



## **Program Review Report**

### **Program Reviews - 2018**

**Bachelor of Science Honours in Tourism Management**  
**Bachelor of Science Honours in Hospitality Management**

**Faculty of Management Studies**

**Sabaragamuwa University of Sri Lanka**

**29<sup>th</sup> October to 1<sup>st</sup> November 2018**



**Prof. Janakie Eeswara (Chair)**

**Prof. Janitha A Liyanage**

**Dr. A.M. Mohamed Mustafa**

**Dr. Ambalam Pushpanthan**

**Quality Assurance Council**

**University Grants Commission**

**University:**

Sabaragamuwa University of Sri Lanka

**Faculty:**





Faculty of Management Studies

**Program:**

Bachelor of Science Honours in Tourism Management

Bachelor of Science Honours in Hospitality Management

**Review Panel:**

Name	Signature
Prof. Janakie Prasanthika Eeswara – Chair	
Prof. Janitha A Liyanaga - Member	
Dr. Ambalam Pushpanthan - Member	
Dr. Abdul Majeed Mohamed Mustafa- Member	

**Date : 29.10.2018 – 01.11.2018**

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## SECTION 1: INTRODUCTION

The Sabaragamuwa University of Sri Lanka was established under the Universities Act Number 16 of 1978 on 7<sup>th</sup> November 1995, and inaugurated in February 1996. It consists of six faculties, namely, the Faculty of Applied Sciences, the Faculty of Agricultural Sciences, the Faculty of Geomatics, the Faculty of Graduate Studies, the Faculty of Management Studies and the Faculty of Social Sciences and Languages.

The Faculty of Management Studies comprises of four departments, Department of Accountancy & Finance, Department of Business Management, Department of Marketing Management and Department of Tourism Management. The Programmes under review are Bachelor of Science Honours in Tourism Management and Bachelor of Science Honours in Hospitality Management offered by the Department of Tourism Management.

The admission of students to each programme is done by direct entry to the Faculty on the basis of their performance at the GCE (Advanced Level) Examination and the student allocation for each degree programme is done according to the students' preference and z-score at the beginning of the degree programme. The specialization programmes start in the first year itself and are run for four years with eight semesters. Students should fulfill a four months Industrial Training and submit a Project Report or a Thesis in the Fourth Year Second Semester, for which six credits have been allocated. The total number of credits that a student should complete in above two programmes is 120 for each. Bachelor of Science Honours in Tourism Management programme offers 128 credits total whereas the Bachelor of Science Honours in Hospitality Management offers 130 credits. The total number of student enrollment in programmes is 35 each, per year.

These two programmes are very unique that cater to the unique industry needs. B.Sc. Honours in Tourism Management has been designed to provide students with the knowledge and skills which are needed in effective management in various sectors of the tourism industry. At the completion of the degree, undergraduates will be equipped with knowledge and skills leading to managerial positions in all sectors of the tourism industry both in Sri Lanka and overseas. B.Sc. Honours in Hospitality Management programme has been designed to provide students' knowledge and skills that form the basis for an effective approach to management in the hospitality industry. The programme has been well designed with both theoretical and practical courses which prepare the undergraduates for managerial positions in the hospitality industry in Sri Lanka and abroad.

The two degree programmes are conducted by well-qualified and experienced academic staff that provides students with the knowledge, flexibility and the skills needed for the future world. The curriculum of the programmes was developed under the supervision of highly qualified academic staff. Graduate profiles of the Study Programmes are very well designed. The total number of academic staff in the department is 14 including 3 professors. The Faculty gets the services of Sri Lankan academics and eminent personnel from the industry and foreign academics from USA, China, Japan, Belgium, India and Malaysia to serve the Faculty from time to time. The Faculty is moderately equipped with modern learning resources in order to produce quality graduates from the study programmes.

**Library:** There are over 86,500 books, a large number of Journals/periodicals and E-Journals are available for students to refer in the areas of Management. The library serves its users exposing them to the global interaction and connectivity through E-Learning. Other than the main library there is a mini library in the Faculty to facilitate the management undergraduates. In addition, the Department of Tourism Management has a department library for the staff members.

**Computer Laboratory:** Two computer laboratories equipped with 135 computers with latest software such as E-Views, SPSS, Minitab, Adobe Photoshop, Adobe InDesign, QuickBooks Accounting Package and Geographical Information System (GIS) and 24 hour internet (through Wi-Fi) access are available in the Faculty.

**Learning Management Systems (LMS):** The Faculty has introduced online Learning Management System (Moodle). Through this system, lecturers and students can easily interact with each other. This system facilitates lecturers to upload their study materials to receive students' timely evaluations, to take students feedbacks, to conduct surveys, to uplift discussion forums, to display notices etc.

**Capital Market Information Centre (CMIC):** This facilitates students and lecturers to obtain updated information about Colombo Stock Exchange, ability to get an overall idea regarding investment decision making process along with other educational online tools would be providing to students and staff members seeking information to further their understanding of the capital market for research and academic purposes as well as to upgrade their knowledge in investing.

**Practical Training Unit:** This Unit in the Faculty Facilitates the management undergraduates with regard to their four months industrial training related work and students' independent thesis related work by coordinating training opportunities, conducting workshops to enhance students' research related skills (data analysis),

students' training related documents, handling and conducting viva, handling evaluation documents etc.

**Video Conferencing Room:** The Faculty is currently in the process of establishing video conferencing room with the aim of encouraging participative learning of students with the support of industry experts, passed out students and academic staff. This facility would be a great solution to reduce the location barrier.



## **SECTION 2: REVIEW TEAM'S OBSERVATION ON THE SELF EVALUATION REPORT (SER)**

The SER has been prepared according to the guideline given in the Programme Review Manual using a participatory approach of all most all members of the Department. The evidence has been presented alongside the standards and criteria as shown in the template provided.

Dr SamapthaWahala was appointed as the Coordinator of the Faculty Quality Assurance Cell and Dr. R.S.S. Arachchi was appointed as the SER writer for the cluster 3. The cluster 3 was chaired by Prof. M.S.M. Aslam while Ms J.A.R.C Sandaruwani served as the secretary. Furthermore, review team noticed that almost all the members of the Department contributed to the development of the SER and review team highly appreciate the team work of the cluster. Furthermore, the review team observed that the Faculty had issued appointment letters with TOR to member's stating the roles, responsibilities and the time frame for accomplishment of activities. Dean of the Faculty and Heads of the Departments were responsible for overall guidance for the quality assurance process. Very importantly the students were involved in the preparation of the SER and their participation in the review process is commendable.

