Institutional Review Report

Institutional Reviews – 2018

Wayamba University of Sri Lanka

1ˢᵗ to 6ᵗʰ October 2018

Prof. G. Dayalatha Lekamge (Chairperson)
Prof. Jianxin Zhang (International Reviewer)
Prof. Chitra Ranjani
Prof. Sanath Hettiarachchi
Prof. D.A. Nimal Dharmasena
Prof. Hema M.K.K. Pathirana

Quality Assurance Council
University Grants Commission

List of Abbreviations

ADPSEC- Academic Development Planning Scholarship and Ethics Committee

BoS- Boards of Study

CADC - Curriculum and Academic Development Committee

CGU- Career Guidance Unit

DELT- Department of English Language Teaching

ERC- Environmental Research Centre

FAPM- Faculty of Agriculture and Plantation Management

FAS- Faculty of Applied Sciences

FBSF- Faculty of Business Studies and Finance

FHDC- Faculty Higher Degrees Committee

FLFN- The Faculty of Livestock, Fisheries and Nutrition

FQAC- Faculty Quality Assurance Cell

GEE-Gender Equity and Equality

HEI- Higher Education Institution

ICTC-Information and Communication Technology Centre

ILO- Intended Learning Objectives

IMS- Information Management System

IQAU- Internal Quality Assurance Unit

LFN - Food Science and Nutrition degree programme

LMS- Learning Management System

OBE- Outcome Based Education

ODL- Open and Distance Learning

SER- Self Evaluation Report

SDC- Staff Development Centre

SRHDC- Senate Research and Higher Degrees Committee

SLQF- Sri Lanka Quality Framework

UGC- University Grants Commission

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Section 1- A brief introduction to the University and its review context

The Institution was initially established in 1991 as an Affiliated University College of the North Western Province with two academic areas, Home Science and Nutrition and Agricultural Sciences. The Home Science section was affiliated to the University of Kelaniya and the Agricultural Sciences section to the University of Peradeniya. It was upgraded in 1996 to the Wayamba Campus of the Rajarata University of Sri Lanka having two faculties - Faculty of Agricultural Sciences and Faculty of Applied Sciences. The Wayamba University of Sri Lanka (WUSL), was founded as the thirteenth state sector University of Sri Lanka under the Government Notification in the Gazette No. 1093/8 issued on the 17th of August 1999. Once the University was established, two other Faculties, the Faculty of Livestock, Fisheries and Nutrition and the Faculty of Business Studies and Finance were established and altogether 16 Departments of study were assigned. At present, the number of departments has been increased to 18. In 2016 and 2017, two other faculties were established at Kuliyapitiya namely the Faculty of Medicine and Faculty of Technology. However, these two faculties are not considered under this review as the university had informed that they have not yet produced graduates.

At present, the main administrative buildings and four Faculties namely the Faculty of Applied Sciences, Faculty of Business Studies and Finance and the newly formed two Faculties, the Faculty of Medicine and Faculty of Technology are located at Kuliyapitiya which is spread across 68 acres. The other two Faculties, the Faculty of Agriculture and Plantation and Management and Faculty of Livestock, Fisheries and Nutrition are located at Makandura in 35 acres of land.

The vision of the WUSL is "to be a leading Higher Educational Institute in Sri Lanka recognized for its outstanding academic programmes, innovative research, scholarship and outreach with the ultimate target of serving the mankind" and the mission is "to develop highly qualified and responsible citizens who contribute to the improvement of society and sustainable development of the country". The five goals of the University to be achieved during the period of 2018-2022 are

- Quality enhanced and accredited education meeting the national and international standards at the levels of undergraduate and postgraduate as well as professional
- Fulfilling the growing demand for higher education through increased student access
- Entrepreneurial graduates with high employability to meet the legitimate expectations of the stakeholders
- Conducive environment for research, innovations, scholarship and outreach/ commercialization
- Committed University community serving mankind

All the activities are currently being geared towards achieving the above vision, mission and goals. The outcome-based and student-centred learning system aligned with the Sri Lanka Qualification Framework (SLQF) is being adopted in different ways by different Faculties of the University. The University has also adopted modern and innovative approaches to teaching, research and outreach activities. In addition to learning resources, the University provides state of the art sports facilities, career guidance, industrial placement, language training, and facilities for drama and music etc to develop the diversity of skills of its graduates. The health and counseling facilities, along with accommodation, though only limited to about 2417 students in hostels (2017 statistics) and houses, provide a suitable environment for students for their learning.

Currently there are 175 academic staff, 32 administrative staff and 340 non-academic staff members serving a population of about 4105 undergraduate students, 136 Masters' students and 50 post-

graduate (PG) research students. The four faculties offer fourteen undergraduate programmes. However the university offers only two postgraduate programmes and a few certificate, diploma and continuing education programmes for more than 1000 students annually. A general convocation is held annually, and in 2017 approximately 860 graduates and postgraduates have been awarded degrees from the university. As highlighted in the SER, the graduates will be well-rounded with multiple qualities of scholarship enlightenment, skillfulness, innovativeness, eagerness and flexibility.

The University Council which is the governing authority of the University consists of the Vice Chancellor (as the ex-officio Chairperson), Deans of the six faculties (6 ex-officio members), two representatives of the Senate, and the members appointed by the University Grants Commission (UGC). The council has four important subcommittees; Strategic Management and Monitoring Subcommittee, Finance Committee, Procurement Committee and Leave and Awards Subcommittee for effective governance and management of the institution.

In 2011, the Wayamba University had its first and only Institutional Review and received a judgment of "Confidence" in the overall evaluation. WUSL had performed very good in six aspects out of eight where as two aspects needed improvement. As highlighted in the SER, the University has considered the recommendations given by the Review panel very seriously and positively and introduced several changes to safeguard the academic standards and quality of the graduate output. The current Strategic Plan for 2018-2022 consists of five strategic goals and a Strategic Planning and Management Committee was established to monitor the progress of activities. In addition, as reported in the SER, the Faculties and Departments have introduced several remedial actions to improve the standard of the programmes offered by them. The SER writing team has considered those changes and their impact when preparing the SER for 2018.

The Wayamba University of Sri Lanka has followed a systematic and an inclusive process for completion of the Self Evaluation Report (SER) in 2018. As the first step a two-day residential workshop has been conducted on 21-22 October 2015 to review the progress of the University Strategic Management Plan and prepare for the next Institutional Review. The Vice Chancellor, Council members and Senate members have participated in this workshop and presented the status in line with the ten criteria given in the IR manual. Finally, the responsibility of preparing the SER for the IR has been assigned to the University IQAU. The four-member panel appointed for writing the SER are the Director/IQAU, Dean Faculty of Applied Sciences, Head/ Dept. of Plantation Management and another academic member from the Faculty of Business Studies and Finance. In 2017, the writing team had been reappointed incorporating Director/IQAU and Coordinators of FQAC of three Faculties. In 2018, another workshop had been conducted with participants representing all the Faculties to review the Corporate and Strategic Plan of the University for 2018-2022 and to discuss the progress of writing the SER. In the meantime, feedback on the various aspects of IR have been collected from external stakeholders through respective Faculties. Further, the SER writing team has been expanded in 2018 by including six academic members and the Registrar to the core-team. The SER writing team has completed the preparation of the composite document for each criterion in March 2018 and it has been presented to the University community including the Council members, Senate members, representatives from Faculties, administrative officers, non-academic staff and students. The final SER has been posted in the University Website after sending it to the QAAC.

Section 2- Review Team's view of the University's Self Evaluation Report

The SER of Wayamba University contains 129 pages compiled under three chapters with several annexures. The report has been prepared in accordance with the format given in the Manual for Institutional Review of Sri Lankan Universities and Higher Education Institutes published by the University Grants Commission, in April 2015 (pages 92-96).

In the Chapter 1, an introduction to the institution has been presented under 10 sub-sections. In sub section 1.1, the background, vision and mission of the university are broadly pointed out which are somewhat different to what have been highlighted in the web site of the university. In the sub section 1.2, the history of the university is described. The four Faculties under review and their Departments are listed and brief descriptions of the Centres and Units of the University namely the Library, English Language Unit, Information and Communication Technology Centres, Staff Development Centre, Career Guidance Unit, Business Incubation Centre and Business Research and Development Centre, Internal Quality Assurance Unit and Gender Equity and Equality Unit are presented in the section 1.3. Under section 1.4, student services and facilities namely the Physical Education Unit, on-campus accommodation facilities for students, Pandith Amaradeva auditorium, student counseling service and health service etc are explained. Under the sub section 1.5 student population and human resources are presented very briefly without detailed breakdowns according to programmes and departments in the sub section 1.5. The organizational structure of the institution with reference to annexure for details is included in the sub section 1.6. The detailed SWOT analysis included in the section 1.7 was useful to identify the context within which the Wayamba University operates. Two lists of strengths and weaknesses of the institution are presented along with threats and opportunities. The major changes introduced since the first and only Institutional Review of 2011 are listed under eight areas in 1.8 and the changes taken place in the Faculties and Departments after the subject reviews are itemized in 1.9. The final section of the Chapter one (1.10) reveals the processes followed by the University IQAU in the preparation of the Self Evaluation Report of the Institutional Review and the academic members involved in this activity.

In the Chapter 2, the adherence to the 10 criteria and 145 standards explained in the Manual for Institutional Review has been described with a list of documentary evidence. The listed documents were made available for observation by the Review Team. As instructed in the Manual for Institutional Review, under this chapter, the information is tabulated in four columns. The column 1 contains the Standard number and column 2 describes the university's adherence to each Standard. Column 3 highlights the documentary evidence to support the claim and finally, column 4 indicates the code of the document. However, in certain sections, previous/ forthcoming numbers are specified which needed some additional time to trace the documents. I.E. For example, under 1.5 the evidence numbers are given as 1/2/R/2, 1/2/R/1 etc.; under 1.12 evidence numbers are given as 1/3/R/1 etc

Under Criterion 1, Governance and Management have been highlighted using 29 Standards. In this section, how the WUSL has adhered to the Legal Acts, establishment codes, rules, national policy framework and strategies within the governance and management are explained. In the next section, the Criterion 2, university's adherence to the policies and practices relevant to curriculum design and development has been examined under 15 Standards.

