with assessment schemes and guidelines//rubrics. Frequent awareness programs / trainings especially for young academic staff are also conducted by the SDC at faculty level to clarify their roles and responsibilities, particularly as examiners.

First and second marking are carried out at a satisfactory level in all faculties while external examiners are also involved in second marking in many occasions. Some departments appoint foreign examiners (England, Wales, USA, etc.) for second marking as a part of quality control and to ensure the integrity of academic standards which is highly commendable. However, some faculties have no procedures/forms available to collect external examiners' reports. Further, evidence for the implementation of external examiners'/moderators' suggestions for further improvements on assessment methods or teaching-learning process was not available.

Although the University has not adopted a general policy on weightages, some faculties/departments use specific weightages relating to different components of assessments (e.g. 30:70 or 40:60 for continuous assessment: end semester exam; 40% practical marks or project report ceiling for final degree, etc.), as specified in respective program / course specifications.

Examination Boards apart from attending to defined functions, ensures the assessment decisions are recorded accurately and communicate to students. However, except the faculties of Vavuniya Campus, Medicine, Engineering and the Department of Accounting, there is a great delay in releasing the end-semester examination results in all other faculties/departments. There is no evidence of whether the students are provided with timely feedback by releasing the results of formative assessments in many faculties. Only in one faculty, the students are rewarded (best thesis award) for their achievements.

Although an appeal mechanism exists for students to request re-scrutiny of their end-semester examination, students of many faculties are not aware of it. In line with examination by-laws, strict disciplinary procedures and reinforcement of such procedures on handling examination malpractices are in place. Approved policy on common credit transfer mechanism was not seen. However, lateral transfers are allowed on students' requests.

Criterion 6: Strength and Quality of Staff

University has put in place a human resource development policy and plan, and adopted procedures in line with UGC – Universities Establishments Code and relevant UGC circular on recruitments, promotion, performance appraisal and career development for both academic and non-academic staff. University maintains the register on approved and available cadre, and it is kept updated with data on cadre filled and vacant. Administration staffs are appraised through staff appraisal forms in relation to their allocated duties and high performers are commended in informal manner. University has made guidelines on occupational health and safety, and protective measures. Health and safety manuals and first aid boxes are available in some laboratories.

University complies with UGC prescribed staff cadre norms. Nonetheless, it was apparent that there exists a severe shortage of staff in all categories including academic and academic support staff in almost all faculties/units. Of the approved cadre only four Senior Professor vacancies (04) were filled. Vacancies in all academic staff categories/grades were apparent; for example, numbers of vacancies to be filled stand as 43, 174 and 2 for Professor, Senior Lecturer and Lecturer, respectively. This has led to high work load of academic staff in many faculties/departments. University has also failed to ensure smooth functioning due to the high number of the vacancies prevailing in administrative categories. Processing the applications for promotions by academic staff (both for promotion to Senior Lecturer I and Professor Grades) is also extremely slow in the University, taking years in few cases.

The qualification profile of existing staff members of each department was not properly compiled. During the site visit, it was apparent that ELTC have highly qualified academic staff (09 Ph.Ds. with two Professors), but most other departments lack sufficiently qualified staff. Although, the University grants paid study leave for probationary academic staff for their carrier enhancement, it is not apparent whether it extends adequate support to in terms of securing postgraduate placements and funds to obtain their postgraduate qualifications.

SDC conducts induction programs for newly recruited staff in regular manner which helps them to commence their career by acquiring introductory basic knowledge and skills to perform their functions. It is also commendable that many senior academics guide and support the newly recruited young staff. It is evident that SDC has acquired resources to some extent. However, the provision of relevant training for all levels of staff is not apparent. Non-academic staff expressed their concerns on lack of sufficient training provided by the SDC. In-service trainings on the job-related areas are inadequate. Management assistants of various

categories, laboratory assistants and technicians too have pointed out their different needs. There is no evidence that the SDC is aware of their needs and demands. It was also pointed out that they need exposure to peer groups in other national universities through workshops/training program to enhance their knowledge and skills and facilitate their personal/professional development.

Faculties/departments ensure allocation of workload to staff in transparent manner as observed by the timetables prepared for each semester. In some departments the work allocation is somewhat in line with approved work norms, but this has become difficult in several departments due to the shortage of academic staff. It is recommended to implement online academic accountability model for the staff. Proper definition of work norms and way of calculating workload of academics need to be established through IQUA, and annual review of workloads assigned for staff should be made a practice. Some members have to repeat the same lecture to different student groups. Except in few faculties (such as Vavuniya Campus), the job lists with clear job descriptions are not provided to non-academic staff at the time of appointment.

Although a few staff members are rewarded for supervising undergraduate projects, chairing sessions and for presentation papers, there is no clear policy or a formal mechanism to assess the academic staff for their outstanding teaching and research performance, and compensate for additional work carried out beyond the usual workloads. Performance appraisal forms adopted for academic and non-academic staff were not apparent (other than the annual increment forms).

Although evidences of obtaining staff feedback on course offerings and peer evaluation of the academic staff are available in some faculties/department, there appears to be no mechanism in place for assessing the performance of academic staff. This kind of assessment is particularly important for newly recruited academics as well for those academic who have been trained internally by the SDC or provided training through outside organizations. Regular peer observation records or regular feedback forms were not available for some faculties/departments. Further, it is also not clear who handles and address the issues on under-performance/poor performance, if revealed through peer evaluations and whether the remedial actions are taken. Moreover, performance appraisal is not done for technical and non-academic staff.

Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization

University conducts number of postgraduate degree programmes ranging from postgraduate diplomas, Masters-level degrees through course work/course cum research, research-based Master of Philosophy (MPhil.) and Doctor of Philosophy (PhD.) degree programme through the Faculty of Graduate Studies (FoGS). FoGS was established in 1999 to promote and coordinate postgraduate programmes of the University, in accordance with the Article number 48 A of the Universities Act. All the postgraduate study programmes of the

University are coordinated through twelve Boards of Studies. Postgraduate study programmes are appropriately designed and weighted in accordance with the SLQF guidelines. FoGS has put in place by-laws and rules and regulations for its postgraduate programmes and a separate Internal Quality Assurance Cell (IQAC) has been established to look after the quality related issues of its academic programmes.

The two research-based degrees (leading to MPhil and PhD) offered by the FoGS could be pursued either on part-time or full-time basis. Apart from research-based degrees, six Masters study programmes (*i.e.* three MAs, MEd, Master of Health Management and MSc in Environment Management) and a Diploma programme in Teaching English as a Second Language (TESL) are currently being conducted by the FoGS. It is apparent, that the University indeed has the capacity to offer many more postgraduate study programmes through taught courses. Although the initiatives have been taken, no need assessment or a market survey has been conducted yet to identify the types and needs of postgraduate level training, appropriate and viable, especially for the region.

The selection and the admission procedures for postgraduate programmes have been clearly documented. Information related to student selection, programme curricula and course curricula/syllabi, examination procedures and by-laws are made available through FoGS websites to prospective applicants/students. Teaching staff and the research supervisors of all the postgraduate programmes have advanced subject knowledge and appropriate skills, and they indeed are provided with guidelines for teaching and supervision.