Self-Evaluation Report (SER) of the Cluster 03 was prepared for reviewing of two Undergraduate Study Programmes of the Faculty of Management Studies, Sabaragamuwa University of Sri Lanka. The Honours Degree programmes included in the cluster 03 were Bachelor of Science in Tourism Management and Bachelor of Science in Hospitality Management. SER was prepared with four sections; Section 1-Introduction to the study programmes; Section 2-Process of preparing the SER; Section 3- Compliance with the Criteria & Standards and the Section 4-Summary.

The introductory section gives an overview of the Faculty and explains the programmes of studies. The analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) given in the SER is relevant. The process of preparing the SER clearly describes the process with necessary components. The length of the report is fairly good and prepared aligning with the standards formatting recommended in the manual. Even though there were two degree programmes to be reviewed, only one SER was prepared. Therefore, the review team assessed those two degree programmes based on the only one SER and judgment was made for the bothprogrammes in this cluster. In the section one, each programme presented their student numbers and the number of academic, academic support and non-academic staff details, However, profiles of academic staff details were not presented as stated in the PR manual (PR manual, page-89).

In section two, which is to explain the process of preparing the SER, contains the information of the process followed to prepare this SER. It was mentioned that there were follow up sessions to monitor the progress of SER and the drafted SER was discussed in the presence of all cluster members including Dean of the Faculty, Heads of all the Departments and Assistant Registrar. The review team appreciate these are as the good practices adopted by this cluster.

The review team noted that the section three: “Compliance with the Criteria and Standard” which is the main section for the programme review was also prepared according to the given format in the PR review manual. This section structured well with the required eight criteria and relevant standards. Presentation of the documentary evidences was very clear and the unique code numbers were given in proper manner and way of presenting documentary evidence was made easy for reviewers work. Each criterion was summarized at the end of each criterion as required by the PR manual.

The SWOT analysis was done in an appropriate manner and it was given at the end of Introduction. SWOT demonstrates the strengths and weaknesses of the programme of study including the physical and human resources at the Faculty. Evidences for the SWOT were given with the SER documents and were seen by the review team. The important documents such as cooperate plan, action plan (faculty) and the strategic plan (faculty) were also presented during the site visit to the reviewers. The team observed that the programme reflects the mission, goals and objectives set out in the cooperate plan of the university. The graduate profile was presented during the site visit and the team observed that the SCL and OBL approaches were adapted to the programme. The standards and quality are in accordance with agreed national guidelines of the Sri Lanka Qualifications Framework (SLQF) and the used Subject Benchmark Statements (SBS) for Management prepared by the UGC. The review team observed that remedial measures have been implemented to rectify deficiencies identified at previous subject reviews.

The last section summarized the SER report and the annexures were attached at the end of the SER. Finally it can be concluded that overall presentation of SER is of very high standard indicating the knowledge of the quality assurance programme by the members of the Cluster 3 of the Faculty of Management Studies of the Sabaragamuwa, University of Sri Lanka.

### **SECTION 3: DESCRIPTION OF THE REVIEW PROCESS**

The University Grants Commission (UGC) in agreement with the authorities of the programmes of study to be reviewed decides on a review team as well as a schedule for the review. The review team was guided by Prof. Deepthi Bandara, Director of Quality Assurance, UGC, Sri Lanka, explaining the way of conducting a review and objectives of the review under the direction of the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions prepared by UGC for the Programme Review by conducting a workshop on 14 February 2018. Department of Tourism Management (DTM) of the Faculty of Management Studies (FMS) of the Sabaragamuwa University of Sri Lanka (SUSL) applied for reviewing the Bachelor of Science Honours in Tourism Management and Bachelor of Science Honours in Hospitality Management (Cluster 3) and the UGC appointed a team of four members based on their expertise:

Prof. Janakie P. Eeswara – Chairperson

Prof. Janitha A Liyanage - Member

Dr. Ambalam Pushpanthan - Member

Dr. Abdul Majeed Mohamed Mustafa- Member

The self-assessment report of the said programmes were made available to review team on 21<sup>st</sup> June 2018. Completed template of the desk evaluation was sent to UGC on 26<sup>th</sup> July 2018 and the review team conducted the desk evaluation individually based on the information provided by the Self-Evaluation Report (SER) on 31<sup>st</sup> July 2018. On the same day, the team members met and discussed the results of the desk evaluation reports. The review team divided the eight-broad sections of Programme Review Report (PRR) to finish the work efficiently and effectively and allocated the tasks for every member of the team. In addition, the team discussed the overall programme of study score of each member of the panel and the performance of the programme study. In the end, the team decided to finalize these documentary evidences during the site visit. After the desk evaluation, the review team identified individuals as well as groups they wish to meet during the site visit.

The team stayed at Mount Field Resort, Belihuloya on 28<sup>th</sup> October 2018. On the 1<sup>st</sup> day, at 8.00 am on 29<sup>th</sup> October, the team reached office of the Vice Chancellor and the Review team was welcomed by Dean / FMS, Director, Internal Quality Assurance Unit (IQAU) and provided a schedule for the entire period of 29<sup>th</sup> October to 1<sup>st</sup> November 2018 (Annexure 1).

The Review team had discussions with the following persons during the review process.

- Acting Vice Chancellor
- Director/IQAU
- Dean/FMS
- Coordinator of FQAC
- Head of DTM
- Cluster Chair – SER Preparation
- All Heads of the Departments of the Faculty
- Administrative staff
- Directors of the Centers
- Students of the two study programmes
- Librarian/Senior Assistant
- Stakeholders
- Academic staff members of the two study programmes
- Non -academic staff members

On 29<sup>th</sup> October 2018, review team had the Opening meeting with Deputy Vice Chancellor, Dean/FMS, Director, Internal Quality Assurance Unit (IQAU), Coordinator, Faculty Quality Assurance Cell (FQAC) and Cluster Chair – SER Preparation (Annexure 2). The Deputy Vice Chancellor informed the standard, quality and quality assurance programme of the SUSL and the recent developments and programs conducted by DTM, FMS. Subsequently, the review team met the Director /IQAU (Annexure 3). She explained the process of quality assurance and further informed that a series of workshops conducted in this regard have created the positive attitude towards quality enhancement. Deans, Heads of Departments and Academic Staff were keen on improving quality of academic programmes and allied activities. She also briefed the cooperation rendered by the FQAC of Faculty of FMS in response to a query from the review team.