Under the criterion 3, Teaching and learning is elaborated under 10 standards. In this section, practices of the University on Student Centred and Outcome Based Education are described. Under Criterion 4, Learning Resources, student Support and Progression have been summarized under 14 standards. The next section deals with the Student Assessment and Awards (Criterion 5). It explains the assessment system followed by the University to maintain the academic standards of the programmes.

The Criterion 6 deals with the Strength and Quality of Staff under 11 Standards. This section provides evidence to the guidelines formulated for recruitment and promotion of staff, staff development and induction of new recruits (staff) and recognition for outstanding performance. The next section, which is related to Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization describes 25 Standards. This section demonstrates the level of university's commitment to facilitate the development and maintenance of a good research culture, strengthening of postgraduate education and encouraging of innovation and commercialization of research outcomes.

In the Criterion 8, Community Engagement, Consultancy and Outreach have been discussed under 6 Standards. This section is basically confined to the extension courses and services of the university to engage with public and maintain links with community and the industry. The Criterion 9 which deals with the Distance Education has been highlighted under 13 Standards. This section provides evidence for open and distance education which provide opportunities to students who have been unable to enter the internal system of education. The final section on Quality Assurance covers information on policies, processes and practices related to the quality of university's academic programmes.

Conclusions and current actions are presented in the Chapter 3 of the SER. In several entities, the progress and the level of changes have progressed faster than the others, and confronted with limitations in resource allocation. It also attributes the university's ability to absorb the best available academic staff and students to the long traditions of excellence in the learning environment during the past decades.

The SWOT analysis with identified strengths, weaknesses, opportunities and threats can also be considered as evidence to indicate the quality of the SER report. High employability rate of graduates, unique study programmes and mechanisms to carry out outreach programmes could be identified as significant features.

Further, the SER has identified some of the issues that affect quality assurance in the University. The more significant issues referred in the SER are related to five aspects: lack of infrastructure facilities, difficulty in attracting qualified staff, lack of MIS, negative perception about the location of the university and limited on-line and distance education learning facilities.

The Review Team considers the SER has been prepared according to the guidelines given in the Manual for IR. However, the documentary evidence was compiled in an arbitrary manner. For some standards the compiled evidence was not relevant. Further, analysis of some important "data" which could be presented in a tabular or graphical form to represent the developments since last institutional review would have improved the SER. The same code number appearing in different criteria and standards was somewhat confusing though this problem could be solved through the assistance of young academics who were with the documentary evidence throughout the Institutional Review.

Section 3- A Brief Description of the Review Process

The review team comprised five local professors from five State Universities with specializations in education, agriculture, bio-science, chemistry and management and one international reviewer from China.

The desk evaluation on the SER of the University was carried out by the review team including the International reviewer individually and sent the information to the Director QAC on 22.08.2018. Prior to site visit, the review team, excluding the international reviewer, had a meeting at the UGC on 23.08.2018 and had a discussion on their individual evaluations on each standard and each criterion.

The dates for the site visit were agreed upon after having several communications with the QA Director of the WUSL. The programme for the site visit was prepared by the review team, and finalized with the consent of the University Authorities.

During the site visit, 18 meetings were held. The representations at several of these meetings were headed by the IQAU Director, Vice Chancellor, Registrar, Bursar, Deans, Librarian, Directors of Centres including SDC, CGU and GEE. The remainder of the meetings were to discuss the matters with the Heads of Departments and staff, Council members, Student counsellors, Proctors, Audit Committee, Internal Auditor, Administrative staff, Academic support staff, students and student unions.

The review team visited all four faculties, 16 departments, main lecture halls, mini-lecture halls, IQAU, libraries, laboratories of Food Sciences, Chemistry Lab, Aqua culture lab, Electronic labs, Computer labs, Tissue Culture Lab, Micro-biology Lab, Nanotechnology Lab with sophisticated equipment, SDC, Outreach Centre, BREAD Centre, Business Incubation Centre, Audio Visual Units, Career Guidance Unit, Gender Equity and Equality Unit, Physical Education Centre, Student Learning Centres, Interactive classroom, two ICT Centres, DELT, Centre for Agri-business Studies, Tea Plantation and Micro-factory, Farms, Library, Medical centre, Girls and Boys Hostels, Canteens etc.

All meetings planned in the programme were held and a few additional meetings were conducted wherever needed. All the evidence relating to 145 standards under the ten criteria were observed by the review team in a very methodical manner (as two member panels for observing evidence related to each criterion) to give an objective and reliable judgement about the performance of the University.

The review process took place in a friendly manner in a very cordial environment. The interest and commitment shown by the Vice Chancellor, IQAU Director and other academics who have been involved in the quality assurance mechanism of the University towards the Institutional Review is highly commendable.

Section 4- Overview of the University Approaches to Quality and Standards

The Internal Quality Assurance Unit of the University has been established in 2002 and revitalized in 2015 in line with the guidelines provided by the UGC. The Unit is established at Makandura and IQAU Director is expecting another office at Kuliyapitiya premises too. All the faculties have appointed representatives for Faculty Quality Assurance Cells though physical spaces have been provided to two FQACs (Faculties of Agriculture & Plantation Management / Business Studies & Finance) only.

The IQAU Director has won the confidence of his superiors as well as his subordinates and proven his ability to drive the whole institution towards expected goals. Under his leadership, a number of very important policy documents had been produced in 2018 and for implementation, the University needs time. The involvement of the IQAU in preparation of the current Strategic Plan is commendable. The preparation of the SER of the University and compilation of all the evidence have also been done by the IQAU under the guidance of the Director.

The review team identified the following as University approaches with respect to quality and standards.

- The University has taken steps to establish the IQAU and form internal QA cells in each Faculty.

The commitment of the University towards quality could be clearly seen through the progressive steps taken since the last Subject Reviews. As pointed out in the SER (section 1.9) the University has taken necessary steps to accommodate all the recommendations made in the Subject Reviews and Institutional review.

- IQAU has taken leadership to develop Academic Quality Enhancement Framework and communicated to the University community.

- The capacity building of staff on quality issues is done by the IQAU in collaboration with the SDC.

- Curriculum, teaching and learning, research and community engagement are encouraged through the CADC (Curriculum and Academic Development Committee), ADPSEC (Academic Development Planning Scholarship and Ethics Committee) and SRHDC (Senate Research and Higher Degrees Committee).

However, a clear difference was observed among certain faculties in the manner they maintain the standards. This may have caused to lower the standard of the whole University in the Institutional Review. As such, the University authorities should take immediate steps to minimize above variations among Faculties.

Overall, as a young university, the University has shown a steady progress in its journey towards excellence. However, Internal Quality Assurance is an on-gong process which should be considered in line with national and global context. Therefore, the University with the assistance of the IQAU should take steps to increase awareness of both academic and non-academic staff and obtain their active participation to develop and sustain a quality culture in all its endeavors.

Section 5 - Commentary on the Ten Criteria of Institutional Review

Criterion 1- Governance and Management

Wayamba University of Sri Lanka follows an organizational structure and a mechanism of governance and management, including handling financial matters, as in other state sector Universities in Sri Lanka in the same format as prescribed by the relevant Acts and Ordinances and their amendments, establishment codes and rules and regulations issued time to time by the UGC and relevant Ministry etc. The vision and the mission statements of the University are clearly expressive and reflect the expectations of a national University. The organogram produced is representative of the well-structured hierarchy adopted by the University, but the position of the FQACs is not identified therein.

The University has developed a strategic plan with six goals and proper strategies identified in line with achieving its mission. However, involvement of all stakeholders, including potential employers and alumni seems to be lacking. The University also develops rolling action plans, but the action plan and the strategic plan do not always match. The University has not been able to fully utilize the allocated funds which reflects poor projections of fund requirements which are not based on the activities planned. It needs to readdress the approach in preparing the projected budget, which is based on a properly conducted need analysis and identification of priorities. The action plan has inconsistencies with certain activities planned by Faculties. Further, the strategic plan needs to be developed based on the plans of the various Faculties and Units. Allocation of funds to these various entities should strictly adhere to priorities identified in the annual action plans. The awareness of the existence and the importance of the strategic plan across all parties is apparently not up to the optimal.

The establishment of a Strategic Management Committee for monitoring and evaluation of the progress of the strategic plan is appreciated. In addition to this various sub committees of the Council, the Senate and the Faculty Boards also serve this function at different levels. However, the authority that each of these committees can be vested upon needs to be spelled out in TORs and ensured by the Council for their optimal functionality. Developing KPI's and monitoring the progress at Faculty and Unit level is recommended as a good practice.

It was observed that the data on academic support staff (demonstrators) were absent in the statistical handbook and annual reports etc. of the University.

Compilation of University calendar, Manual of Financial Procedures and Manual of SOPs is commendable. These documents, however, are not uploaded to the University web, or otherwise publicly available. Keeping all sectors of the University community aware of these helps them to understand their responsibilities and rights. The availability of the policies on the web is appreciated.

A committee to redress grievances of the students is established and these are also dealt with other committees and counseling service etc. However, there is no such mechanism for the same for the staff.

A smooth general administration and financial monitoring can be ensured by setting up an MIS. However, several attempts taken by the University to develop an MIS have not been successful. At present, the MIS is very rudimentary and fragmented. This has hampered the use of ICT for administrative purposes or moving towards an e-environment. Staff and students of the University are aware of this fact, but more attention of the leadership is required if this is to be realized.

The ICT facilities provided to staff and students seems to be adequate, but a survey to find out the staff and student satisfaction on ICT facilities is encouraged. The recently developed ICT services and resources policy and Web policy of the University oversee the ICT and web activities.

Although the policies ensuring academic honesty and integrity, and ethical behavior etc. was not available at the time of submission of the SER, the University has subsequently prepared policy documents for that purpose (e.g. Academic accountability and workload policy and academic honesty policy).