Suitable mechanisms are in place to monitor the progress of postgraduate students of both taught courses and research-based study programmes. University has adopted clear procedures on data recording and maintenance, and also for ensuring confidentiality of records. Although the procedures are in place for postgraduate examinations, results are not released in time in most of the postgraduate programmes, especially in research-based degree programs, making both the candidates and supervisors disappointed and desperate. Composition of the Board of Studies of FoGS should be well defined and their meetings should be regularized. Furthermore, appropriate procedures must be put in place to avoid the delays occurring in the processes of registration and processing and releasing of results.

Research culture is not widely institutionalized; research is conducted successfully only in few faculties and again only by a limited number of academic staff members of those faculties. University research grant allocation is not disbursed among the faculties in a fair manner. Grants are allocated directly to individual applicants, and often these grants too have been awarded to the individuals those who are active in research and already having external research grants. Although the University research grants could be viewed as incentives given for academics, particularly for young academics to commence their research careers, it appears that this principle was not observed. University research allocation may be divided faculty-wise on the basis of the number of staff members to motivate, particularly young academics to engage in research early in their academic careers. Also, it is recommended to

get the final reports of the completed university research grants evaluated by outside experts in order to improve the quality and standards of research.

University provides access to training programmes to the academic staff and research students to develop a range of skills, and besides that they are given the opportunity to acquire organizational skills through their involvement in organizing national and international conferences, and also to broaden their outlook through overseas study tours facilitated by travel grants. It was noted that although the University promotes a research culture and research excellence within the University, available schemes for offering incentives and rewards to those who excel in research, innovations and dissemination could have been further improved. Generated funds of the Faculty of Graduate Studies could also be used to provide research grants and postgraduate scholarships for research. Some research groups have secured major research grants from outside sources, and it is commendable that the well-equipped Solar Cell Research Laboratory in the Department of Physics have been exclusively built through external research grants.

Postgraduate students are aware and adhere to ethical guidelines and comply with intellectual property rights. Only some of the faculties have clearly formulated policies regarding potential conflicts of interest, and they are communicated to research students and staff. Ethical review committees can be found in most of the places, and Code of Conduct and Ethical Practices in research has also been clearly stated. University also has put in place policies and procedures which are enforced to deal with research misconduct such as plagiarism, deception, fabrication or falsification of results. Procedures have also been established to handle grievances, complaints and appeals.

University has put in place clear policies and practices on criteria for authorship of research and publication of papers, innovation, patents and Intellectual Property Rights (IPR). Dissemination and publication of research in accredited/refereed journals and apply for patents, where relevant, are promoted and facilitated. University Council has approved a policy document on “menace of unethical publication with particular reference to predatory journal and plagiarism”, which is aimed to deter publishing in on-line, mostly predatory journals. In addition, the University has adopted a Code of Conduct for staff and students. University publishes five Journals (*i.e.* International Journal of Accounting and Business Finance, Journal of Dry Zone Agriculture, Journal of Business studies, *Vingnanam*- the Journal of Science, Sri Lankan Journal of South Asian Studies and Journal of Science and Management). Five patent applications have been submitted recently and few more are in the pipe line. Innovations among the students are facilitated and promoted in the University, especially in the Faculties of Engineering and Agriculture in Kilinochchi.

University has established a University Business Linkage Cell (UBL Cell) with linkages to Faculty cells. Many faculties/institutes have signed MoUs for collaboration/partnerships with local, national, regional and international organizations to share knowledge, expertise, human resources, services and for joint research with criteria for monitoring and evaluation.

Establishment of a Centre for Research, Innovation and Communication (CRIC) to coordinate and promote research and international collaborations can be considered as a commendable effort to improve the research innovations and commercialization by the University.

Criterion 8: Community Engagement, Consultancy and Outreach

The university's commitment to engaging with the community is clearly articulated in its mission statement – *“To produce intellectual, professionally competent and capable graduates to meet the emerging needs of the national and international community, with a special emphasis on the social, economic and cultural needs of Northern Sri Lanka”*. With the recent establishment of the Faculties of Engineering and Technology, the University is indeed in a position fulfil its obligations in all spheres of life of the community.

It was evident that there was active engagement between the community and the University in many spheres. All faculties in the main campus as well as in Kilinochchi and Vauniya and the Siddha Medicine Unit engage with the community well. However, there was no evidence in this regard was available for Ramanathan Academy of Fine Arts. Faculties of Agriculture, Engineering, Management, Medicine and Science have regular events involving school children by way of both the staff and undergraduates visiting the schools or the school children visiting the faculties. A remarkable feature regarding these interactions with the schools is that it was not limited to popular schools situated in close proximity to the University; it is extended to a mixture of large and small schools situated at varying distances from the university premises. In addition, several academics from different faculties provide consultancy services in their respective fields of expertise to government agencies, international organizations and the private sector.

University is not only engaging with the immediate community surrounding the University but also with many relevant stakeholders both national and international. Some of the regular/ annual events that promote this engagement are JUICE (Jaffna University International Research Conference), ICDA (International Conference on Dry Zone Agriculture), Siddha Medicine Conference and SL-SWCS (Sri Lanka Student Workshop on Computer Science). These events attract both local and foreign participants (including expatriates), some of whom are internationally recognised experts in their fields. Students from several faculties go to different parts of the country for their industrial placement / work-based experience and get attached to both private sector and public sector organizations.

Regular outreach activities are conducted by several departments of some faculties. Some of these activities are seminars for school teachers organized by the academics, health camps organized by the Department of Community and Family Medicine with the collaboration of

other departments, medical camps organised by the Siddha Medicine Unit, participation of academics and students in the activities of the Jaffna Science Association, etc.

Though, there was high level of engagement with the community, and many outreach activities were being conducted regularly, it appears that most of these are still dependent on the motivation of the individuals involved, and it appears that the University has not yet institutionalised a mechanism to facilitate outreach programmes. There was no evidence to indicate that the University is assisting any of these activities and whether those activities were actively monitored and documented. There was no mechanism in place to obtain formal community feedback regarding outreach activities or regarding the community's overall perceptions on the University.

University has taken steps to establish links with outside organizations through UBL, CRIC and Industry Liaison Cells as a part of its effort to enhance the contribution to the society and community engagement. UBL has representation from all faculties and has already developed the required documents relating to intellectual property rights. It is still too early to comment about the operations and achievements of the UBL.

Criterion 9: Distance Education

The distance education programmes of the University were commenced in 1991, and blended teaching and learning with application of ICT-based tools (such as online delivery) was introduced in 1997. The current Strategic Plan of the University reflects distance education an alternative delivery system to cater for those who failed to gain entrance into internal programmes despite having obtained minimum entry qualifications.

Distance education programme was restructured in 2012 and the unit coordinating the study programmes was renamed as the Centre for Open and Distance Learning (CODL) in accordance with UGC directives, and it is governed and manage in full compliance with UGC Policy Framework and Guidelines and UGC Circular prescribed in 2012 and 2017. Accordingly, the CODL functions with three administrative divisions, namely the Registration and Examination Division, Learning and Resources Division, and Training and Development Division and manages through Board of Management in compliance with UGC prescribed guidelines.

Study programmes offered via CODL are designed, planned and implemented through Boards of Studies which consists of academics appointed by respective Faculties, and the programmes are aligned with University's Vision and Mission. Currently, two faculties, namely Faculty of Arts and the Faculty of Management Studies and Commerce offer study programme through CODL.