Thereafter, the review team met the Dean, /FMS, Director/IQAU, Coordinator/FQAC, Head of DTM, Cluster Chair and SER Team at the Boardroom of the FMS (Annexure 4). Dean explained the quality assurance activities carried out by the Faculty including the Department of Tourism Management. Head of the DTM made a PowerPoint presentation regarding quality, standard, strength of academic staff members, staff-student ratio, academic workload, demand of the programme and collaboration with other institutions. Then, there was a meeting with the Heads of Departments at the board room of the Faculty (Annexure 5). At this meeting Heads of the Departments explained about respective study programmes. Then, the review team had a meeting with administrative staff members (Annexure 6). At the meeting with the administrative staff the issues related to the space and administrative matters were highlighted and discussed and this was followed by a meeting with All Directors of Centers/ Units/Cells Coordinators at the Boardroom of the FMS (Annexure 7). The team reviewed all the documents submitted from SER and 1<sup>st</sup> day work was concluded with a discussion among the review team members.

On the 2nd day, 30<sup>th</sup> October 2018, review team visited the facilities available for students such as Lecture halls, Computer labs, and Practical Training Unit. Subsequently, the team met students (Annexure 8) and the team gathered information from the students regarding quality of teaching, availability of welfare facilities, internship programme, workload of the programme and other services provided by the University. The problems faced by students in the Department were also discussed. Thereafter, the team had a meeting with Librarian and Senior Assistant Librarians at Main Library and Faculty Library of FMS (Annexure 9). Thereafter, the stakeholders (Annexure 10) were met in the Boardroom of the Faculty and they informed the team that they are involved in curriculum development. They also requested to bring the practically oriented resource person from tourism industry to give the practical knowledge to the student for the programs of Bachelor of Science Honours in Tourism Management and Bachelor of Science Honours in Hospitality. On the 2<sup>nd</sup> day, the review team went through the documents to verify the documentary evidences as given in the eighth criterion of self-assessment report.

On the 3<sup>rd</sup> day, 31<sup>st</sup> October 2018, review team met the cross section of academic staff members (Annexure 11) of two study programmes. Many conflicting and interesting ideas were thrashed into the discussion. Review team appreciated the participation of academics ranging from senior professors to junior academics in the meeting. Subsequently, the team visited the lecture halls during the lectures based on the programme time table in order to observe the teaching and learning activities (Annexure 12). After that, the review team visited and had meetings with the Director/Physical Education, Medical Officer, Career Advisor/ Career Guidance unit and Director/Gender Equity and Equality unit (Annexure 13). Then, the team had a discussion with a cross section of administrative support staff and Technical Support/ Non-academic staff and other support staff (Annexure 14). As the final event of the 3<sup>rd</sup> day, the team visited “*SithArana*” Counselling Unit which is especially developed to encourage a healthy environment for students of the university (Annexure 15). Later, the review team went through the documents to verify the documentary evidences. In the afternoon, review team visited and observed the facilities relevant to the programmes.

On the 4<sup>th</sup> day, 1<sup>st</sup> November 2018, a review panel meeting to write key findings of the programme was held in the Boardroom of the FMS. Finally wrap-up meeting was held with the Acting Vice Chancellor, Dean of the Faculty, Heads of the Departments, and academic staff of the Department-(Annexure 16). The Chair of the Review Team informed the strengths and weaknesses of the programmes based on the review and obtained more comments. The review team observed that the review process is well coordinated as per the schedules are organized properly by the DTM. Great hospitality, collecting documentary evidences and coordinating all the events in order to complete the task are highly appreciated by the team. In

addition, the friendly working environment provided to the review team during the process is much commendable by the review team.

## **SECTION 4: OVERVIEW OF THE DEPARTMENT'S APPROACH TO QUALITY AND STANDARDS**

The Internal Quality Assurance Unit (IQAU) of the Sabaragamuwa University of Sri Lanka was established in 2015 and currently Prof. Asha Karunaratna is directing the unit. The review team understood that Vice-chancellor, Deans of the Faculties, Heads of the Departments, Co-ordinators of the Units, academics and administrative staff are supporting to the Director IQAU for running the activities of the Unit. The IQAU is overseeing all quality assurance activities of the Sabaragamuwa University of Sri Lanka. The Faculty level Internal Quality Assurance Cell (IQAC) was established for running the Faculty level Quality Assurance activities smoothly. Because of this reason, the Coordinator was appointed by the Faculty.

The Faculty has established its IQAC in accordance with the Internal Quality Assurance Manual (2013) of the UGC and the IQA circular of 2015 with evidence of appointments from 2015. The IQAC works in liaison with the University's IQAU. The subject of the Quality Assurance is a permanent agenda item in the Faculty Board as well as in the Senate, which mark the commitment of the university in persuading all the staff to engage in a discussion to assess and improve the quality of academic programmes.

The Internal Quality Assurance Cell (IQAC) of the faculty functions in a satisfactory manner under the direction of Dr. Sampath Wahala. Ms. Waruni Thiranaganama, and Mr. Achintha Ekanayake are providing Secretarial and Technical Assistants to him. The Faculty has appointed Prof. M.S.M. Aslam as the Chair, Ms. J.A.R.C. Sandaruwani as the Secretary, and Dr. R.S.S. Arachchi as the Writer for monitoring the evidence collection and writing the SER report of the Cluster 3. All Staff of the Department of Tourism Management were very active under the guidance of Prof. W.K. Athula C. Gnanapala and the review team appreciates their support in the review process.

The Department of Tourism Management has sufficient human and physical resources to maintain study programmes at very high quality and standard. Total of 13 competent and qualified staff members with 06 PhD holders including 03 Professors together with other post graduate qualified staff are serving in the department. Moreover, there is academic support and other relevant non-academics are available to assist the academic programme. There is evidence of providing various kinds of training to some of the academics on quality assurance requirements on various occasions. Therefore, the BSc in Tourism Management and BSc in Hospitality Management are conducted under strong organizational and administrative mechanisms that incorporate innovative and standardized HEI practices which ensure optimal participation by students and lecturers.