The University follows accepted procedures to recruit qualified academic staff, even though it has failed to fill all the approved academic cadres. The number of cadres approved in some faculties is below the accepted student: staff ratio of the respective faculties. A human resource policy is not available and an effective mechanism for retaining the staff is also not in place. Providing good accommodation facilities may encourage the qualified people to apply for positions and to retain the staff. The University has taken some steps towards this though it needs time for implementation. The SDC is playing an excellent role in upgrading the skills of the staff. The University, on the other hand, has no power to recruit non-academic staff in a fair and transparent manner. This is especially important in recruiting staff with specific skills, such as Technical Officers and employees in the University Farm.

The availability of job descriptions and duty lists for nonacademic staff and work norms for academic staff is highly appreciated. However, communicating such information to nonacademic staff by the Heads of the Departments and Heads of Units may not be appropriate according to the protocol. The authority may be in the hands of the Registrar. Although HoDs and Deans can apply academic accountability and workload policy as an instrument to monitor the work of academic staff, no such defined tool is available to do the same for the nonacademic staff. How the work of administrative staff monitored is far from clear. A system for appraisal and rewarding of better performing staff, other than annual salary increment and promotion, and research, is not available.

A procedure to follow in curriculum development and periodic review and revision is in practice. However, the tasks of each committee in the process of curriculum approval are not defined or not made available to the review team. Therefore, it seems like adherence to SBSs may take place in an ad hoc manner. Adherence to SLQF is satisfactory in the recently developed curricula. Nevertheless, whether ILOs of all the courses are mapped against outcomes specified by SLQF could not be verified using the information provided. Therefore, mapping ILOs of individual courses of each study programme with SLQF outcomes should be an immediate concern.

Although it is understood that credit transfer may not be practiced to its full effect in state universities due to free education, UGC policy of admission based on Z score and quota system, the university may consider student exchange and credit transfer for certain identified courses and fields of studies.

Progress shown in quality assurance at WUSL is remarkable. The IQAU and Faculty Cells have been established following UGC guidelines and relevant circular. A policy on QA is formulated and communicated through different means. AQEF is also considered as an important document produced by IQAU under the present Director.

Although University shows interest in admitting foreign students (currently only one student), no formal procedure has been developed yet. The international relations are limited to some staff visits to overseas universities that happens in an ad hoc manner. There are a couple of MoUs signed between WUSL and foreign Universities. Establishment of an international affairs unit/centre is recommended as an urgent and initial step to promote internationalization.

WUSL has properly constituted procedures to deal with student disciplinary matters. However, the University does not have formalized grievance redress mechanisms. It was stated in the SER that formulation of such a mechanism is in progress.

The University, while recognizing the difference between the output of the internal and external study programmes, is attempting to bridge this gap. ODL students are invited to the faculty for face to face sessions and permission to share the same facilities given to internal students is recognized as such a move. The graduands of both internal and external programmes are awarded degrees at the same convocation.

The university provides various facilities for welfare and wellbeing of both students and staff in general. The needy students obtain financial support through Mahapola, bursary and other scholarships. Students are satisfied with their canteen and hostel facilities. Although medical centres are available in both premises, with adequate facilities, the University needs to come up with an innovative solution to retain Medical Officers in the medical centres at least during the day time. The issues are somewhat dampened due to the presence of government hospitals in proximity. An Ayuradeda medical centre is also present at Kuliyapitiya premises. However, the prominence given to this centre is low. If the University administration is keen enough, the services of a permanent practitioner could be obtained by the Department of Ayurveda. More consideration on welfare and wellbeing of staff is needed.

To handle GEE and GSBV, the University has taken steps to establish a GEE Cell under a Director though the policy is still in the development stage. It is commendable that the University has recently approved a Ragging, Bullying, Harassment and Discrimination Prevention Policy.

Overall, Governance and Management of the Wayamba University is at a satisfactory level. Out of the total score allocated (29 standards x 3 points: maximum 87), the University earned 68 which is equal to an actual criterion score140.7.

Criterion 2 – Curriculum and Programme Development

The University follows an institutionalized procedure for development and approval of all curricular and maintains conformity with mission and goals. Curricula are designed and developed by curriculum and academic development committee (CADC) of faculties with stakeholder consultation recommended by the Faculty Board and IQAU and approved by Senate and Council before submitting to the UGC. The Programme Review process has been streamlined by the guidelines given in Academic Quality Enhancement Framework (AQEF) developed in year 2018.

The University does not communicate the policies and principles on which programmes are designed and developed to all concerned. Formulation of a programme approval policy had not been completed by the time of submission of SER, but the Review Team was provided with a copy of this document at the site visit. Reports of CADC (Stakeholder meetings) minutes were not available. Some faculties make use of SLQF and available SBS for curriculum design and development. Although industry and employers' feedback is sought for by some faculties, it is not uniform among all faculties. A policy with guidelines would address such issues and improve the consistency in all faculties.

Outcome Based Education (OBE) and Student-Centred Learning (SCL) approach have been adopted for design and development of curricula by some faculties. Most of the study programmes incorporate student centred activities. Curricula development process includes selection and organization of relevant programmes to meet national needs and to suit the international context, flexibility to accommodate student interest, commitment to enhance graduate employability, and opportunity to develop independent learning skills. To address this, some faculties of the university (Faculty of Agriculture and Plantation and Faculty of Livestock Fisheries and Nutrition) have developed discipline specific graduate profiles. Curricula of all academic programmes are recommended to be constructively aligned with institutional and discipline specific graduate profiles.

Programme and course specifications are publicly available in each faculty. All faculties have made available the prospectus / handbooks to the students. It is recommended to have a common format for **course specification** to be designed by IQAU/IQACs for all faculties.

In general, students are assessed based on the content coverage in the classroom, practices and learning outcomes. However, at the discussion with academic staff and perusal of the provided sample lesson plans, it was found that still there is a vacuum of knowledge and practice of the systematic approach of ILO based teaching, learning and assessment system. It is suggested that SDC or IQAU take necessary action to continuously train the staff on lesson planning, lesson sequencing and assessment based on the students' attainment of learning outcomes.

Most of the faculties offer multidisciplinary and interdisciplinary courses to the students. DELT, ICTC and CGU offer English Language proficiency courses, computer courses and professional skills development courses respectively. It is appreciated that the Faculty of Livestock Fisheries and Nutrition offers a non-credit course on social harmony and conflict resolution. Several programmes have been designed as outcome based. However, some indicators (employer satisfaction, admission rates to advanced degree programmes, participation rates in fellowships and societal impacts) specified in the standard 2.12 in the IR manual need to be monitored. The university has in place a mechanism for annual tracer studies on graduate employment. However, the effectiveness of study programmes should be monitored annually using viewpoints of relevant stakeholders to ensure appropriate actions are taken to remedy any identified shortcomings. Some study programmes had been reviewed periodically and underwent Subject Reviews as well. The Faculty of Applied Sciences needs immediate revision of study programmes.

The University takes actions to allow the students to complete their degree programmes when a course or a programme is suspended or revised. Formulation of a programme approval policy had not been completed by the time of submission of SER, but the Review Team was provided with a copy of this document at the site visit."

Overall, Curriculum and Programme Development of the Wayamba University is at a moderate level. Out of the total score allocated (15 standards x 3 points: maximum 45), the University earned 30 which is equal to an actual criterion score of 80.

Criterion 3- Teaching and Learning

The overall objective of the Criterion 3 on 'Teaching and Learning' is to promote student centred teaching –learning in keeping with the outcome-based education (OBE). The Wayamba University in its vision and mission statements highlighted the intention to 'be a leading higher education institute for its outstanding academic programmes' which will lead to develop highly qualified and responsible citizens'. Targeting towards the same direction, the four faculties namely the Faculty of Agriculture and Plantation Management (FAPM), Faculty of Business Studies and Finance (FBSF), Faculty of Livestock, Fisheries and Nutrition (FLFN) and Faculty of Applied Sciences ((FAS) under review have developed their visions/ missions/goals and basic plans for their activities.

All the undergraduate programmes offered by the University are conducted in English medium. The faculties develop teaching learning plans and course specifications in line with the specific characteristics of the programmes and those details are available online in different formats for students' reference. They include ILOs, course content, mode of delivery and assessment strategies though limited focus was on student support, resource allocation, individual responsibilities and approaches to continuous enhancement of quality. There were few programmes where only handouts were available without other details. Academic calendar is available though there was no evidence for distributing it among students. There is evidence that the Staff Development Centre of the University provides training programmes on Student Centred Teaching and Outcome-Based Learning to staff with a view to make the teaching-learning process more interactive and appealing to students.

However, the application of innovative teaching -learning strategies to suit the outcome-based and student centred approaches such as presentations, projects, case studies, group work, student portfolios etc and use of ICT based learning tool such as LMS are visible in some programmes only. Due to large student numbers enrolled and limited time and facilities available, some Faculties experience problems in adopting those approaches. In those programmes, most of the teaching sessions are conducted as large groups and due to limited facilities in some labs the same practical is repeated several times for different groups of students. Only some faculties have adopted peer study groups to both teaching–learning and assessment processes. An orientation programme is embedded into these programmes in which all freshers are informed about the University, courses offered, relevant rules and regulations, methods and procedures and facilities available to promote their learning. The evidence provided to prove the alignment of assessment methods with ILOs and teaching-learning strategies were somewhat misleading. The review team identified the need of implementing the Teaching -Learning Policy prepared by the IQAU in this year across all Faculties.

The programme revisions are not taking place as a regular exercise in the University. Further student feedback and peer evaluations are not practiced as regular mechanisms for evaluating the content and delivery of programmes and no evidence was provided for using such information to further strengthen the quality of the programmes and for self-improvement of staff.

The engagement of academic staff in research in their specialization areas was evident. During the discussions it was evident that the teachers enrich their course content with recent advances in research but little evidence was available to prove its regular practice. However, it could be considered as a meaningful and worthwhile exercise which has benefits to both teachers and students involved in the programmes.