The three external degree programmes currently offered by the CODL are BA - Bachelor of Arts (General /Special degree), BCom - Bachelor of Commerce, and BBM - Bachelor of Business Management. All course materials are reviewed and revised regularly. A total of just over a thousand students are enrolled annually in three-degree programmes offered. All these external degree programmes are delivered in Tamil medium.

Total registered number of students is around 1200. In 2017, 25 students graduated. In addition, there are thousands of students who had registered in the past, over a period of about 15 years, and they have not graduated yet. Due to the non-existence of an annual system of registration in the past, it is not possible to know exactly how many of these students are still interested in completing their degree. It has been decided to discontinue these old programmes by 2020.

In light of the documentary evidence which were provided to the Review team during the site visit (i.e. *Manual of Procedures for CODL*, *UGC Circulars 2012 and 2017*, *Handbooks*, *Policy and Strategy documents of CODL*, etc.), and information available on the University's Website, it appears that the CODL is well managed by its Board of Management with representations from the Council, respective Faculties, administrative division, coordinators from Centres/Divisions, and also with several optional representatives from public and private sectors. Course coordinators (internal staff) are suitably qualified and provide counselling to students in face-to-face sessions and via email. Student support system is strengthened further through the use of different communication channels including Facebook.

CODL publishes through its official Website the information on distant learning programmes, including the delivery system used, the entry requirements for programmes, duration and course load, learning objectives, evaluation process, and completion requirements. During the examination of documents related to the CODL, it was noted that the degree certificate awarded to those who complete the CODL programmes specifically states that it is an external degree; this is indeed considered as a breach of the UGC guidelines.

MOODLE platform is being used as the LMS for online delivery of courses. ICT resources are being effectively used in blended delivery process (video, audio materials, online sources etc.). During the site visit, it was evident that the online system for course delivery had been well utilized. But, the Website of CODL needs to be improved and kept updated regularly; for example, section "Staff/Coordinators" on CODL Webpage needs to be filled and updated regularly.

CODL has sufficient office space, and besides that it uses the facilities of the Faculty of Management and Commerce and Faculty of Arts for face to face delivery of instructional material.

Though, there had been some discussion regarding offering the CODL degree programmes in France through an institute there, no definite steps have been taken in this regard so far.

Current practice of offering the degree programmes only in Tamil medium may hinder the successful establishment of offshore programs.

Criterion 10: Quality Assurance

University has established institutional framework and adopted mechanisms for internal quality assurance (IQA) in line with the national quality assurance framework prescribed by the UGC. In accordance with the UGC Circular No. 04/2015, University has effectively established the Internal Quality Assurance Unit (IQAU) at the centre, and Internal Quality Assurance Cells (IQACs) at faculty/unit levels in order to internalize IQA operations. A Senior Academic (Professor and a former Dean) has been appointed as the Director/IQAU. Director of IQAU functions directly under the purview of the Vice-Chancellor, and accomplishes work related to QA, and also works very closely with the faculty-/unit-level IQACs. Director of IQUA has taken proactive steps to institutionalize prescribed best practices through its by-laws, manuals and guidelines.

Review team is of the view that the IQA process is well integrated in the governance and management process of the University. This is demonstrated through some of the important steps adopted by the IQAU Management Committee of the University. The IQAU Management Committee of the University has been appointed as per the guidelines set out by the UGC Circular 2015/4, representing senior members of both academic and non-academic communities. The composition of the Management Committee of the IQAU comprises the Vice Chancellor, Rector of the Vavuniya Campus, Director of IQAU, Deans of all Faculties, Registrar, Bursar, Librarian, all Director of Centres, sixteen IQAC Coordinators and two student representatives. Management Committee Meetings are held regularly each month and the date and time are included in the University calendar. This has enabled the members to plan ahead, and consequently the attendance of the members at the Management Committee meetings is very satisfactory. This indicates the importance given by the University to the IQA activities which really should be acknowledged.

According to the UGC Circular No. 04/2015, responsibilities of IQAU are coordination of all IQA related activities, liaising with the UGC through its QAAC and other external agencies, implementation of IQA reviews and follow-up actions, preparation of self-evaluation report, facilitating external quality assurance reviews, provision of advice on IQA-related matters to all faculties and departments, monitoring and guiding faculty level IQA activities and the IQA activities of the University Strategic Plan. Further, the quality assurance matters are taken up as a permanent agenda item of the Senate Meetings, and the Director has the opportunity to report the progress of internal quality assurance related matters, and also to report the important decisions taken by the IQA Management Committee to the members of the Senate. Review team is of the view that the IQAU of the University has indeed been able to accomplish all these activities to a satisfactory level.

There is a dedicated office space allocated for the IQAU with sufficient floor area. However, the physical resources available in the IQAU should be further improved by providing

required furniture, IT facilities and a permanent cadre of staff. All the faculties/units too have established IQACs, and dedicated office spaces have been allocated for respective IQACs. IQACs are represented by senior academics of faculties. Meetings of the IQACs have been held regularly (in most cases each month). Progress of the IQA activities of the faculties is reported to the Faculty Boards regularly.

University has taken steps to update the curricula by adopting the prescribed best practices; that is adoption of SLQF guidelines, appropriate subject benchmark statements (SBSs), and OBE-SCL approach. Most study programs are aligned with the SLQF guidelines, and most of the academic staff of all faculties are quite conversant with the application of SLQF, SBSs and OBE-SCL approach in study programme design and development and delivery. At present most of the faculties have taken steps to conduct curricula reviews and introduce reforms into study programme curricula under the direction of Curriculum Development Committees of respective faculties. When curriculum revisions are carried out, stakeholder feedback are also being taken into consideration. All faculties have undertaken student feedback and peer evaluations. However, analysis of feedback and use of the outcomes of such analyses for further improvements were not evident in many faculties.

IQAU maintains a website which is regularly updated. All the information and decisions taken by the IQAU are disseminated through its official website. IQAU has taken steps to develop university-wide guidelines, based on prescribed best practices. With respect to assessment of students, there is a well-established system in place in some faculties/units for appointing and obtaining approval of examiners, for scrutinizing and moderation of examination papers, first and second marking, etc. Nonetheless, this is not widely adopted across by all faculties/units. Delays in releasing results is a frequent occurrence in some faculties/units, extending to nearly one year, and this indeed needs to be addressed by the IQA system.

Director of IQAU had accomplished IQA related tasks by working very closely with the Management Committee and the IQACs of respective faculties. Director of IQUA has taken steps to institutionalize prescribed best practices, and based on the interviews conducted and documentary evidence provided by the IQAU during the field investigations, and the steps taken by the University in internalizing the IQA process is very satisfactory.

Section 6 - Grading of Overall Performance of the University

The review team's assessment of the level of accomplishment of quality expected of the University of Jaffna, based on the grading of performance with respect to the prescribed standards of the 10 review criteria as specified by the "Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions", is given in Table 6.1 below.

Table 6.1. Grading of Overall Performance of Quality by the University of Jaffna

No	Criteria	Weighted Minimum Score*	Actual Criteria-wise Score**
1	Governance and Management	90	115.86
2	Curriculum Design and Development	60	72.00
3	Teaching and Learning	50	73.33
4	Learning Resources, Student Support and Progression	40	47.62
5	Student Assessment and Awards	50	68.89
6	Strength and Quality of Staff	50	72.73
7	Postgraduate studies, Research, Innovation and Commercialization	50	81.33
8	Community Engagement, Consultancy and Outreach	30	53.33
9	Distance Education	20	23.59
10	Quality Assurance	60	97.14
Total on a thousand scale			705.83
Total score as a percentage			70.58
Grade			B
Performance Descriptor			Good
Interpretation of Descriptor			
<i>"Satisfactory level of accomplishment of quality expected of an academic institution; room for improvement"</i>			

* Represents 50% of the maximum achievable standardized criterion-wise score.