Department of Tourism Management has made effective links with potential employers and Alumni for their graduates by way of internship programme and having MOUs with employers who can provide ample training opportunities to the Tourism and Hospitality undergraduates. Alumni Association conducts career fair and career guidance seminar for the students' career development in every year. The Skills Development course, workshops, and seminars will enable them to develop the soft skills of the students. The Department has made significant efforts and commitments to promote the out-come based education and student-centred learning in the BSc Honours in Tourism Management and BSc Honours in Hospitality Management with a particular emphasize on future employability of graduates. Faculty is having well maintained library with valuable collection of books and other teaching resources to provide more facilities to enhance subject matter knowledge of undergraduate students.

A student-friendly environment that is caring and conducive is sustained by allowing students to be involved in decision making process that concern their learning as well as well-being. Several student-support mechanisms are put in place to provide academic support to students facing difficulties in IT and English. Counselling and mentoring services are provided to help students deal with personal issues. Student assessment is done as per the examination by-laws of the Department and in line with SLQF.

During the review process the team observed that the checks and balances and transparency of the teaching and learning are improving. It has also been observed that Department of Tourism Management follows procedures to maintain the fairness and transparency of student assessment. Further review team observed that the Department adopted the quality assurance standards in its study programmes .Overall, the review team is happy about the quality and standard of the Department of Tourism Management, Faculty of Management Studies, Sabaragamuwa University of Sri Lanka.

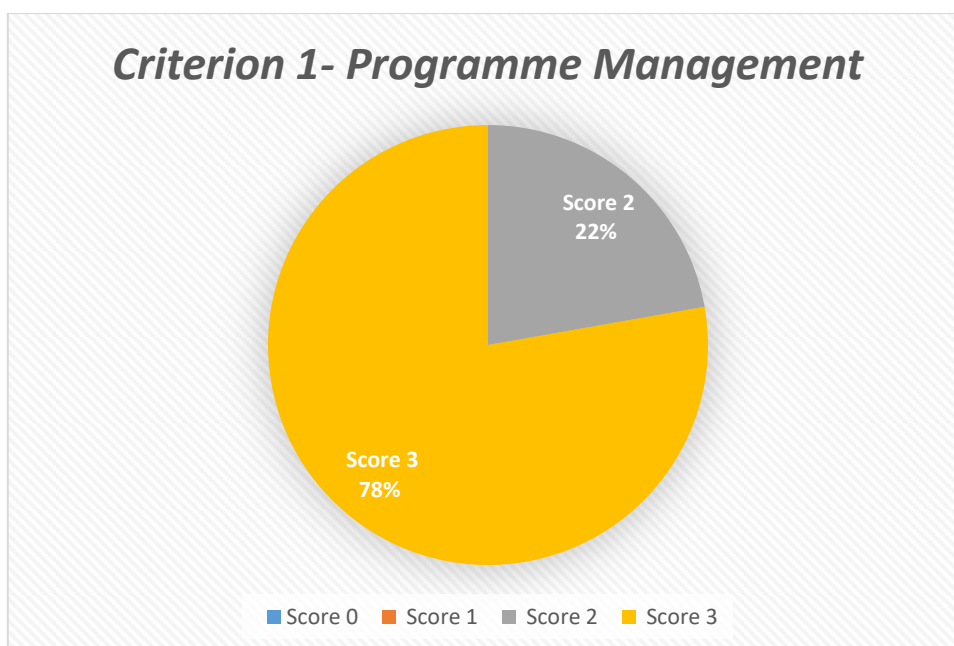


## **SECTION 5: JUDGEMENT ON THE EIGHT CRITERIA OF PROGRAMME REVIEW**

### **5.1 PROGRAMME MANAGEMENT**

The University has well established IQAC and implements the internal quality assurance system through FQAC. The Faculty of Management Studies has an adequate administrative structure for the implementation and management of its programmes. The Action Plan of the Faculty is structured in line with the Strategic Management Plan of the University and the Faculty implements management procedures in compliance with the SOPs. The Curricula of the two programmes reviewed were revised through the Curriculum Revision Committee and the approvals were obtained from the relevant authorities. Student-Centered Learning is exercising in some course units in the academic programmes. The Faculty has established collaborative partnerships with national and foreign universities and institutes. The Faculty maintains an effective and efficient Study Programmes for enabling students on time graduation. The Students Handbook with general information and graduate profile for each degree programme is annually distributed to newly enrolled students and the students are well informed about the study programme from the beginning. The Faculty website includes sufficient relevant information. Students are provided with Students' Declaration which includes the code of disciplinary conduct, and the 'Prohibition of Ragging and other forms of Violence in Educational Institutions'. An orientation programme is conducted for newly enrolled students and the personal welfare of students is ensured by means of mentoring and counseling while maintaining gender equality and equity among students. The monitoring measures and surveys have been taken to monitor students' satisfaction at the exit point. The Faculty does not have a Management Information Systems (MIS) for smooth running of the academic programmes and the work norms and duty lists of academic staff were not available.

The following Pie-chart clearly explains the scores obtained by the programmes for the standards in Criterion 1 of the Programme Management.



*Fig. 5.1: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)*

### 5.1.1 STRENGTHS

- The Faculty is having adequate effective management system in two degree programmes namely Tourism and Hospitality management.
- The strategic management plan, action plan standard operational procedures for good governance for the better management of the programmes are available.
- The University has well established IQAC and implement the internal quality assurance system through FQAC.
- The students are well informed about the study programme from the beginning of the first semester.
- The Students charter and code of conduct for students are included in the Hand book which is distributed to the students at the orientation programme.
- The monitoring measures and surveys have been taken to monitor students' satisfaction at the exit point.

### 5.1.2. WEAKNESSES

- Students' feedback about the orientation programme was not taken.
- There is no Management Information Systems (MIS) in the faculty.
- The work norms and duty lists of academic staff are not available.
- The performance appraisal mechanism for academic staff is not available.