Student creative work as outcomes of the programmes had not been incorporated as evidence. Further, student achievement data and student satisfaction surveys were also not available for observation. Even though a mechanism is developed to provide grants and funds to attend conferences and for publications for academics who excel in research there is no mechanism introduced to reward effective and committed teachers.

Overall, Teaching and Learning of the Wayamba University is at a satisfactory level. Out of the total score allocated (10 standards x 3 points: maximum 30), the University earned 24 which is equal to an actual criterion score 80.

Criterion 4: Learning Resources, Student Support and Progression

The university has updated its website to provide most of the information relevant to administration and student welfare. However, collection of student feedback on available services is at the initial/development stage and has not yet been properly implemented. In addition to the verbal instructions given at the orientation, there is no provision on self-help guidelines to students on university services in the website or in printed form in any of the faculties. A help desk is provided only by the Faculty of Livestock and Fisheries Nutrition (FLFN) during the orientation period and others can follow this good practice to facilitate student transformation at the initial stage. Therefore, all the faculties could develop student guides on welfare and administrative services to be distributed at the time of first registration to enhance access to all the available services to students. The blank FAQs page in the web site needs to be completed in consultation with students as immediately as possible.

The orientation programmes organized by all the faculties are commendable and activities are included to minimize ragging incidents. However, the university needs to formulate a clear strategic action plan to eradicate ragging as ragging is a practical reality. Students also defended that ragging is needed for the transformation of new entrants to university environment and it keeps on continuing in this University like many other HEI. This could be developed based on the very recently developed

anti-ragging policy of the University. In addition to the web publication of UGC reporting portal and anti-ragging act, it is possible to give strong warnings on repercussions of ragging and emergency calling information in suitable administrative and student common areas and create an environment which is non- conducive for the students to involve in such activities.

The University does not have a functional central MIS for maintaining detailed student records although the basic information of students is computerized. Therefore, priority should be given to establish a MIS for this purpose to enhance the efficiency of maintaining student records as soon as possible.

The University has provided all required learning support resources through printed media and LMS. The use of LMS by both staff and students is very effective in all the faculties. However, there is no mechanism to collect student feedback online on those resources at present and it needs to be embedded with the MIS or LMS.

The special mechanisms such as student-staff liaison meetings, field training strategies, descriptive student career portfolios, working diaries and assessment strategy used in internships on teacher-student, student-student interaction by some faculties (i.e. FAPM & FLAN) are very effective and commendable. This model should be effectively adopted by all the faculties to continuously improve the learning environment in the University.

The University has provided and maintained enough learning resources in all faculties. However, there is no university wide systematic mechanism of collecting student's feedback or user surveys for monitoring and improvement of services in addition to the student liaison meetings initiated in some faculties. Installation of complaint boxes (only in some faculties) and conduct of online intermittent university wide surveys must be used to identify and analyze the actual issues and maintain available facilities sustainably in all faculties.

The university maintains the user records of all the services provided to social and personal development but there are no user satisfaction surveys conducted other than the surveys conducted by Career Guidance Unit (CGU). The CGU also maintains survey data sheets without analysis and producing summary results for improving the service quality of the unit. The functions and quality of the services of the CGU could be further improved by establishing the Career Guidance Advisory Board as instructed by the Commission circular 934 – 21st Oct. 2010. In addition, establishment of a faculty coordinator would facilitate the linking of faculty activities with the CGU. The user satisfaction surveys should be introduced to all such service units as appropriate and use those findings to maintain and improve their services continuously.

University has developed a policy and some infrastructure facilities in buildings for differently abled students to facilitate their education. However, there was limited evidence on provision of such services to students in the past and no evidence of providing such specialized facilities especially in the Library, IT centres, hostels etc.

The Library ICT facilities are well developed and maintained in central and in all branches and the training provided by the library staff to students is commendable.

The student academic progression monitoring and reporting mechanisms developed and in use by the two faculties FLFN & FAPM are exceptional. This model could be introduced to maintain the University wide uniform student guidance. In addition, University wide/faculty level tracer studies could be introduced in a systematic manner to collect student feedback on such services. The university has established its learner support resources such as IT facilities, hostel, DELT, library, career guidance, etc. and those are adequate for the present student population. The engineering workshop of the FAPM needs further improvements to a level that it could fabricate/modify small experimental equipment, test rigs etc. It is also better to expand the farm land area of the FAPM to provide sufficient space for farming practical and research in future. The two playgrounds at

Kuliyapitiya and Makandura need further improvements and onsite first aid kits should be installed. A standard swimming pool needs to be incorporated under the Physical Education Unit as there is no suitable facility in the area for students.

The Statistics Division of the University has a good system in place for monitoring, analysis and reporting of student admission, graduation, dropouts, cost analysis etc. Tracer studies are yet to be conducted but online satisfaction surveys are ready to be implemented in future. However, action should be taken for continuous improvement of the university performance based on the student feedback survey data in future.

Overall, Learning Resources, Student Support and Progression of the Wayamba University is at a satisfactory level. Out of the total score allocated (14 standards x 3 points: maximum 42), the University earned 32 which is equal to an actual criterion score 61.

Criterion 5 – Student Assessment and Awards

University has in place a procedure for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards through respective CADCs/ TLCs of the faculties, Senate and Council. Assessment criteria developed by CADCs and approved by the Senate are documented in the student handbooks and it is communicated to all students and staff at the time of enrollment/recruitment. In some faculties, assessment procedures are available on line as well.

University has admitted the importance of applying SLQF in their curriculum development and assessment strategies. SDC conducts awareness programmes to the academic staff of the University. However, there was no documentary evidence to check how far teaching strategies and assessment methods are in line with ILOs. It is appreciated that Student Assessment Policy was compiled in the University Policy Framework developed in 2018, and recommended to take necessary actions for the implementation.

CADC decides the weightage of the assessment components based on the credits assigned, ILOs and the nature of the course (theory/ Practical) and the information is given in the student handbook and the course specifications.

Generally, a paper setter(s) is/ are appointed as first examiner(s) and a senior academic scrutinizes the answer script as second examiner, nominated and appointed by faculty board and senate respectively. The policies and regulations governing the nominations and appointment of both internal and external examiners are specified in the Annexure 3 of the AQEF. University must take steps to put them into practice.

Assessment decisions are documented systematically, and those decisions are communicated to students within three months after the examination. Examination by-laws clearly describe the procedure for conducting examinations and actions for malpractices. Senate appointed inquiry committees handle the complaints and recommendations are forwarded to the Senate to take disciplinary action. Appeal or the Grievance Committee is appointed by the Senate to entertain the appeals of the students including examination matters.

Though all degree programmes have identified prior learning/ qualifications required at different stages, there is no documented policy. The current Strategic Plan for 2018-2022 consists of five strategic goals and a Strategic Planning and Management Committee was established to monitor the progress of activities.to recognize prior learning qualifications and inter- faculty and inter-institutional credit transfer.

Overall, Student Assessment and Awards is at a satisfactory level in the Wayamba University. Out of the total score allocated (15 standards x 3 points: maximum 45), the University earned 38 which is equal to an actual criterion score 84.4.

Criterion 6- Strength and Quality of Staff

The WUSL has adhered to UGC circulars with respect to recruitment of academic and administrative staff. The senior academic staff is well qualified and includes 72 PhD and 59 MPhil/ MSc/ MBA holders. Some of them are highly experienced in teaching and research. Outcome Based Education and Student Centred Learning are practiced up to a certain extent. The required number of cadre positions is available in certain Departments/Faculties with respect to the academic staff. In addition to the academic staff, WUSL has a well-qualified administrative staff. In certain Departments/Faculties, the required number of cadre positions is not available and the SWOT analysis has also identified the shortage of staff.

The Faculties/ Departments, where number of academic staff is not sufficient, have made attempts to obtain required cadre positions from the UGC, but have not been successful to date. The Faculties/Departments where vacancies for academic staff are available, attraction of qualified and experienced academics seems to be a difficult task. In some Departments, retention of available senior academic staff has also been a challenge. These could be mainly due to the location of the university. It is necessary to introduce suitable strategies to overcome above problems through the Council and the UGC. Possible solutions could be to provide necessary facilities such as housing, additional allowances, etc. Without having the required minimum cadre, the Faculty of Business Studies and Finance (FBSF) offers many academic programmes which created an additional burden on the available lecturers. In such situations the number of visiting staff should be increased. Establishment of an effective committee to provide a hearing to the grievances of the academics and non-academics is also important. Measures for occupational health and safety are available, but there is room for improvement. Procedure for retirement and succession is not available and should be developed.

The services offered by the Staff Development Centre (SDC) are commendable. The SDC provides UGC accredited Certificate Course on Staff Development (CCSD) for newly recruited academics, but the schedule of activities/activity plan was not available. In addition to the above, the SDC has conducted capacity building programmes for middle and senior level academics as well as for administrative and academic support staff. A mechanism for assessing the improvement of performance and peer observations should be introduced to evaluate the quality of programmes offered by the SDC. The SDC has published many books, which are useful in career development activities of the academic staff. Documents on student centred learning and outcome-based education were also available.

Informal mentoring system for newly recruited academic staff members by senior staff members is in operation is some faculties. The procedure used to calculate the workload of staff by the Faculties of BSF and LFN could be adopted by other faculties. A mechanism to provide constructive feedback by staff on assigned work should be developed. However, the WUSL has documented the roles and responsibilities of staff. Performance appraisal is available for non-academics and this should be extended to internal and visiting academic staff also. Policies are available to offer awards for excellence in research, but not for teaching and outstanding community engagements. An institutionalized system for staff feedback should be implemented. Actions to be taken with respect to underperformance of non-academic staff are documented and a similar method should be adopted to the internal and visiting academic staff also.

However, most of the documents provided as evidence were found to be not relevant to the purpose.

Overall, Student Assessment and Awards is at a satisfactory level in the Wayamba University. Out of the total score allocated (11 standards x 3 points: maximum 33) the University earned 24 which is equal to an actual criterion score 72.7.