** All Criteria received more than the weighted minimum score.

Based on the above evaluation made, the review team recommends that the University of Jaffna is awarded the grade of 'B', with the performance descriptor of "Good" which is interpreted as *"Satisfactory level of accomplishment of quality expected of an academic institution; room for improvement"*

Section 7- Commendations and Recommendations

Review team's commendations and recommendations based on the findings of the review conducted under 10 review criteria are given below.

Criterion 1: Governance and Management

Commendations

- University has adopted a strategic plan which is regularly reviewed and updated. And, accordingly, faculties and units review and update their action plans in compliance with the University's strategic plan in regular manner.
- Processes adopted in the financial management section are properly documented and adhered.
- University has taken proactive initiatives to audit both financial and performance assessment.
- University has taken swift actions the during last five years to recover bonds from bond violators.
- University's commitment to promote GEE and deter SGBV by adopting and implementing appropriate policies and actions.
- University's commitment to quality enhancement and maintenance by establishing an efficient internal quality assurance system.
- University's commitment to adopt and internalize national higher education guidelines - adoption SLQF guidelines in academic programme design and development process including provision of fall-back option for those students who wish to exit at certificate and diploma level.
- University's commitment to curb and eradicate 'ragging' and student intimidation; administration has taken effective mechanisms to curb ragging and have imposed serious punishments for those found guilty, and as such, in some faculties, student 'ragging' appears to be minimal.

Recommendations

- Take appropriate actions to fill vacancies, especially in the finance division, as early as possible.
- Formulate a policy for a transfer system within the University so that administrative and non-academic staff would not be stagnated for a given section/department for more than a specific period of time.
- Accommodate all stakeholders, especially outside parties from the University, when developing the strategic and action plans. Needs assessment and global trends should

also to be factored in this regard specially when introducing new courses, departments and faculties.

- Empower and encourage the faculties and units to make decisions within the vested powers and responsibilities through respective standing and ad-hoc committees (i.e. Faculty Boards, Finance Committees, Vice Chancellors' Advisory Committee, etc.), leaving the Vice Chancellor and Council to spend more time on policy and governance, and development matters.
- Caution must be taken when increasing the number of students substantially without having adequate facilities since it may create many problems for both staff and students, and also will adversely affect the quality and standards of study programmes.
- Develop a Master Plan for systematic expansion of physical and human resources, especially at the main campus in Jaffna, in keeping the future trends in mind, and also considering limited land space available.
- Finalize and adopt the draft University Calendar as early as possible.
- Improve ICT facilities along with the establishment of computerized data management system (i.e. MIS) for improvement of functional efficiency of university administration.
- Provide job descriptions for all categories of staff and implement a regular staff performance appraisal and rewards system for all categories of staff.
- Take urgent steps to address the short comings of the finger print-based attendance recording system highlighted by the Audits.
- Provide further support to facilitate the implementation of action plans on Gender and Equity and Equality and Sexual and Gender Based Violence.

Criterion 2: Curriculum and Programme Development

Commendations

- Most of study programs' curricula have been revised recently by adopting SLQF guidelines and OBE-SCL approach, and by give consideration to relevant SBSs.
- Curriculum Development Committees of all the faculties/units have been established and they appear to take steps to review and upgrade the curricula of respective academic programs in regular manner
- Internal quality assurance system is well established - IQAU at the university-level and IQACs at faculty/unit- levels and they liaise closely to assure quality of the study programmes and allied activities.
- Most faculties have developed programme specifications and course specifications including ILOs, courses, teaching/learning methods and assessment methods etc., and

the relevant information has been communicated to students by most of faculties for their respective study programs.

- Some faculties, namely, the Faculties of Science, Applied Science and Business Studies have provided fall-back options for students by defining exit points for those students who fail to complete study programme successfully or wish to leave the programme early.
- Faculty of Engineering accommodates foreign expertise in curriculum planning, development and revision.

Recommendations

- University must make compulsory for all faculties/units to prepare detailed course specifications with ILOs, course contents/syllabi, teaching-learning methods and assessment criteria and methods for all course units for their respective study programmes.
- Courses of inter-disciplinary, multi-disciplinary, professional and vocational need to be incorporated into study programmes, where relevant.
- OBE and SCL methods must be incorporated to enhance quality and relevance of all study programmes, especially, at Siddha Medicine Unit, Faculty of Arts, Ramanathan Academy of Fine Arts and Faculty of Agriculture.
- All faculties need to use market signals, need analysis outcomes, industry and employer inputs in designing curricula of all study programs.
- Graduate profiles for all study programmes offered by faculties/units need to be defined and published; curriculum mapping of all study programmes should be done against the respective graduate profiles.
- Records of student enrolment, dropout rates, time taken for graduation, graduation rate at first attempt, student satisfaction, employer satisfaction, graduates registering for postgraduate studies, etc. need to be collated and maintained, and such criteria need to be used to monitor success of study programmes, and also in curriculum revisions.
- Inputs from stakeholders (such as the findings of tracer studies, peer evaluations, student feedback surveys, graduate satisfaction surveys, employer surveys, etc.) need to be considered in revision of existing curricula, and also for development of curricula of new study programmes and new course units.
- University Alumni association must be strengthened and their good will and expertise should be used in grooming undergraduates to achieve graduate attributes, securing employment as well as obtaining fellowships, scholarships, etc., and to facilitate their career progression.

Criterion 3: Teaching and Learning

Commendations

- Many faculties have adopted student-centred teaching-learning methods in the delivery of respective study programmes.
- Many faculties ensure that students' engagement in teaching-learning process by adopting blended/multiple teaching-learning strategies and assessment methods.
- Many faculties/units use ICT platform to deliver study material online (i.e. LMS) to students to promote blended teaching and learning.
- Student participation at department meetings is practiced in some faculties (e.g. Faculty of Business Studies at Vauniya Campus)
- Conducting undergraduate research symposia by some faculties (e.g. Faculty of Medicine).

Recommendations

- Promote the use of online delivery platform (i.e. LMS) by all faculties/units to facilitate blended teaching-learning.
- More innovative teaching-learning approaches need to be integrated into course delivery and assessments.
- Encourage students' inventions and innovations and creative work, and showcase the successes through annual university events.
- Regular analysis of reports from peer observation and student feedback questionnaires must be performed, and results of these must be conveyed to teachers to improve themselves, and also the inputs from such analyses must be considered in mending course curricula and teaching-learning process.
- Facilitate formation of formal peer student study groups, in particular, during the freshmen year to facilitate peer-assisted learning among students in order to facilitate acquisition of skills, comprehension of subject matter taught, strengthen students' knowledge-based skills, etc.
- Innovative and creative teaching approaches adopted by individual academics/departments/faculties/units must be encouraged, and those who excel should be recognized and be rewarded.
- Inclusion/adaptation of research outcomes/outputs of academics into teaching/learning material is not visible in many faculties, and the academics should be encouraged to enrich teaching-learning process with relevant and current research findings.
- Opportunities for students' interaction with the students from similar faculties of other universities should be provided through introduction of study tours, student research forums, short-term exchange programmes, etc.