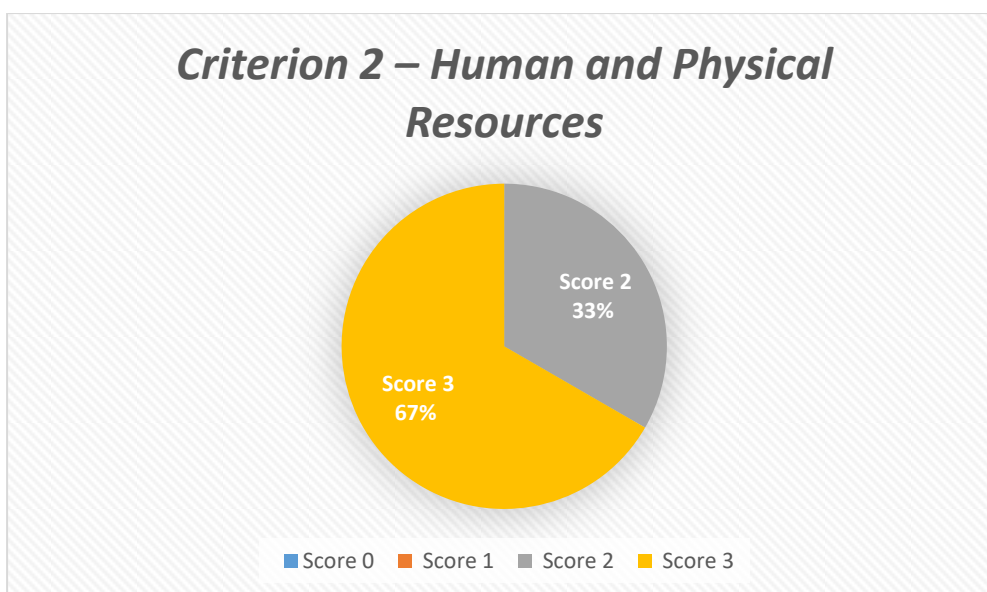
- No documentary evidences are available for the OBE – SCL.
- Mechanism for the discontinuation of old curricula with the start of new programmes is not explained.
- No documentary evidences on feedbacks from stakeholders of GEE programs.

## 5.2 HUMAN AND PHYSICAL RESOURCES

Academic programmes are carried out by a qualified and competent staff in the Department and they have obtained Research Grants and published their research locally and internationally. The total number of academic staff in the department is 14, including 3 professors. The newly recruited staff has to follow an Induction Programme and professional capacities of the staff are continuously upgraded through workshops. Although the English language skills of the students are enhanced with the support of ELTD, sufficient teaching staff is not available to conduct the English Language Teaching programmes. Soft skills of students are developed through workshops, and off campus field visits. The Faculty encourages inter- cultural harmony among the students by extending managerial assistance for their activities.

The Faculty provides well maintained infrastructure facilities for administration, teaching and learning. The lecture theatres are equipped with modern technologies to ensure novel teaching and learning environment. IT skills of students are developed through computer laboratories with adequate number of computer terminals and technical guidance. The University and the Faculty is equipped with a very good Library, Capital Market Information Centre, Learning Management Systems, Practical Training Unit to the faculty, Video Conferencing Room, Accommodation Facilities for all students, Sports Facilities, Canteens, Student Centre, Career Guidance Unit, Medical Centre, Banking facilities, Post office and a Sitharana Counseling Center.

The following Pie-chart clearly explains the scores for the standards in Criterion 2 of Human and Physical Resources.



*Fig 5.2. Scores Obtained for Human and Physical Resources (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0- Inadequate)*

### 5.2.1 STRENGTHS

- The Department has well qualified and competent academic staff to develop and deliver the academic programme.
- The students are provided the training of soft skills and life skills through the career guidance unit.
- The students are engaged in multi-cultural activities.

### 5.2.2 WEAKNESSES

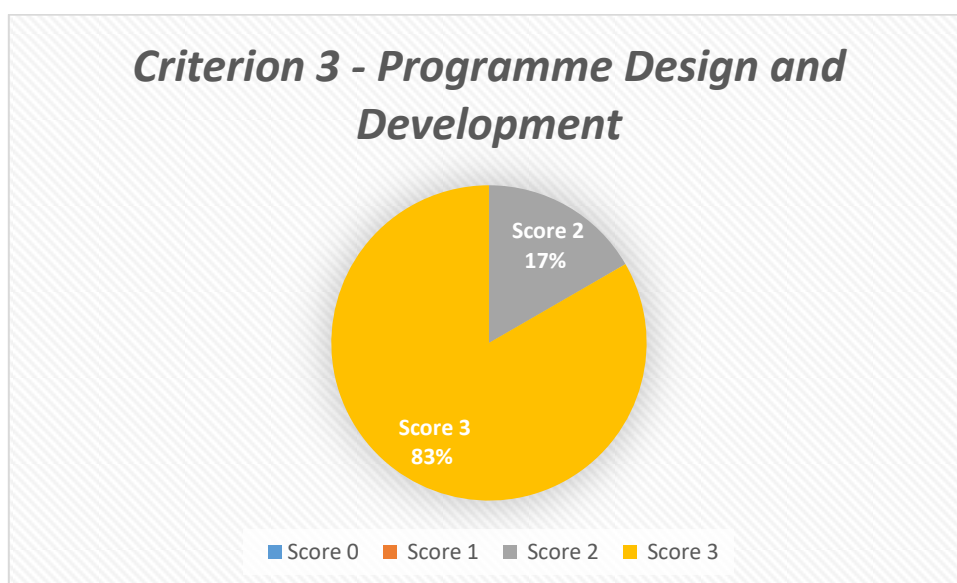
- Report comparing the expertise with the national and international norms / benchmarks is not available.
- The stakeholders' feedback is not available for the ICT facilities.
- Sufficient teaching staff is not available to conduct the English Language Teaching programmes.

## 5.3 PROGRAMME DESIGN AND DEVELOPMENT

The Department of Tourism and Hospitality Management adopts a participatory approach inclusive of academic staff, technical staff, students, alumni and external stakeholders at the key stages of the design and developing curriculum. The curriculum committee consist of all academic members of the Department, Faculty and other relevant stakeholders. Curriculum of the Degree programme is design to produce high quality Tourism and Hospitality management graduates to the local and global market consistent with the mission, goals and objectives of the

University. The study programme complies with the SLQF and SBS in Tourism and Hospitality Management with respect to the award, volume of learning, level descriptors and qualification descriptors. The program ILOs are realistic, deliverable and feasible to achieve. Curriculum of the study programme enriched by incorporating internship, research and few elective course units. Where relevant, curriculum recognizes diversity among students and addresses issues of gender, cultural and social diversity. The curriculum of the degree has been structured in a logical manner to progressively increase the challenges on students intellectually in terms of skills, knowledge, and autonomy of learning, to promote progression of students from one level to the other. The curriculum of the programme encourages creative and critical thinking, independent and lifelong learning, collaborative learning, and self-learning. The programme offered is duly approved by Faculty, Senate, Council and UGC. The programme information is made available and accessible in print and electronic forms with relevant information. 83% of the programme Design and Development has scored “good” and 17% are adequate.