Criterion 7- Postgraduate Studies, Research, Innovation and Commercialization

Human resource development through postgraduate programmes, research and innovations make a direct impact on the rank and the recognition of a University. It also helps to improve the socio-economic status of a country. Being a university established in 1999, WUSL has been able to give priority to postgraduate studies, research and innovations quite recently. Corporate plan of the WUSL has indicated the importance of postgraduate training, research and innovations. It is necessary to align the goals given in the University Corporate plan with respect to postgraduate studies and research with the strategic plan.

The FBSF is offering a Master of Business Administration (MBA) degree programme successfully since 2005 though its alignment with the SLQF should be improved. It offers a postgraduate diploma programme also. The FAPM offers a postgraduate diploma programme in Environmental Biotechnology. The other Faculties with sufficient resources should also commence postgraduate programmes. The WUSL offers research based postgraduate degrees (MPhil, PhD etc.) in certain disciplines successfully. It was noted that certain Departments/Faculties (e.g. Department of Nanoscience Technology in Faculty of Technology) which are having modern sophisticated instruments, required human resources and other facilities. They carry out high end research and offer research based postgraduate degrees. Senior academic staff of such faculties should provide necessary guidance and support to senior academics in other Departments/Faculties, especially those having required resources to engage in postgraduate level research supervision leading to postgraduate degrees such as MPhil, PhD etc. By-Laws and guidelines for postgraduate degrees are available, but should be improved. Increasing awareness of postgraduate students on ethical guidelines, intellectual property rights and authorship criteria guidelines are required. A descriptive students' prospectus has been prepared for the MBA programme.. Although the Ethics Review Committee has been established at the FLFN, it entertains any research proposal involving humans and animals in the entire University. A clear transparent mechanism is available to monitor the progress of the MBA students. The method followed for monitoring and reviewing of the progress of other postgraduate research degree programmes is not adequate. Presentations at an annual progress review meeting for all the research based postgraduate degree programmes should be introduced.

Research culture is promoted by the WUSL in many ways. It offers a limited number of research grants. This number should be increased by using the funds generated by the University. The WUSL recognizes research excellence by giving Wayamba University Research Awards (WURA) to the Most Outstanding Senior Researcher and to the Most Outstanding Young Researcher. This has commenced in 2016 and continuing as an annual event. Several academics have received highly competitive research grants from national and international funding agencies. Such achievements should be recognized by the University by introducing awards for the recipient of the highest number of international research grants and recipient of the highest number of local research grants. This would encourage lecturers to write research proposals to attract funds for research. It was noted that certain academics have many research publications in high impact journals. They have received President's awards for scientific research, which is a great achievement. University should recognize their good work and provide facilities to continue their research activities. Certain faculties are actively involved in specific research areas; e.g. FAPM is involved in cashew research project, Dept. of Nanoscience Technology of Faculty of Technology in product development from waste through Nanotechnology. They have collaborations with local and/or foreign agencies through MOUs and have patents. Academic staff involved in above projects should support/guide academics in other faculties to initiate such programmes and to obtain support from collaborators through MOUs.

To encourage academics to publish their research in recognized journals, having publications in recognized journals has been included as one of the selection criteria for WURA awards. The University should explore the possibility of providing publication fee to encourage academics to publish their research in journals with a high impact factor. The WUSL provides funds to cover registration fee and travel expenses enabling academics to participate in international conferences/research symposia. Another successful mechanism introduced by the WUSL is organizing research symposia such as Wayamba International Conference, Faculty level research symposia and a Department level research symposium. Another commendable activity by certain faculties is the regular publication of journals, which would facilitate the publication of good quality research.

The WUSL has recognized the importance of innovations, commercialization and partnership in research programmes and a commendable mechanism has been introduced. Some faculties have a mechanism for working with industries and stakeholders and generate income. The Business Incubation centre (BIC) and BREAD are working extremely successfully in a user friendly manner on innovations and commercialization. To provide necessary support, a product commercialization unit and the necessary policies are available but there is a need for further development. A few MOUs have been signed with industrial partners. The Centre for Food Technology, Research and Training was also noted.

Overall, Postgraduate Studies, Research, Innovation and Commercialization is at a satisfactory level in the Wayamba University. Out of the total score allocated (25 standards x 3 points: maximum 75) the University earned 53 which is equal to an actual criterion score 70.7.

Criterion 8: Community Engagement, Consultancy and Outreach

The university has established a policy on linkages with the industry but evidence of monitoring and evaluation of the quality of services of consultancies are not available. Therefore, the policy implementation must be improved in future and assess the quality and consumer satisfaction as well.

The two faculties; FAPM and FLFN have exceptionally good mechanisms for staff and students to engage in community services and consultancy services. Their experience can be shared by other faculties and a similar approach could be applied by the other faculties to further expand such services effectively to a wider community.

It is found that only the FLFN (Food Science and Nutrition degree programme) has initiated a study on social transformation of nutrition and the impact of student-community engagement over time. Similar projects could be implemented in future by other faculties and plan long term investigations on the social impact, publish findings through media (i.e. newspapers) to give publicity for such activities, and enhance public attention towards the University while building the image of the university among the public.

It is commendable that the university has well developed mechanisms for work-based industrial internships for many degree programmes and implemented systematically. However, to facilitate the employability of the graduates in the FAS, it is advisable to incorporate internships for all the degree programmes (inclusive of 3 year degrees) as their target job market is strictly the private sector. This could be even in the form of graduate internships after completing their degrees as an option (3 +1) but facilitated by the Faculty/CGU on formal placements.

The faculties may consider and maintain a brief profile (relevant qualifications/competencies) of both internal and external staff involved in identifying and allocating supervisors for work-based industry

Placements, to assure the training quality of students. A long-term plan could be developed to exchange services between both parties to improve their competency levels especially in applied sciences.

Good initiatives have been taken to provide professional service facilities to public through the BREAD centre and its planning, implementation and activities are commendable. Unfortunately, its services are limited to two faculties located at Makandura although it is a University Centre. Therefore, other faculties could also follow this successful model and take initiatives to develop such relevant services in demand through the UBL in future to enhance the image of the university among public and provide publicity as well. The services provided by the incubation centre could also be expanded to public as appropriate.

Overall, Community Engagement Consultancy and Outreach of the Wayamba University is at a satisfactory level. Out of the total score allocated (6 standards x 3 points: maximum 18), the University earned 13 which is equal to an actual criterion score 43.3.

Criterion 9- Distance Education

The Wayamba University has only one external degree programme namely the B.Sc in Plantation Management degree offered by the FAPM through distance mode in collaboration with National Institute of Plantation Management (INIPM). The University considers this as the first programme developed in the university history targeting senior and middle level managers, executives, technical officers in the plantation and related sectors. According to recruitment criteria all applicants should have either a Higher National Diploma/ National Diploma in Plantation Management/ Plantation Extension Management or any other Diploma of 12 months duration approved by the Senate or A/L qualification (3 passes in Bio Science/ Agriculture/Mathematics. Commerce stream or Edexcel /Cambridge A/L examination) with substantial level of working experience in their field of specialization and should be employed which is in alignment with the policy framework and guidelines issued by the University Grants Commission. The programme has been in operation since 2006 and a programme revision was done in 2014 under HETC/UDG/EDP and new set of modules had been developed. According to the programme Prospectus and By-Laws (in chapter 3, page 6), the organization structure of External Degree Programme Unit includes a Director, AR, course coordinator and SAB and few support staff. However, at present the Dean, FAPM is acting as the Director of External Degree programme Unit which is amalgamated to the Deans Office at present. It was told that 100 students are enrolled each year through a selection test who will be supported with face-to-face contact sessions (one day session per module) and other facilities.

In addition to this programme, many certificate (3) and diploma (12) programmes are offered as external programmes by several Departments which do not exhibit the characteristics of distance education programmes. All together 1000 students enroll in these programmes annually. Through these programmes, University provides an alternate path for those who do not find opportunities to continue their education in the normal path.

However, the University's commitment to distance education has not been reflected in its vision and mission statements and the policies, procedures and actions to strengthen distance /online learning are not adequately replicated in the corporate /strategic plan. Further, sufficient evidence was not produced to prove that the External Degree Programme Unit established in FAPM according to UGC guidelines is fully functioning at present. Further, the University has identified lack of infrastructure facilities, poor quality of facilities and underdeveloped facilities as weaknesses in the SWOT analysis. As such, it is highly unlikely that the University would be able to treat the students following the external degree programmes equally by providing sufficient facilities, equipment and financial resources.

In addition, evidence on clear policies on the time for course development and revision, responsibilities among the staff and ODL teaching-learning strategies were not provided to the review team.

The target student population in the external degree programme is the adults who are employed and with other numerous responsibilities. It was not evident whether the programme had considered the specific requirements of working adults in designing the teaching-learning process. According to Prospectus and By-Laws (2018), students are expected to do self-studies using the material and recommended references. According to the information provided, the Faculty integrates face-to-face sessions (one session per module) with printed modules but advanced technologies are not introduced for the delivery of the programme. A panel of resource persons who would be competent to undertake delivery of courses and practical are identified to prepare lesson plans and related instructions and should be updated every two years. There was no evidence to prove that these panels are given sufficient training to conduct the programme through distance methods. The ILOs had been identified for each module though the teaching plans that integrate course content, teaching methods and assessments to facilitate the achievement of ILOs as recommended by SLQF were not available. Minimal evidence is available on the comparability of the external programme with internal programmes. The certificates provided as evidence to show the comparability belong to the internal programme. Further, the University should implement policies and practices to ensure quality of the external degree programmes/distance education programmes.

Overall, Distance Education of Wayamba University is at a minimum level. Out of the total score allocated (12 standards x 3 points: maximum 36) the programs earned 23 which is equal to an actual criterion score 25.5. The standard 13 was not considered as it is not relevant.