Criterion 4: Learning Resources, Student Support and Progression

Commendations

- Progress made by newer faculties, in particular by the Faculty of Engineering, in improving many aspects of teaching-learning and student support services.
- Establishment of the Gender Equity and Equality Centre and the Well-being Centre
- Establishing and maintaining an e-library system
- Satisfactory level of student participation in sports and recreational activities in spite of having minimal facilities.
- Conducting orientation/induction programmes for new students by all faculties, often in collaboration with student unions.
- A very strong ELTC with a high percentage of permanent staff having postgraduate qualifications.

Recommendations

- University website must be updated in regular manner, and all missing information/ links should be uploaded with current data. ‘Help-desk’ and FAQs, as relevant, need to be included in the website.
- A university-wide MIS system should be urgently introduced. The system that has already been developed by the Department of Physics could be used by all faculties, and could be networked to link main campus with other academic entities dispersed across the peninsula.
- University-wide student mentoring system must be introduced to assist students’ progression throughout their university education.
- Necessary human resources and physical resources for the Medical Centres/Units must be acquired immediately and actions should be taken with immediate effect to provide satisfactory health care services to students of faculties/units located within and outside the main premises.
- Immediate steps should be taken to expand and improve basic necessities required for students and staff in the main premises, in particular, at the Management and Arts Faculties and in centres located outside, especially, at Siddha Medicine unit and Ramanathan Academy of Fine Arts.
- Promote establishment of Student Societies/Circles in all faculties / units to encourage students’ involvement in extra-curricular activities. Regular student activities / community engagements through such societies / circles must be encouraged.
- ELTC which is well resourced with a highly qualified staff must engage more in learner-centred teaching-learning activities to improve English language skills – written, comprehension and oral communication skills of students.
- Student canteens, the library, premises of departments/units, medical centre, etc., especially in the main campus, even with the available minimum physical resources, must be made conducive to students and staff.
- Canteen facilities should be improved and the cost of meals needs to be brought down while maintaining quality by providing some subsidies to canteen operators.

- Hostel facilities need to be enhanced and cleanliness and hygiene must be ensured and maintained.
- Usage of English language in teaching-learning activities must be fostered in the Faculty of Arts, Ramanathan Academy of Fine Arts and Siddha Medicine Unit.
- Facilitate student-centred learning in all faculties/units by providing resources and conducive learning environment – space, equipment, facilities, and common amenities.
- Consider obtaining service of a professional counsellor, at least at the main campus premises.
- Student satisfaction surveys need to be carried out on regular basis and remedial action should be taken to resolve issues and address shortcomings.

Criterion 5: Student Assessment and Awards

Commendations

- Many faculties/departments have incorporated both formative (i.e. in-course assessments, quizzes, assignments) and summative assessments (i.e. mid-semester, end-semester, project reports), to measure student progression and also their attainment of course ILOs.
- Many faculties/departments have a system for assuring the quality and academic standards by appointing external examiners/independent second examiners. Some departments appoint foreign examiners from USA, UK, etc. as well as part of quality control, and also to ensure the integrity of assessments and academic standards.
- University enforces well formulated examination by-laws and guidelines and implement strict disciplinary procedures, as and when breach of examination rules and regulations are noted.

Recommendations

- All faculties/study programme should review assessment regulations, procedures and methods periodically to assure that the regulation and procedures remain updated and fit for assessment purposes.
- Amended assessment procedure should be conveyed to student in timely manner.
- Streamline the formative assessment procedures by developing and documenting the guidelines. And disseminate the guidelines among staff and students.
- All faculties/units must ensure that the assessment procedures/tools adopted in formative and summative assessments are in alignment with course and lesson ILOs.
- University-wide policy on weightages assigned for different types (formative and summative) and components (quizzes, assignments, project work, theory paper, practical/clinical work, viva voce, etc.) must be clearly defined with provision for programme-specific deviations, with adequate justifications.

- Consider introducing external moderation of question papers/answer scripts for all faculties/units.
- Avoid the use of temporary academic staff in examination matters; if this unavoidable, then prepare strict guidelines for preparation of questions, scrutiny, marking and moderation.
- When computer-based examinations are conducted, the proper guidelines need to be implemented to secure confidentiality
- Rewarding system for giving recognition for students' achievements / best performances needs to be improved.
- Functions of Result Boards and procedure adopted for releasing results are not clearly documented. It has to be formalized and regulated; once procedures are approved by the Senate, and Council, the approved procedures must be adopted across faculties/units in consistent manner.
- All faculties/units should take appropriate actions to release the results of formative assessments expeditiously, thus enabling students to get the feedback in timely manner so as to facilitate their progression in their studies in satisfactory manner.
- All faculties/units should take appropriate actions to release the results of summative assessment conducted at the of end semester within the stipulated time period.
- All faculties should carry out exit surveys (i.e. student satisfaction survey conducted at graduation) and feedback from such assessments must be used appropriately for further improvement of the study programmes, facilities and learner support services, if deficiencies are noted.
- All faculties/units must consider granting students an appeal mechanism for re-scrutiny of assessment results (both summative and formative assessments).
- Develop and adopt a clear policy and mechanism on inter-faculty/inter university credit transfers.

Criterion 6: Strength and Quality of Staff

Commendations

- University promotes quality of academic programs and in teaching and learning by conducting staff induction programs and continuous professional training programmes in regular manner on modern higher education technologies - outcome-based education and student-centred teaching (OBE-SCL), curricula design and development adopting OBE-SCL approach, modern teaching-learning and assessments methods and tools, application of ICT-based tools in teaching-learning, etc.
- Provision of guidance and support to newly recruited academic staff by senior academics to facilitate the career progression.
- Having a centre for TESL programme (i.e. ELTC) with sufficiently qualified staff members with several having PhD level qualifications.

Recommendations

- Take necessary steps as early as possible to fill the existing vacancies of teaching staff of all faculties/units with suitably qualified staff.
- Encourage and provide support to young academic staff members to seek postgraduate-level training, preferably from overseas universities to avoid inbreeding and expose the young staff to more advance settings.
- Institutionalize the peer evaluation of staff and make it compulsory for all faculties/units, including implementation of follow-up measures, as appropriate.
- Design and adopt a policy and procedure to implement a performance appraisal and rewards system for academic staff to promote excellence in academic matters – academic development and planning and teaching.
- Adopt a suitable appraisal and reward mechanism to encourage staff to engage in research and innovation activities.
- Streamlining the staff promotion procedures so as to avoid frequent delays.
- SDC should conduct needs assessment surveys in regular manner to determine the staff training needs of both academic and non-academic staff. Once the needs are identified, SDC should design and conduct/arrange continuing professional development training programmes to address those needs, with inputs from internal and external resource persons in regular manner for both categories of staff.
- Both the academic and non-academic staff should be encouraged to participate in training programmes/workshops conducted by other national universities on professional development by providing leave and concessions for transport.
- All categories of non-academic staff in the University should be provided with duty lists and codes of practices.
- Institutionalize the proper mechanisms and procedures for annual performance appraisal of non-academic staff. And it is also encouraged to adopt a reward system to reward high performers.

Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization

Commendations

- University publishes 5 Journals and regularly organizes national and international conferences for dissemination of its research outcomes.
- An Intellectual Property (IP) Policy for the University is in place to facilitate patenting. Five patents have been submitted, received few and few more are in preparation.
- Quality assurance in postgraduate education overseen by the IQAC of the FoGS.
- Postgraduate Study Prospectus, by-laws for examinations, guidelines for thesis research, etc., are made available for postgraduate students.
- A clear procedure on selection, admission and induction into postgraduate programmes is available.