The following Pie-chart clearly explains the scores for the standards in Criterion 3 of Programme Design and Development.



*Fig. 5.3 Scores Obtained for Programme Design and Development (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)*

### 5.3.1 STRENGTHS

- The FMS Curriculum Committee consists of academic staff, technical staff, Experts' academia from other Universities and external stakeholders at key stage of the design and developing curriculum.
- The curriculum committee consists of all academic members of the FMS and Seven Programme Coordinators including all study Programme.

- FMS designed the programme aligning with the University goals, mission and objectives satisfying Global and National needs by reflecting contemporary knowledge and global trends.
- The study programme complies with the SLQF and SBS in Management with respect to the award, volume of learning, level descriptors and qualification descriptors.
- The programme ILOs are realistic, deliverable and feasible to achieve.
- Field visits, internship training, research and some elective course units are included in the Curriculum of the Study Programme.
- The curriculum includes sustainability practices, social and business ethics, culture and social diversity factors for teaching and learning among students.
- The curriculum of the degree has been structured in a logical manner to progressively increase the challenges on students intellectually in terms of skills, knowledge, and autonomy of learning, to promote progression of students from one level to the other.
- The curriculum of the programme encourages the development of intellectual capacity of students by providing numerical skills, analytical skills, IT skills, communication skills, and soft skills.
- The programme offered is duly approved by Faculty, Senate, Council and UGC.
- The programme information is documented in print and electronic forms with relevant information.
- The Course Specifications are published in the ILOs in terms of knowledge, skills, attitudes and mindset; teaching learning methods that enable the outcomes to be demonstrated.
- FMS maintained the graduates' records and information for the continuous improvement of the programme.

### **5.3.2 WEAKNESSES**

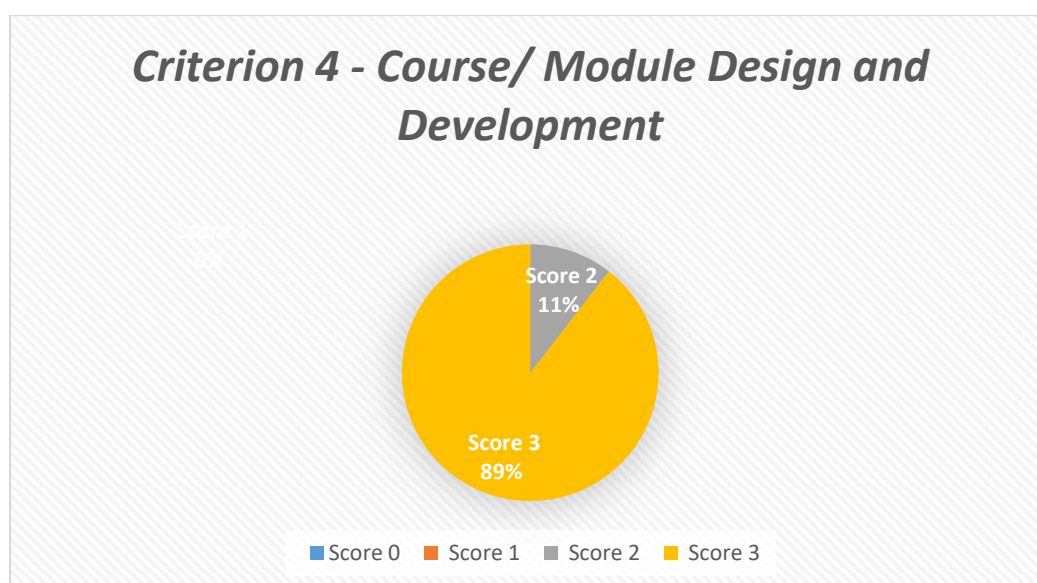
- Exit pathways (fall back options) are not included in the curriculum for the students.
- ILO's, Objectives and references of the subjects are not in the handbook.

## **5.4 COURSE/ MODULE DESIGN AND DEVELOPMENT**

Course design and development is done with subject experts. Courses are designed to meet the programme objectives. Courses are designed in compliance with SLQF credit definition. University approved standard formats/templates and guidelines for course module design and development. Each course is designed in a manner that contents systematically aligned with course outcomes. Course design and development taken into account of student centred teaching strategies. Course has clear course specifications. Course design specifies the credit value, the workload as per SLQF. Course design and development does not take into account the needs of

differently able students. Course are scheduled and offered with respect to credit weight and volume of learning. Courses are offered in the manner that the students can complete in planned time. Course design incorporates appropriate media and technology. Staff involved in instructional design and development. Course approval decisions are taken in full consideration of design principals. Faculty IQAC adopts internal monitoring processes to evaluate and review.

The following Pie-chart clearly explains the scores for the standards in Criterion 4 of Course/ Module Design and Development.



*Fig 5: Scores Obtained for Course/ Module Design and Development (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0- Inadequate)*

#### **5.4.1 STRENGTHS**

- Internal and External Subject experts are invited for course design and development
- The courses are designed to achieve programme objectives.
- The courses are designed in compliance with SLQF credit definition.
- The standard formats/templates and guidelines for course module design and development are approved by the University.
- The contents of course units are systematically aligned with course outcomes.
- Student centred teaching strategies are taken into account during course design and development.
- Each and every course has a clear course specification.

- The credit value and the workload are specified in the course design as per SLQF guide lines.
- Credit weight and volume of learning are clearly indicated in the Courses
- The students can complete their courses in planned time.
- Courses design incorporates appropriate media and technology.
- Staff involve in instructional design and development.
- Course approval decisions are taken after considering of design principles.
- Faculty IQAC adopts internal monitoring processes to evaluate and review and improve the course designed and development.

#### **5.4.2 WEAKNESSES**

- Course design and development did not take into account the needs of differently able students.