Criterion 10- Quality Assurance

The IQAU receives a prominent place in the Wayamba University of Sri Lanka. The Director IQAU seems to have won the confidence of the Vice Chancellor and all sectors of the University. This probably has an impact on functions of IQAU as the beacon of the University guiding towards a quality culture. The IQAU and its affiliated FQAC have been established according to the national policy on higher education in Sri Lanka following the guidelines issued by the UGC. Some Faculties have established Departmental IQACs, which is recognized the by reviewers as a good practice. The University administration has provided necessary facilities and the space required for establishment of the offices if IQAU and FQACs.

However, the involvement of the non-academic staff and the students in the quality assurance practices of the University is inadequate. The wings of the quality assurance are expected to spread across all sectors of the University community. Thus, it is recommended that IQAU and FQACs need to assign quality related tasks to members of different categories including students. This will enhance the efficacy of communicating quality aspects to all having impact of the development of a quality culture. SDC publications also help in communicating best practices to the different stakeholders.

IQAU is spearheading formulating policy documents and by-laws. AQEF is one such good initiative. Many policy documents have been produced during 2018, following the writing of the SER, in which the University has identified the gaps.

The involvement of the IQAU in preparation of the current Strategic Plan is commendable. Further it was also perceived that the IQAU has involved in forming the Strategic Management Committee.

Since the quality framework has been widely accepted by the University as vital to the development, monitoring role of the IQAU and FQACs must be improved further. Heads of these Units must be empowered to carry out their functions in monitoring programmes, courses and rewards etc. against set KPIs. It is recommended that the Council take a note of this and provide the Director IQAU and Chairmen of FQACs the necessary authority. The by-laws governing quality assurance may need to be altered in this regard.

The University's positive attitude towards the suggestions and recommendations by external parties is highly appreciated. The section 1.8 of the SER describes comprehensively how the University has adhered to the recommendations of the previous IR report. The evidences were observed during the site visit by perusing the documents provided, formal and informal discussions with staff and students and by observing facilities. The University has also taken steps to remedy the problems that have not yet been addressed by giving provisions under AQEF and to deal with recommendations of the future reviews.

Overall, Quality Assurance of the Wayamba University is at a satisfactory level. Out of the total score allocated (7 standards x 3 points: maximum 21) the University earned 19 which is equal to an actual criterion score of 108.6.

Section 6- Grading of Overall Performance of the University

Wayamba University-- wise score conversion to percentage

No.	Assessment Criteria	Score	Weighted minimum score	Actual criteria-wise score
1	Governance and Management	68/87	90	140.7
2	Curriculum Design and Development	30/45	60	80.0
3	Teaching and Learning	24/30	50	80.0
4	Learning Resources, Student Support and Progression	32/42	40	61.0
5	Student Assessment and Awards	38/45	50	84.4
6	Strength and Quality of Staff	24/33	50	72.7
7	Postgraduate Studies, Research Innovation and Commercialization	53/75	50	70.7
8	Community Engagement, Consultancy and Outreach	13/18	30	43.3
9	Distance Education	24/36	20	25.5
10	Quality Assurance	19/21	60	108.6
	Total			**766.9**

Grading of Overall Performance of Quality

University HEI Score	Actual Criteria-wise score	Grade	Performance Descriptor	Interpretation of Descriptor
76.7	*All the ten criteria above 50%*	*B*	*Good*	*Satisfactory level of accomplishment of quality expected of an academic institution: Room for improvement*

Section 7-Commendations and Recommendations

Criterion 1- Governance and Management Commendations

- Organizational structure, Governance and management system of the university comply with respective acts, ordinances etc.
- University Strategic Plan is in alignment with Higher Education Policy Framework and University Vision and Mission statements are clear and precise.
- University has an effective system of procurement, maintenance and management of equipment
- Financial procedures comply with the financial regulations and UGC Financial Circulars.
- Responsibilities and rights of staff are clearly defined (work norms for academic staff and duty ToRs for nonacademic staff) and communicated to them and has effective administrative staff performance appraisal.
- University has established a policy on SLQF, SBS, and Code of Practice and framework for QA and communicated to all.
- The University programme approval policy to be completed and implemented.
- Has transparent and fair disciplinary procedures and grievance redress mechanism
- Action plans are drawn on UGC policies to promote centres like GEE, CGU etc.
- Having a policy on ragging, bullying, harassment and discrimination prevention is appreciated.

Recommendations

- A mechanism to monitor and evaluate strategic/ action plan to be introduced
- Procedures in place to be implemented to reflect upon performance outcomes, SBS, SLQF
- MIS to be developed and implemented to assure smooth functioning of the University.
- ICT to be incorporated in all the functions of the University.
- All staff and students should have access to networked computing facilities.
- Policy on academic honesty to be implemented.
- Enrolling international students to be streamlined with clear policies.
- The budget and action plans should be properly aligned with strategic /Action plans.
- Data on the academic support staff need to the maintained/ to be included in the statistical handbook.
- Minutes and follow up actions of all statutory meetings and ad hoc committee meetings need to be maintained.
- Development of an appraisal and rewarding system to honor dedicated and performing staff in all categories is recommended.
- Formulating a policy on admission of foreign students is desirable.

Criterion 2- Curriculum and Programme

Development Commendations

- Majority of programmes maintain conformity with vision, mission and goals of the University and Faculties
- Procedures are in place to streamline the programme/ curriculum development

- Curricula in some programmes are fully aligned with discipline specific graduate profiles
- Programme/course evaluations are done through student feedback surveys
- Academic Quality Enhancement Framework is developed**.**
- University makes use of SLQF and available SBSs for curriculum design and development.
- Some faculties have developed graduate profiles to specific degree programmes.
- Programs and course specifications are publicly available.
- Some faculties offer multidisciplinary and interdisciplinary courses and started using modern teaching and learning methods.
- Faculties have identified to convert all curricula in to Outcome Based while incorporating Learner Centred approaches.
- Graduate surveys are conducted on graduate employment.

Recommendations

- Establish a formal procedure for regular monitoring and review of study programs.
- All faculties should adopt reference points such as SLQF, SBS and Code of practice, outcome based education and student centred learning
- Curricula of all academic programs of the University should be constructively aligned with the institutional and discipline specific graduate profiles.
- Participatory and systematic planning and implementation of the curriculum to be adopted by all faculties.
- Prepare a comprehensive document of course specification for each course which specifies course objectives, ILOs specified in consistence with graduate profile, course contents and topic wise ILOs, teaching and learning methods, assessment methods and recommended readings.
- Drawing up of a formal mechanism for reviewing curricula on a regular basis.
- Develop a policy or mechanism for assessing programmes periodically on the basis of attainment of learning outcomes by students.
- Monitor programmes through the indicators such as retention rates, time taken for completion of the programme, graduation rates at first attempt, employer satisfaction, admission rates to advanced degree programmes, participation rates in fellowships, internships, societal impacts, etc.
- Train the staff on lesson planning, lesson sequencing and assessment on the basis of the student attainment of learning outcomes.
- Curriculum revisions to incorporate recent developments in pedagogy to be regularly practiced.

Criterion 3- Teaching and Learning

Commendations

- Teaching learning plans and course specifications are developed and available online in some programmes
- University Policy Framework (UPF) and Academic Quality Enhancement Framework (AQEF) compiled by IQAU is highly appreciated – 23 policy documents available.
- Equitable access to teaching learning resources for students and staff is assured.
- Programmes are conducted in English and Teachers adopt innovative pedagogy and ICT based learning including LMS in to teaching learning process.

- Group work is embedded into the teaching-learning process.
- Integration of assessment methods into teaching-learning strategy is visible in some programmes
- Peer and student reviews are practiced in some faculties to improve teaching-leaning and evaluation methods.
- Steps had been taken to promote a research culture among academic community.

Recommendations

- Common formats should be adopted for preparation of teaching learning plans, course specifications, overviews The Policy should be put into practice in all faculties to promote student centred leaning
- Teaching Learning Policy to be implemented as early as possible.
- Curriculum, Teaching methods, assessment to be aligned with the graduate profile
- Need to maintain a strong alliance among content, teaching -learning and assessment to facilitate achievement of learning outcomes.
- Maximum use of resources by students and staff to be assured.
- A mechanism to be developed to recognize creative and innovative approaches in teaching and assessment.
- Student achievement surveys to be conducted and student satisfaction data to be collected annually and use for further improvements
- Use of interactive teaching-learning and assessment methods is recommended for all the programmes
- The peer and student feedback to be collected and used for improvement of teaching-learning process in all faculties.
- Staff should enrich the content of relevant disciplines and teaching learning strategies with the advances in research

Criterion 4- Learning Resources, Student Support and

Progression Commendations

- The university has updated its website to provide most of the information relevant to administrative and student welfare
- Need to have a common format for student handbooks across faculties and to make the distinction between prospectus and handbooks
- The orientation programmes organized by all the faculties are commendable and activities are included to minimize ragging incidences
- The university has provided learning support through printed media and LMS. The use of LMS by both staff and students is effective in some faculties.
- Specific mechanisms such as student-staff liaison meetings, field training strategies, descriptive student career portfolios, working diaries and assessment strategy used in internships introduced for teacher-student and student-student interaction by the two faculties FAPM & FLAN are highly appreciated.
- The University has established/expanded some of its leaner support resources such as IT facilities, hostel, DELT, library, career guidance, etc. which are adequate for the student population at present.

- The university maintains the user records of the services provided to social and personal development of staff and students
- University has developed a policy and some infrastructure facilities are available in buildings for differently abled students to facilitate their education.
- The Library ICT facilities are well developed and maintained in central and in all branches and the training provided by the library staff to students.
- The student career progression monitoring, and reporting mechanisms developed and in use by two faculties- FALN & FAPM are exceptional.
- The university has a good system in place on monitoring, analysis and reporting of student admission, graduation, cost analysis etc.