- Establishment of Centre for Research, Innovation and Communication (CRIC) for coordinating and promoting research and international collaborations.
- Well-equipped Solar Cell Research Laboratory in the Department of Physics that has been built through External Research Grants.
- Establishment of a University-Business Linkage Unit with cells at faculty-level.
- Opportunities given for students to seek innovations; several Young Inventor awards have been received by Engineering and Agriculture students.

Recommendations

- Immediate measures should be taken to address long delays occurring in the process of registration and dissertation examinations, and releasing results of all most all postgraduate programmes, especially in research-based degree programmes.
- Composition of the Board of Studies of FoGS should be well defined and their meetings should be regularized.
- A mechanism for allocating university research funds on faculty-/unit-wise on the basis of number of the staff members should be established in order to ensure fair distribution of research funds and encourage and promote research in all the faculties/units.
- Final reports of completed university research grants should be evaluated by outside, renowned experts in order to get a feedback on the process of research and quality of research outcomes.
- Consider possible use of earned funds by the FoGS for granting research grants, postgraduate scholarships and incentives for researchers in order to foster postgraduate education and research.

Criterion 8: Community Engagement, Consultancy and Outreach

Commendations

- Efforts taken by some faculties/units to undertake or engage in locally relevant as well as nationally significant activities - such as the Annual Conference on Dry Zone Agriculture by the Faculty of Agriculture, Annual Conference on Siddha Medicine by the Siddha Medicine Unit and the establishment of the first National Incubation Centre at the Faculty of Engineering.
- Establishing the UBL and steps taken to encourage commercialization of research findings and improving partnership with the private sector.
- Innovative approach taken by the Faculty of Engineering to engage with students awaiting admission to the university; one such assisted student has built a hydropower generating turbine while awaiting university admission.
- Adoption of a policy for consultancy and extension services to facilitate involvement of faculties/units and academia to provide consultancy services to the private sector, government bodies and some international organizations.

Recommendations

- Conduct formal surveys or feedback analyses to monitor community perceptions about the University and of its activities, and initiate activities to enhance its reputation both locally and outside.
- Regularize outreach activities by establishing a suitable institutional mechanism to coordinate and assist outreach activities. Encourage faculties/units and individual academics to engage with the community and facilitate such efforts by providing the required administrative support, and also be establishing mechanisms to recognize the contribution made through such efforts. Also monitor regularly and document properly the impact of the various outreach activities undertaken by faculties/units and academics.

Criterion 9: Distance Education

Commendations

- University's commitment to promote open and distance education; a dedicated center, the Center for Open Distance Learning (CODL) has been established and allocated the needed resources: office space, examination hall, lecture halls for face-to-face sessions, computer laboratory.
- CODL operates an IQA system. Management and activities of CODL are regularly monitored through financial, administrative and academic audits and QA procedures.
- Online delivery of courses is supplemented with face to face sessions and all students are provided training on the use of the online course delivery platform.
- All course material is reviewed and revised regularly.
- Progress made by the CODL in terms of study programmes developed and offered, and the efforts taken to maintain quality of study programmes offered.
- CODL's commitment to operate as a reputed distance education arm of the University of Jaffna. It has put in place the necessary operational manuals, study programme manuals, course manuals, and guidelines on other essential procedures/elements.

Recommendation

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- Steps should be taken to conduct a formal market survey. Results of such market surveys should be considered in revising the curricula of current study programmes/courses and in development of new programmes/courses.
- CODL should take steps to align curricula of study programs with SLQF guidelines. Further, it should take measures to ensure parity between internal and external programmes.
- Ensure that the external degree programs are designed and delivered according to the guidelines provided in the UGC-EDP-QA Manual (2014).

- Consider offering external degree programs not only in Tamil but also in English medium.
- Introduce online feedback forms for students via LMS. This should cover feedback on academic matters as well as on resources, services, administration and related issues for continuous improvement of its services
- Develop a policy on work norms and workloads of staff who are involved in both internal and external teaching activities.
- Policies regarding the ownership of learning materials and protection of copyrights of these materials should be developed and adopted.
- Remove the word ‘external’ from the degree certificate awarded on successful completion of CODL program.

Criterion 10: Quality Assurance

Commendations

- University has well established IQA system – IQAU at the centre operating and IQACs at faculty/unit levels; within a short time, the Director/IQAU has been able to develop and promote a very effective IQA system within the University.
- By-laws for operating IQA system and guidelines for IQA matters have been formulated and necessary approval has been obtained.
- Satisfactory progress has been made in the implementation of IQA procedures and internalizing prescribed best practices.
- IQA activities and progress made are regularly reported to respective Faculty Boards and the Senate.
- Information on IQA matters is posted regularly on IQAU website.
- IQAU in liaison with IQACs has given the leadership to faculties/units to adopt and internalize national guidelines on programme design and development - SLQF guidelines, Subject Bench Mark Statements and OBE-SCL approach.
- Some newly established faculties have formulated their curricula according to OBE-SCL principals. Other Faculties are in the process of revising their curricula by adopting SLQF guidelines and OBE-SCL approach.
- Enthusiasm and interest shown by faculties/units to implement QA related activities at faculty /unit level.

Recommendations

- IQAU and the IQAC’s should be strengthened by providing the required non-academic cadre on permanent basis. Further, it should be provided with required furniture and equipment.
- IQAU should develop its Action Plan in accordance with the University’s Strategic Plan and IQACs must develop their actions plans in line with the IQAU and respective faculty/units action plans.

- It is important to include the second level administrative staff (DR, SAR, SAB, AR, AB, etc.) in QA process.
- Mechanism for academic accountability needs to be implemented.

Section 8 - Summary

University of Jaffna, established in 1974 as the 6th University in Sri Lanka comprises 10 faculties, a campus, one unit and one academy, and offers study programmes to about 9000 undergraduates and several hundred postgraduate students. Infrastructure facilities available for teaching-learning activities at Faculties of Arts, Management Studies and Commerce, Siddha Medicine Unit and Ramanathan Academy of Fine Arts are only marginal, whilst faculties located at Kilinochchi and Vauniya campus are at a better advantageous position having more land and building space.

University's governing structure and its governance and management procedures are in conformity with Universities Act No. 16 of 1978 and subsequent amendments, relevant Ordinances, Establishment Codes, rules and regulations, etc., issued by the relevant authorities. University has taken initiatives to adopt the national higher education policy and included them in its Strategic Plan (2018-2022). However, the progress of fully complying with the national higher education policy and guidelines has not been uniform across faculties.

Inadequate funds made available to University has been quoted as one of the reasons for the inability to undertake many activities identified in the Strategic Plan and accompanied action plans of faculties/units. University complies fully with national and university administrative and financial regulations, and this is ensured by adhering to approved and documented financial management procedures and by monitoring through finance committee and audit committee meetings. Nonetheless, existence of large number of vacancies in financial and other administrative branches has severely affected the smooth running of the University. Most of the shortcomings in many aspects of the University cannot be addressed without resolving this major issue which had also been also highlighted in the 2011 review.