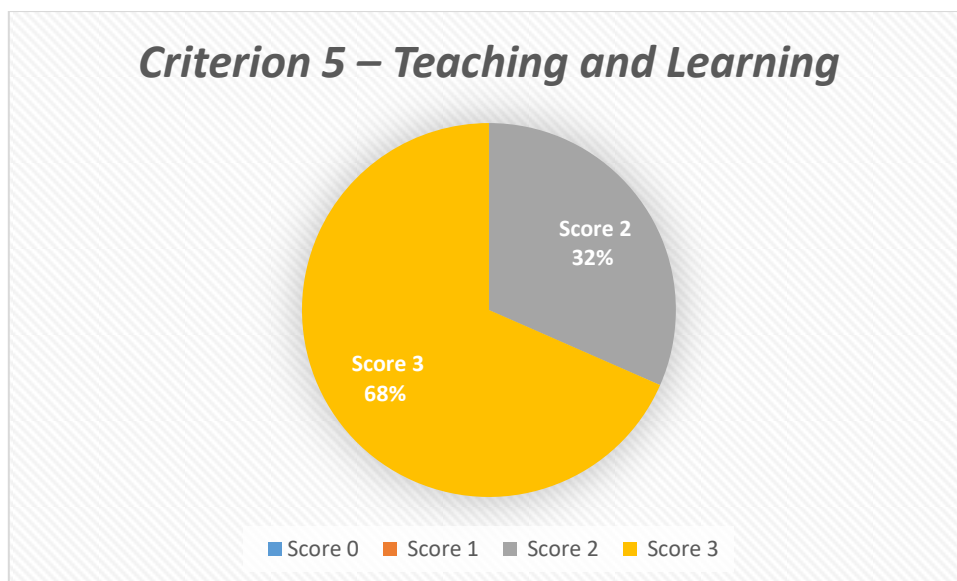
### **5.5 TEACHING AND LEARNING**

Teaching and learning strategies are based on the curriculum requirements of the two programmes, university Corporate/strategic plan, faculty mission statement, Faculty Action Plan and programme/course specifications. Course specifications and time tables are timely communicated to the students. It was noted that the qualified lecture panel in the field of tourism management and hospitality management and organizing of practical sessions for operational level subjects with the support of Sri Lanka Institute of Tourism and Hotel Management provides a special strength to the Department. Furthermore, the coordination of well-defined programmes with the essential industrial skills and Practical Training Unit for the industrial placement of students is highly appreciated. In addition, the usage of LMS for learning and teaching activities and incorporation of time table for Lectures, Tutorial and Practical classes are helpful to provide the teaching and learning activities smoothly for Bachelor of Science Honours in Tourism Management and Bachelor of Science Honours in Hospitality Management

There are 19 standards in Criterion 5 of Teaching and Learning. 13 out of 19 standards (standards 5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10, 5.11, 5.13, 5.14, 5.15 and 5.16,) received score 3 (good) for submitting enough documentary evidences while 06 standards (standards 5.3, 5.6, 5.12, 5.17, 5.18 and 5.19) received 02 (adequate) scores for not submitting enough documentary evidences / missing information during the site visit. At the same time, No standards received 01 scores (barely adequate) and 0 scores (inadequate).

The following Pie-chart clearly explains the scores for the standards in Criterion 5 of Teaching and Learning.





*Fig 5.5.Scores Obtained for Teaching and Learning. (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)*

### 5.5.1 STRENGTHS

- Faculty provides opportunity to publish student research by organizing an annual student research session
- Curriculum is prepared according to the mission and curriculum requirements
- Academic staff involvement in research and development is commendable.
- Internship programmes are embedded into the Degree Programmes.
- The Department of Tourism provides students hand book, course specifications and timetables to the students at the beginning of the programmes.
- Well qualified lecture panel in the field of tourism management and hospitality management involve in teaching the programmes.
- Students are exposed to the local and foreign experts during the programme.
- A policy framework with infrastructure facilities for students with special needs is available.
- Practical sessions for operational level subjects are organized with the support of Sri Lanka Institute of Tourism and Hotel Management.
- Peer evaluation is being practiced.
- Lectures, Tutorial and Practical classes have been in-cooperated in to the time table
- Students are provided an opportunity to work in study groups through field visits, group project, presentation etc.
- The essential industrial skills are imparted through well-defined programmes.

- LMS is used for learning and teaching activities.
- Teacher-directed and student-centred teaching - learning methodologies are adapted to a certain extent.
- Up-to-date communication and information support systems are available to the Degree Programmes.
- Faculty of Management Studies has started the process of implementing policy on Gender Equity and Equality.
- FMS has well established Practical Training Unit for the industrial placement of students.

### **5.5.2 WEAKNESSES**

- There are not enough evidences for utilization of research grants effectively.
- Unavailability of Course evaluation reports for the past 3-4 years and student performance statistics on the improvement of teaching learning of teachers based on the information gained from the student assessments.
- Poor accessibility to the industrial training due to the distant location of the University.
- There are no documentary evidences for external examiners reports.
- Shortage of visiting resource personnel due to distance from the metro pole.
- Details of awards given to students to motivate them in engaging in research works are not enough
- There is no documentary evidence for awards or scheme of awards for excellence in teaching
- No documentary evidence for allocation of work norms for academic staff.

The Department should initiate necessary measures to utilize the research grants effectively to uplift the performance of academic staff of the Department and get the course evaluation reports and student performance statistics based on the information gained from assessment of students. Further, it is advised to get reports of external examiners to standardize and improve the quality of the examinations. In addition, the Department should take action to create a scheme for the awards for excellence in teaching. By fulfilling these shortcomings, the review team is of the view that the Department can successfully achieve the improvement of the quality of learning experience of students that would enable them to achieve the intended learning outcomes. The process of Overall Teaching and Learning (Criterion 5) is good.

## **5.6 LEARNING ENVIRONMENT, STUDENT SUPPORT AND PROGRESSION**

Department of Tourism Management (DTM) of the Faculty of Management Studies provides ample facilities to improve Learning Environment, Student Support and

Progression for the students of Bachelor of Science Honours in Tourism Management and Bachelor of Science Honours in Hospitality Management.

There are many centres/ units to enhance students support and progression namely “Sith-Arana” Counselling Unit, Career Guidance Unit (CGU), Centre of Research and Knowledge (CRKD), English Language Training Cell (ELTC), English Language Training Unit (ELTU), Department of Physical Education, Gender Equity and Equality (GEE), Practical Training Unit (PTU), Faculty Suitability Cell (FSC), Differently Abled Resources Cell (DARC) and Faculty Gender Equity and Equality (FGEE) unit.