Recommendations

- Faculties should develop student guides on welfare and administrative services to be distributed at the time of first registration to facilitate all the services to students.
- The university needs to formulate a clear long-term strategic action plan to eradicate ragging as ragging is a practical reality at present.
- The priority should be given to have a MIS to enhance the efficiency of maintaining student records and other university activities.
- A mechanism to collect student feedback online about the service quality can be developed and embedded with the MIS or LMS for continuous improvement of the present services.
- The strategy adopted by FAPM & FLFN needs to be followed effectively by the other faculties as well to bring the whole university to the same platform and improve the learning environment.
- Facilities such as swimming pool, expansion of agriculture farm land and improvement of mechanical workshop of the FAPM, establishment of a dedicated psychological counseling unit needs further attention to satisfy the student needs.
- University wide systematic mechanism to collect student's feedback and / user surveys for monitoring and improvement of learning resources in addition to the student liaison meetings in some faculties and hostel and canteen committees is recommended.
- Although the university service centres maintain the user records of all the services provided to social and personal development of students there is no user satisfaction surveys conducted other than the career guidance Unit (CGU).
- The student career progression monitoring and reporting mechanisms in FAS & FBSF needs further attention.
- It is recommended to conduct comprehensive student tracer studies.

Criterion 5-Student Assessment and Awards

Commendations

- University has effective procedures for designing, approving, monitoring and reviewing assessment strategies
- Rules and regulations are communicated to all students and staff
- Conducts evaluations with rigor, transparency, honesty and fairness
- Students are provided with appropriate and timely feedback to promote learning
- Examination results are communicated without undue delay to students
- Disciplinary procedures to handle copying and plagiarism are strictly enforced

- University appoints qualified staff for student assessments
- Rewarding students by introducing Dean's list is commendable.

Recommendations

- Nominations and appointment of external examiners are specified in the Annexure 3 of AQEF. The University must take steps to put them into practice.
- Assessment and evaluation marks to be documented accurately and systematically. Errors in marking to be rectified as much as possible to give a fair judgement to students
- Proper mechanism for collecting moderators reports and conduct of second marking to be implemented to improve accuracy of marking
- The reports of question paper moderators and second marking examiners need to be collected and be used as guidelines for improvement.
- Implement the Student Assessment Policy compiled in University Policy Framework**.**
- The policies and regulations governing the nomination and appointment of both internal and external examiners should be specified in University Policy Framework.
- A policy must be in place to recognize prior learning qualifications and inter- faculty and inter-institutional credit transfers.
- Develop a credit transfer policy to facilitate student enrollment.

Criterion 6- Strength and Quality of Staff

Commendations

- Informal procedures are adopted to guide the junior staff by senior staff
- Training is provided to staff on Outcome Based Education and Student Centred Learning and assessment of study programmes
- Allocation of workload is fair and transparent in some faculties- Faculties of Business and Finance, Faculty of Livestock, Fisheries and Nutrition
- Training programmes are conducted by SDC for capacity building of all categories of staff

Recommendations

- HR plan/ policy, performance appraisal to be introduced.
- Grievance committees for academics and non-academics should be appointed.
- A Table showing the number of academic cadre requirement and number of staff available to be maintained.
- A formal mechanism should be implemented for mentoring and documentary evidence should be maintained.
- A mechanism for assessing the improvement in performance of staff vis- a-vis training programme to be available.
- Policies must be available for promoting teaching and community engagement. Underperformance should be adequately addressed and remedial action to be taken for both academic and non-academic staff
- Within the faculties further action to be taken for professional development of staff
- Rewarding outstanding academics in teaching and community engagement is desirable.

Criterion 7- Postgraduate Studies, Research, Innovation and Commercialization

Commendations

- Mission and Vision of the University reflect that postgraduate training, research, innovation, scholarship, and commercialization as core functions of the University.
- University has developed and approved By-laws and guidelines for the postgraduate studies and duly communicated to the students
- University adheres to specific procedures for selection, admission and enrolment of students in postgraduate study programmes.
- Good practices are being implemented to ensure a conducive academic, social and research environment that inculcates scholarship, critical inquiry, innovation, and commercialization. Existence and operations of BIC and BREAD is commendable.
- Clear guidelines are available for selection of supervisors, their role and responsibilities.
- The supervisors are appointed considering the specified minimum qualification in the relevant field on the recommendation of the Faculty Higher Degree Committees (FHDC)/ Board of Studies (BoS), Faculty Board and SRHDC.
- University encourages the faculty to publish their research findings in recognized publications as it is going to upgrade the rank of university.
- Although guidelines in this respect were not available at the time of submission of the SER, it was observed at the site visit that the university has prepared a policy on research innovation.
- The MBA curriculum is aligned with SLQF, ILOs, SBS etc.

Recommendations

- Training for the postgraduate research students should be provided (by the respective faculties) or they should be encouraged to attend such training programmes and research conferences in the University and outside.
- Student feedback should be obtained and progress of the research students to be monitored by the Faculty (not only by the supervisor). Having mid-term progress review seminars is recommended.
- The professionality of the student handbook/ prospectus to be improved.
- Evidence to be maintained on actions taken by the University to address the issues on plagiarism.
- A mechanism to be in place to support publications of staff in reputed journals
- Procedures for intellectual and property rights authorship criteria are to be documented.
- Policy document to be prepared to cover communication of conflict of interest of research students and staff.
- Guidelines should be developed to address appeals of PG students.
- MOUs are signed to get collaboration/ partnerships with local, national, regional and international organizations though a mechanism to be in place to monitor progress. BREAD and BIC can facilitate PG research.

Criterion 8 -Community Engagement, Consultancy and Outreach

Commendations

- The University has established a policy on linkages with the industry.

- The two faculties; FAPM and FLFN have developed exceptionally good mechanisms for staff and students to engage in community services and consultancy services.
- Impact of student-community engagement on social transformation has been assessed only by the Faculty of FLFN (Food science and nutrition degree programme).
- The University has well developed the mechanisms for work-based industrial internships for many degree programmes and implemented systematically.
- Good initiatives have been taken to provide professional service facilities to public through the BREAD and BIC centres and its planning, implementation and activities are commendable.

Recommendations

- It is necessary to incorporate internships for all the degree programmes as their target job market is strictly the private sector.
- The Faculties could consider relevant qualifications/competencies of both internal and external staff involved in identifying and allocating supervisors for work-based industry placements to assure the training quality.
- The policy implementation to be improved in future and assess the quality and consumer satisfaction as well.
- Monitoring and evaluation of the quality of services of consultancies should be done in future. A similar model/approach could be applied by the two other faculties to further expand such services effectively to wider community.
- Plan long term social benefit investigations, publish findings through media (i.e. newspapers) to give publicity for such activities and encourage public attention towards the university.
- Other faculties could also follow the success cases of the (BREAD, BIC) and engage effectively with these services through those units or UBL in future to enhance the image of the university. The services provided by the incubation centre could also be expanded to public as appropriate to boost the innovators in the society as well.

Criterion 9- Distance Education

- University provides an alternate path for those who do not get opportunities to continue their education in the normal path
- User friendly material developed for the external degree programme
- University ensures that students satisfy the requirements stipulated by the UGC for admission to external degrees
- Students enrolled in external degree programmes have access to faculty resources such as LMS, teaching learning material, library facilities, ICT facilities etc.

Recommendations

- The University vision, mission and strategic plan should reflect ODL as an alternative delivery system.
- Need to be aligned with the policy framework and guidelines of UGC relating to course development, teaching learning and assessment.
- Quality assurance mechanisms to be applied to Distance Education programmes
- Need to identify the requirements of adult learners and the support services to be adjusted to their requirements.

- Evaluation of adequacy and accessibility of resources and services to be done on an ongoing basis.
- Need to adhere to distance education principles and a mixture of advanced methodologies to be introduced for the delivery of programme- New technologies such as blended learning, video conferencing to be introduced.
- Policies and practices should be in place to ensure quality of the external degree programmes
- Parity of esteem to be maintained between internal and external degree programmes.

Criterion 10- Quality Assurance

Commendations

- QA is prominent in University-wide documents and activities. AQEF is a good initiative. IQAU is spearheading formulating policy documents and by-laws.
- The University has established an effective internal quality assurance mechanism and it has been successful in inculcating a quality culture among academic staff
- Quality assurance processes are incorporated into strategic objectives of the University. QA policy focuses on assurance of quality and effectiveness in administration and planning of all processes.
- The Faculties, in which the next curriculum revisions are due, have initiated the process.
- University promotes internationalization of best practices
- SDC is playing a prominent role in promoting quality assurance activities among all categories of staff in the University. Publishing outcomes of SDC is helping the internalization of best University has satisfactorily addressed the recommendations of the previous IR report showing its positive attitude on addressing the comments of the external reviewers' practices.
- The programme awards are regularly reviewed by the relevant committees.
- Having Wayamba University Research Awards is noted as a good practice.

Recommendations

- Influence of the QA activities on communities other than the academics of the University need to be assessed and improved. Assigning quality related tasks to them would improve this aspect.
- The proper place of the FQACs in the administrative structure in the organogram and the authority vested on them need to be identified.
- International accreditation could be targeted with the progressive actions of the university

Section 8- Summary

Wayamba University of Sri Lanka follows an organizational structure and a mechanism of governance and management as in other state sector Universities in Sri Lanka. It has developed a strategic plan and proper strategies for implementation in line with its mission vision. Monitoring of the strategic plan is done by the Strategic Management Committee and the other statutory bodies. The unavailability of a MIS hampers the use of ICT for administrative purposes. The University follows accepted procedures to recruit qualified academic staff and job descriptions and duty lists for nonacademic staff and work norms for academic staff are available. Adherence to SLQF is satisfactory only in some programmes. The university provides various facilities for welfare and wellbeing of both students and staff in general.

The University follows an institutionalized procedure for development and approval of all curricular and maintains conformity with its mission and goals but there are lapses in communicating the policies and procedures to all concerned. OBE and SCL approaches have been adopted for design and development of curricula and several study programmes incorporate them in the delivery. Programme and course specifications are available to stakeholders in different means. Several faculties offer multidisciplinary and interdisciplinary courses. Outcome Based Approach is applied to many programmes. However, some indicators specified in the IR manual require monitoring. Annual tracer studies should be streamlined and their outcomes to be incorporated for future developments of the programmes.