University is yet to establish a Management Information System (MIS) though some initiatives are in progress. Very limited ICT facilities and applications are used in university administration. University has policies that are enforced on academic honesty and integrity, conflict of interest and ethics, grievances mechanism, sexual and gender-based violence, ragging, etc.

University has made some progress in embracing national higher educational guidelines and best practices; curricula of some study programmes have been prepared to some extent in compliance with SLQF guidelines, and few of them have adopted to some extent the outcome-based education and student-centred teaching and learning approach. Graduate attributes have been defined and published only by few faculties/units. Further, the mapping

of course ILOs to graduate attributes, adopting blended teaching – learning using ICT-based tools and use of modern assessments methods have also been minimal. In general, the progress on curriculum revision and adopting modern educational technologies in teaching-learning and assessments is not uniform across faculties.

University's Website contains full information regarding academic and non-academic staff, faculties/units and the study programmes offered, learning resources and learner-support services, regular academic, research and social activities, etc. Nonetheless, only some of the faculties/units have posted the information on programme and courses – graduate profiles, program learning outcomes, course objectives, ILOs and assessment methods through their handbooks and websites.

All faculties organize orientation programmes for new entrants and take measures to integrate them with the university community. University promotes student support systems and facilitates student-student and student-teacher interactions. Due to high student intake, many faculties face shortages of lecture theatres, tutorial rooms, discussion/meeting places, examination halls, etc., and therefore, student-centred teaching and learning activities are given a very low priority. Common computer laboratory in the upper floor is a major disturbance to the library environment. University has a very strong English Language Teaching Centre with well-qualified staff.

University has a severe shortage of staff in all categories including academic and academic support staff leading to high work load for existing staff of many faculties/units. Although, the University extends its support for probationary academic staff for career enhancement by providing study leave, it is not apparent whether it gives an adequate support to secure postgraduate placements and funds to obtain their postgraduate qualifications.

University has put in place examination by-laws, and faculties/units adopt Council approved study program-specific, examination rules and regulations, procedures and guidelines which have been developed in par with academic standards, SLQF, SBS guidelines and university by-laws. Although, first and second marking are carried out at satisfactory level at all faculties, some faculties have not consistently obtained external examiners' reports, and further, there was no evidence as regard to availability of approved procedures and standard forms for this purpose. Except few faculties, there is a great delay in releasing end-semester examination results.

Student accommodation and canteen facilities in faculty/unit premises are inadequate. High price tag in the canteens is also a concern of students. It appears that drinking water is not available for students in some faculties/units, resulting students to purchase bottled water. Medical facilities available for students and staff are certainly inadequate and needs urgent improvement.

Faculty of Graduate Studies has put in place rules and regulations and bylaws for its postgraduate programs and established an IQA cell linked to IQAU of the University to look

after the quality related aspects. Although, there are approved procedures for postgraduate examinations, the results of such examinations are not released in time, especially in research-based degree programmes. Composition of the Board of Studies of FoGS should be well defined and their meetings should be regularized. Further, the FoGS should take urgent measures to avoid the delays in the processes of registrations and examination results.

University publishes five Journals. Establishment of a Centre for Research, Innovation and Communication to coordinate and promote research and international collaborations is a commendable effort to improve the research innovations and commercialization. Research output of the University has increased exponentially since 2010. Nonetheless, research is conducted successfully only in few faculties and again only by a limited number of members.

University has maintained an active engagement with the community surrounding the University as well as with many relevant national and international stakeholders. Though there is high level of engagement with the community, and many outreach activities are being conducted regularly, it appears that most of these are still dependent on the motivation of the individuals involved. And this highlights the needs for institutionalizing a mechanism for facilitating outreach programmes and activities with adequate provision of assistance.

Centre for Open and Distance Learning offers three study programs which are delivered in Tamil medium, and it complies fully with the UGC Policy Framework and Guidelines and relevant UGC Circulars in administrative and academic matters. All course materials are reviewed and revised and MOODLE platform is being used as the LMS for online delivery of course material. The degree certificate awarded to those who complete the CODL programs specifically states that it is an external degree; this is in breach of the UGC guidelines.

University has established a very functional internal quality assurance (IQA) system by establishing the Internal Quality Assurance Unit (IQAU) at the University level and 16 Internal Quality Assurance Cells (IQACs) at faculty/unit levels in order to internalize IQA operations and best practices.

With respect to the level of accomplishment in terms of prescribed standards listed under the 10 review criteria by the “Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutions”, and as per the overall score achieved, the review team recommends that the University of Jaffna is awarded the grade of ‘B’, with the performance descriptor of “Good” which is interpreted as *“Satisfactory level of accomplishment of quality expected of an academic institution; room for improvement”*

The weaknesses and gaps prevail in the University with respect to the 10 quality assurance review criteria along with the recommendation to address those are listed in Chapter 7. Review team is of the view that these recommendations would enable the University together with its academic units to make progressive improvement in their governance and management, academic development and planning, programme delivery and assessments, learning resources and support services, research and innovations and outreach, postgraduate

educations and distance learning, and to reach high level of accomplishments expected of an academic institution, and eventually to become a centre of excellence in academic and allied activities.

Annex:
Agenda of the Site Visit
University of Jaffna
8-13th October 2018

Day 1: Monday –8th Oct 2018			
Time	Activity	Coordinator	Venue
08.00-08.15	Private meeting of the Review Team with QA Council representative	GM	IQAU Office
08.15-08.30	Finalizing the Agenda by the Review Team with the Director /IQAU	Director/IQAU	IQAU Office
08.30-08.45	Meeting with the Vice-Chancellor (Courtesy visit)	Director/IQAU	VC Office
08.45-09.30	Presentation by the Vice-Chancellor (in the presence of Council, Deans, Directors of Centres, Units, IQAU Director, Registrar, Bursar, Librarian, Marshall, Senior Medical Officer, Wardens, Senior Student Counsellor etc.)	Director/IQAU	Main Board Room
09.30-10.30	Discussion (with Tea)	SAR/A & Pub	Main Board Room
10.30-11.00	Meeting with Members of the Council	Registrar	Main Board Room
11.00-11.30	Meeting with the Administrative Staff (Registrar, DR, SAR, AR)	Registrar	Main Board Room
11.30-12.00	Meeting with Bursar, SABs, ABs	Bursar	Main Board Room
12.00-12.30	Meeting with Internal Audits	Asst. Internal Audit	Main Board Room
12.30-13.30	Lunch		
13.30-14.00	Meeting with the members of the Internal Quality Assurance Unit, Team leaders of SER writing team	Director/IQAU	Main Board Room
14.00 -15.00	Meeting with Non-Academic staff of Administrative Sections (with Tea)	Registrar	Main Board Room
15.00 –15.30	Meeting with the Librarian and Staff, Observing facilities	Librarian	Library
15.30-16.00	Meeting with Senior Student Counsellors/ Student Counsellor; Observing facilities	Snr. Student Counsellor	SC Office
16.00-15.30	Meeting with the Head and Staff of the ELTU; Observing facilities	ELTU	Office ELTU
15.30- 18.30	Review of documents	Director/IQAU	Mini Board Room