The place given by the University to the teaching and learning aspect is reflected in its vision and mission statements. The teaching learning plans and course specifications are available online in different formats for students' reference. Application of student centred learning approaches are limited due to large number of students enrolled in programmes and limited facilities available in the University. Only some faculties have adopted peer study groups to both teaching–learning and assessment processes. Programme revisions are not regular and student feedback and peer feedback have received limited consideration in the revisions. Even though the academic community engages in research and scholarly work, evidence is not available on the incorporation of findings in the teaching -learning process.

The university updates the website to provide the information relevant to administration and student welfare. A help desk is provided by the Faculty of Livestock, Fisheries and Nutrition. A clear strategic action plan to eradicate ragging is an urgent requirement. The university does not have a functional central MIS for maintaining detailed student records. However, LMS is used as a teaching -learning support system in addition to printed handouts. Sufficient learning resources are available to students which need to be linked with user surveys and feedback studies. The Library and ICT facilities are maintained well in central and in all branches. The training provided by the Library staff to students is commendable. The model developed by the two faculties, FLFN and FAPM, can be introduced to the whole university. In addition, university wide/faculty level tracer studies could be introduced to collect systematic student feedback on such services.

The procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards through respective CADCs/ TLCs of the Faculties, Senate and Council are established by the University. SLQF has been given recognition and staff has been trained on OBE and SCL by the SDC. The Assessment Policy was compiled in the University Policy Framework developed in 2018. Assessment decisions are documented systematically, and those decisions are communicated to students within three months after the examination. Grievance mechanism is available to entertain student appeals including examination matters.

Both academic and administrative staff in the university is well qualified and highly experienced. For the recruitment of staff, the University adheres to UGC circulars. However, in certain Departments/Faculties, there is a shortage of staff. In certain departments, retention of available senior academic staff has also been a challenge. There is a need to provide necessary facilities such as housing, additional allowances, etc to retain the staff. Measures for occupational health and safety need to be further improved. The contribution of SDC for capacity building of staff is commendable. However, a mechanism for assessing the improvement of performance of staff should be introduced. Further, a mechanism for staff feedback on assigned work was not available.
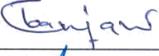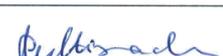
The Corporate Plan of the WUSL indicates the importance of postgraduate training, research and innovations and some faculties offer such programmes successfully. Many departments have modern sophisticated facilities to support PG research studies. A descriptive Students' prospectus book has been prepared for the MBA programme and a clear transparent mechanism is available to monitor the progress of students. To promote research culture among its academic staff the University has introduced several mechanisms such as an award system and a financial grant for publication and presentations. In addition, some academics have received highly competitive research grants from national and international funding agencies, and some are engaged in collaborative work with local and/or foreign agencies through MOUs. A few patents are also available to the credit of academic staff.

The engagement in community services by two faculties, namely the Agriculture and Plantation Management and Livestock, Fisheries and Nutrition is clearly visible. Further, the university has well developed mechanisms for work-based industrial internships in many degree programmes. Good initiatives have been taken by some faculties to provide professional service facilities to public through the BREAD centre and its planning and implementation. It is recommended that the services provided by the incubation centre could be expanded to students in other faculties and to the public as appropriate.

The Wayamba University has only one external degree programme namely the B.Sc. in Plantation Management which is developed targeting senior and middle level managers, executives, technical officers in the plantation and related sectors. Nearly 100 students are enrolled each year through a selection test who are supported with face-to-face sessions and printed modules. Even though the University generates money through this programme, limited steps have been taken to improve the quality of the programme. The specific requirements of working adults have not been considered in designing the teaching-learning process. The alignment of the programme with SLQF is limited and the link between course content, teaching methods, assessment and course ILOs is not clearly visible.

The Quality Assurance mechanism is progressing well in the University in line with several important policies and guidelines developed by the IQAU. As the quality framework has been widely accepted by the University as vital to its development, monitoring role of the IQAU and FQACs may be improved further. It is recommended that the Quality Assurance team of the University should be empowered and supported by all categories of staff to carry out their functions satisfactorily.

Reviewers

1	Prof G. Dayalatha Lekamge- Chairperson	
2	Prof Chitra Ranjani	
3	Prof D.A. Nimal Dharmasena	
4	Prof Hema MKK Pathirana	
5	Prof Sanath Hettiarachchi	
6	Prof. Jianxin Zhang	

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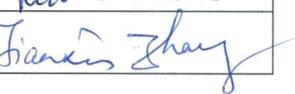
Annex 1- Agenda for the Institutional Review of Wayamba

University Day 1: 1ˢᵗ October 2018 - Kuliyapitiya

Time	Activity	Venue
08.00-08.30	Finalizing the Agenda by the Review Team with the Director /IQAU	Board Room
08.30-08.45	Meeting with the Vice-Chancellor (Courtesy visit)	VC Office
08.45-09.45	Presentation by the Vice-Chancellor (in the presence of Deans, Directors of Centres, Institutes & Units, Registrar, Bursar, Librarian, Chief Medical Officer, Senior Student Counselors)	Board Room
09.45-10.30	Discussion (with Tea)	Board Room
10.30-11.00	Meeting with the members of the Internal Quality Assurance Unit;	Board Room
11.00-11.30	Meeting with Bursar, SABs and Finance Committee	Board Room
11.30-12.00	Meeting with Internal Auditor, University Audit Committee	Board Room
12.00-12.30	Visit to ICT Centre and meeting with Director ICT- Kuliyapitiya	Kuliyapitiya ICT centre
12.30-1.30	Lunch	
13.30-14.15	Meeting with SDC Director and staff	Board Room
14.15 -15.00	Meeting with the CGU and staff	Board Room
15.00 –16.00	Meeting with Senior Student Counsellors, Faculty Student Counsellors (with Tea)	Board Room
16.00- 16.30	Meeting with Members of the Council	Board Room
17.00- 17.30	Discussion among review team members	Board Room

Day 2- 02ⁿᵈ October 2018 - Kuliyapitiya

Time	Activity	Venue
8.00- 10.00	Visit to Faculty of Faculty of Business Studies and Finances Meeting with the Heads of Departments, Coordinators/ Directors of units (with Tea), Faculty QAC members Meeting with Academic staff Meeting with Students Observing Facilities	Board room BSF
10.00- 10.45	Meeting with Registrar, SARs, Ars, Statistical Officer and other Officers	Board Room

Time	Activity	Venue
10.45-11.30	Meeting with academic support staff, Demonstrators, technical Officers etc	Board Room
11.30- 12.30	Visit to the Library, Meeting with the Librarian and staff and perusing documents	Library- Kuliyapitiya
12.30- 13.30	Lunch	
13.30- 16.30	Visit to Faculty of Applied Sciences Meeting with the Heads of Departments, Coordinators/ Directors of units (with Tea) Faculty QAC members Meeting with Academic staff Meeting with Students Observing facilities	FAS Board Room
16.30- 17.00	Observing evidence with tea	FAS
17.00- 17.30	Discussion among review team members	FAS

Day 3- 3rd October 2018- Makandura

Time	Activity	Venue
8.00- 11.00	Visit to Faculty of Agriculture and Plantation Management-Meeting with the Heads of Departments, Coordinators/ Directors of units (with Tea) Faculty QAC Meeting with Academic staff Meeting with Students Observing facilities	FAPM Board room
11.00-12.30	Incubation Centre BREAD Centre	Makandura
12.30-13.30	Lunch	
13.30- 16.00	Visit to Faculty of Livestock, Fisheries and Nutrition Meeting with the Heads of Departments, Coordinators/ Directors of units (with tea) Meeting with Academic staff Meeting with Students Observing facilities	Makandura
16.00-17.30	Visit to ICT – Makandura, SDC, CGU, Medical Centre, IQAU, Farms, student hostels, canteens	Makandura
17.30-18.00	Discussion among review team members	Makandura- Board Room FLFN

Day 4- 4^{th-} October 2018 – Kuliyapitiya

Time	Activity	Venue
8.00- 8.30	Visit to the Medical Centre	Kuliyapitiya
8.30- 9.00	Meeting with staff of Physical Education Unit and observing facilities	Gymnasium-Kuliyapitiya
9.00- 9.30	Meeting with GEE coordinator	FAS
9.30- 12.30	Observing evidence with tea	FAS
12.30- 1.30	Lunch	
13.30- 14.00	Meeting with the Head and Staff of the Department of English Language Teaching	FAS
15.30- 17.00	Observing evidence with tea	FAS
17.00- 17.30	Discussion among review team members	FAS

Day 5- 5th October 2018- Kuliyapitiya

Time	Activity	Venue
8.00- 9.00	Observing Evidence with tea	FAS
9.00-9.30	Proctors/	
9.30- 12.30	Visit to Student Hostels & Canteens, Student Centre, Outdoor theater, Pandith Amaradeva Auditorium	Kuliyapitiya
12.30-13.30	Lunch	
13.30- 14.30	Meeting with Student Union members	FAS
14.30-17.30	Observing evidence with tea and Discussion among review team members	FAS

Day 6- 6th October 2018- Kuliyapitiya

Time	Activity	Venue
8.00-8.30	Meeting with Proctors/ Deputy proctors	Board Roon
8.30- 11.30	Discussion among the review team members and preparation for the wrap up (with tea)	Board Room
11.30- 12.30	Wrap up meeting with the Vice Chancellor, Deans, Officers, Heads of Departments, council members etc	Board Room
12.30-13.30	Lunch	

Annex 2: Photos of the site visit

Meeting with the Vice Chancellor, WUSL

Review Team with Senior Management Committee

Meeting with Director/ Quality Assurance

Review members at the Library. WUSL

Meeting with Academic Staff of Faculty of Livestock, Fisheries & Nutrition of the WUSL

Meeting with students at WUSL

At the examination hall

Meeting at the Faculty of Business Studies and Finance