18.30-20.30	Discussion among members of the Review Team	
Day 2: 9 th Oct 2018 (Tuesday)		
Time: 8.00 a.m. – 12.30 p.m.		Time: 8.00 a.m.– 12.30 p.m.
Team 1		Team 2
Faculty of Science		Faculty of Arts
8.00 – 8.45 Meeting with the Dean, Heads of Departments, Coordinators 8.50 – 9.20 Meeting with Academic staff ----- 9.30 – 9.45 Tea Break ----- 9.45 – 10.15 Meeting with Non-Academic staff 10.20 – 11.15 Meeting with Students Observing Facilities		8.00 – 8.45 Meeting with the Dean, Heads of Departments, Coordinators 8.50 – 9.20 Meeting with Academic staff ----- 9.30 – 9.45 Tea Break ----- 9.45 – 10.15 Meeting with Non-academic staff 10.20 – 11.15 Meeting with Students Observing Facilities
12.30 -13.30 Lunch - Faculty of Science		12.30 -13.30 Lunch - Faculty of Arts
Time: 13.30 – 17.00		Time: 13.30 – 17.00
Team 1		Team 2
Faculty of Graduate Studies and Centre for Open and Distance Learning (CODL)		<i>[13.30 – 13.50 – Travel to Maruthanarmadam]</i> Ramanathan Academy of Fine Arts
13.30 – 14.00 Meeting with the Dean & Chairmen/ Board of studies, Administrative staff 14.00 – 15.00 Meeting with students ----- 15.00 – 15.15 Tea Break ----- 15.20 – 15.50 Director/CODL, Academic / Administrative staff, 15.55 – 16.30 Meeting with Students 16.30 – 16.55 Observing Facilities		13.50 – 14.30 Meeting with Heads and Staff 14.35 – 15.00 Meeting with Students (Music, Dance and Art and Design) ----- 15.00 – 15.15 Tea Break ----- 15.20 – 16.30 Observing Facilities <i>[16.30 – 16.50 -Travel from Maruthanarmadam to Jaffna]</i>

17.00- 20.30 p.m. Review of documents and discussion among members of the Review Team	
Day 3: Wednesday – 10 th Oct 2018	
Team 1	Team 2
Time: 8.00 – 12.00	Time: 8.00 – 12.00
Faculty of Medicine	Faculty of Management Studies and Commerce
8.00 – 8.45 Meeting with the Dean, Heads of Departments, Coordinators/ Directors of Units, 8.50 – 9.20 Meeting with Academic staff ----- 9.30 – 9.45 Tea Break ----- 9.50 – 10.20 Meeting with Non-Academic staff 10.25 – 11.15 Meeting with Students 11.15 – 12.00 Observing Facilities	8.00 – 8.45 Meeting with the Dean, Heads of Departments, Coordinators/ of Units 8.50 – 9.20 Meeting with Academic staff ----- 9.30 – 9.45 Tea Break ----- 9.50 – 10.20 Meeting with Non-Academic staff 10.25 – 11.15 Meeting with Students 11.15 – 12.00 Observing Facilities
12.00-13.00	12.00-13.00
Lunch- Faculty of Medicine	Lunch- FMSC
Team 1	Team 2
Time: 13.00 – 16.00	Time: 13.00 – 16.00
13.00-14.30: Unit of Allied Health Sciences 13.00 – 13.30 Meeting with Head and staff 13.40 – 14.20 Meeting with students 14.20 – 14.45 Observing facilities [14.45 – 15.00 – Travel to Siddha Medicine Unit]	13.00-14.00: Medical Centre 13.30 Meeting with Senior Medical Officer and staff 13.30 – 13.55 Observing facilities
15.00 – 16.30: Siddha Medicine Unit 15.00 – 15.30 Meeting with the Head of Unit & Board of Management (with tea) 15.40 – 16.10 Meeting with Staff 16.20- 17.00 - Meeting with Students 17.00 – 17.20 Observing Facilities [17.20 – 17.40 Travel back to Jaffna]	14.00-15.00: Staff Development Centre 15.00 – 16.00: Physical Education& Sports Science Unit 15.00 – 15.30 Meeting with Director/Head and Staff/ Physical Education Unit/ Sports Science Unit; 15.40 – 17.10 Observing facilities at Gymnasium
17.40-18.30	Discussion among members of the Review team

Day 4: 11 th Oct 2018 (Thursday)	
Team 1	Team 2
Time: 9.00 – 12.30	Time: 9.00 – 12.30
Faculty of Agriculture <i>[Starting @ 7.30 am from Jaffna to Vavuniya]</i>	Vavuniya Campus <i>[Starting @ 6.00 am from Jaffna to Vavuniya]</i>
9.00- 9.30 Meeting with the Dean, Heads of Departments, Coordinators 9.30 – 10.00 Meeting with academic staff 10.00 – 10.15 Tea Break 10.15 – 10.50 Meeting with Non-academic staff 10.50 – 11.50 Meeting with Students Observing Facilities (Laboratories, Lecture halls, common facilities)	9.00 – 9.30 Meeting with Rector & Campus Board Members (with tea) <i>9.40 – 9.50 –Travel to Kurumankadu</i> Faculty of Applied Sciences 9.50 – 10.15 Observing Facilities <i>10.15 – 10.45 Travel to Pompaimadu</i> 10.45 – 11.15 Dean, Heads of Departments, Coordinators of Units 11.15 – 11.45 Meeting with Academic Staff 11.45 – 12.15 Meeting with Non-academic staff 12.15 – 13.15 Meeting with students
Lunch 12.30-13.00	Lunch 13.00-14.00
Time: 13.00 – 18.00	Time: 14.00 – 17.00
Faculty of Engineering	Faculty of Business Studies
13.00 – 13.45 Meeting with the Dean, Heads of Departments, Coordinators of Units, 13.50 – 14.20 Meeting with academic staff 14.30-14.45 Tea break 14.30 -15.00 Meeting with Non-academic staff 15.10 – 16.00 Meeting with Students 16.00 – 18.00 Observing Facilities (Lecture halls, laboratories, Library, Hostels, Sports, canteen, etc.) <i>[Travel back to Jaffna from 18.00 - 19.15]</i>	14.00 – 14.30 Meeting with the Dean, Heads of Departments, Coordinators of Units 14.30 – 15.00 Meeting with academic staff 15.00 – 15.15 Tea Break 15.15 – 15.45 Meeting with Non-academic staff 15.45 – 16.45 Meeting with students 16.45 – 17.45 Observing Facilities (Library, Hostels, Sports, Canteen, etc.) <i>[Travel back to Jaffna from 17.45 - 20.45]</i>
Time: 21.00-22.00	
Discussion among members of the Review team	
Day 5: 12 th Oct 2018 (Friday)	
Team 1	Team 2
8.00 – 10.00	8.00 – 10.00
8.00 – 10.00	In Jaffna - Visiting Hostels & Canteens; Observing facilities, meeting with wardens,

	students	
10.00 – 10.45	Gender Equity and Equality Centre Well-Being Centre	Computer Unit
10.45 – 11.15	Meeting with Chairman URC & CRIC with Tea	
11.15- 11.45	Meeting with Alumni	Meeting with Works Engineer and his staff
11.45- 12.15	Meeting with Director of UBL Cell and Faculty UBL coordinators	
12.15-12.45	Meeting with stakeholders	
12.30 -13.30	Lunch	
13.30 -15.30	Discussion among members of the Review team and summarise findings	
15.30-18.00	Discussion among members of the Review team and write up	
Day 6: 13 th Oct 2018 (Saturday)		
8.00-10.00	Discussion among members of the Review team and write up	
10.00-11.30	Wrap-up meeting with the VC, Deans, Directors etc.	
11.30-12.00	Lunch	
12.00	Departure	