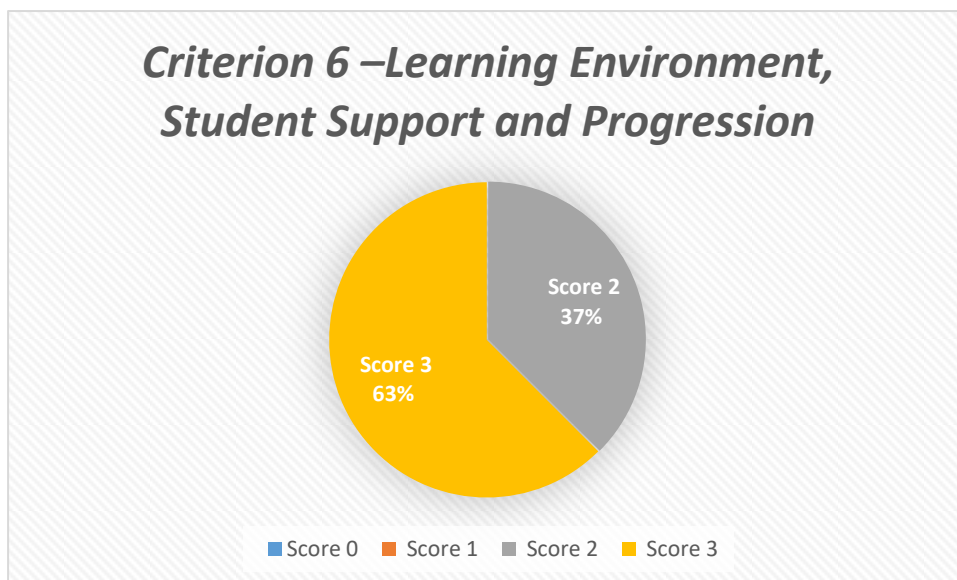
One of the notable facilities provided to students is “Sith-Arana” Counselling Unit which promotes healthy learning environment for students. This unit empowers students with the knowledge, skills, attitudes and mind-set needed to identify their problems and to make use of their own strengths and resources to solve the problem by themselves. Furthermore, this unit provides regular developmental, preventive, and therapeutic services to students. The Career Guidance Unit (CGU) is also available to prepare the students for the outside world and to assist them in finding employment. CGU also helps the students to develop soft skills such as interpersonal skills, communication skills, presentation skills, time management, teamwork, and organizational abilities. In addition, the Department of Physical Education provides a wide range of Sports and Recreation programmes for the benefit of internal students of the University. These activities are supported by some of the best sport facilities in the University System in Sri Lanka. Another notable facility is GEE which aims at providing a focus for research, teaching and consciousness-raising on gender in the university and within the community. It works independently and directly reports to the Vice Chancellor.

Practical Training Unit (PTU) developed by the Faculty guides the students to complete the internship successfully and provides Software to enhance research activities to students. Furthermore, ICT and Library facilities are also given to the students to improve their ICT knowledge and reading skills. An orientation programme is conducted for the new entrants for the Department and the Faculty Handbook, Student Charter / code of conduct, rules and regulation are distributed to the students in order to provide favourable learning environment and subsequently, the students of the department are clearly informed of their rights, responsibilities and conduct for completing the programme. The conveyance of this information to the students at the beginning of the programme shows the low dropout. The evidence ensures that the student support opportunities are accessible and communicated.

There are 24 standards in Criterion 6 of Learning Environment, Student Support and Progression. 15 of 24 standards (standards 6.2, 6.3, 6.4, 6.5, 6.7, 6.8, 6.9, 6.10, 6.13, 6.15, 6.16, 6.17, 6.18, 6.23 & 6.24) received score 3(good) for submitting enough documentary evidences while 09 standards (standards 6.1, 6.6, 6.11, 6.12, 6.14, 6.19,

6.20, 6.21& 6.22) received score 2 (adequate) for not submitting enough documentary evidences / missing information during the site visit. At the same time, No standards received scores 1 (barely adequate) and 0 (inadequate).

The following Pie-chart clearly explains the scores for the standards in Criterion 6 of Learning Environment, Student Support and Progression.



*Fig. 5.6 Scores Obtained for Learning Environment, Student Support and Progression (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)*

### 5.6.1 STRENGTHS

- The Centre called as “Sith Arana” is uniquely established to provide counselling and related services for the students of the University.
- The Department of Tourism Management functions in a conducive and kind environment with very good relationship with students and the academic staff.
- Communication skills of students of Bachelor of Science Honours in Tourism and Bachelor of Sciences Honours in Hospitality Management are excellent and well-appreciated.
- Department of Tourism recognizes and facilitates academic interaction among the mentors, senior student counsellors and students
- The Student Handbook is distributed to new entrants during the Orientation Programme.
- The Services offered to students include self-access to PCs and provide support to use software (Minitab and SPSS) for students of Department of Tourism.
- Various Trainings are provided to students and staff through SDC, IQAC and CGU
- Management and soft skills are included in some programmes and in addition some events are conducted to enhance soft skills of the students.

- FMS has started the process of implementing policy on Gender Equity and Equality (GEE).
- There is good interaction between alumni and the members of the Department of Tourism.
- Availability of suggestion box in the Department and the Faculty for students is a good practice.
- There is a policy framework with infrastructure facilities for students with special needs.
- A well-equipped library with all the facilities is available.
- Examination By-law is available and results are released within the stipulated period.

### **5.6.2 WEAKNESSES**

- Unavailability of Helpdesk to get the information about the Department / Faculty.
- There is no policy on fall-back option in FMS.
- No tracer studies/surveys are conducted at the Departmental level.
- Up-to-date records on student progress throughout the programmes of studies are not maintained.
- Staff and student satisfaction reports and students feedback are not available.
- Students are not encouraged to utilize the library.

The Department should take action to establish a policy for fall back options for the students who do not complete the programme successfully. It is also recommended to make available a Helpdesk to get the information about the Department / Faculty in order to get basic information of the Department / Faculty and to make necessary arrangement to conduct tracer studies / surveys at the Departmental level. By fulfilling these shortcomings, the review team is of the view that the Department can be able to successfully achieve Student Centred Learning (SCL) and Outcome Based Education (OBE). The process of Overall Learning Environment, Student Support and Progression (Criterion 6) is good.

## **5.7 STUDENTASSESSMENT AND AWARDS**

The Faculty of Management Studies implemented the Course Unit System (CUs). The CUs increased transparency in relation to course outlines and evaluations. Outcome-based programme design is confirmed through course outlines and examination processes of two Degree Programmes of Cluster 3.

The two degree programmes of Cluster 3 produced evidence of policies such as assessment strategies, minutes of review meetings, rules By-laws and regulations, Curriculum Development Committee minutes, minutes of the senate and the council

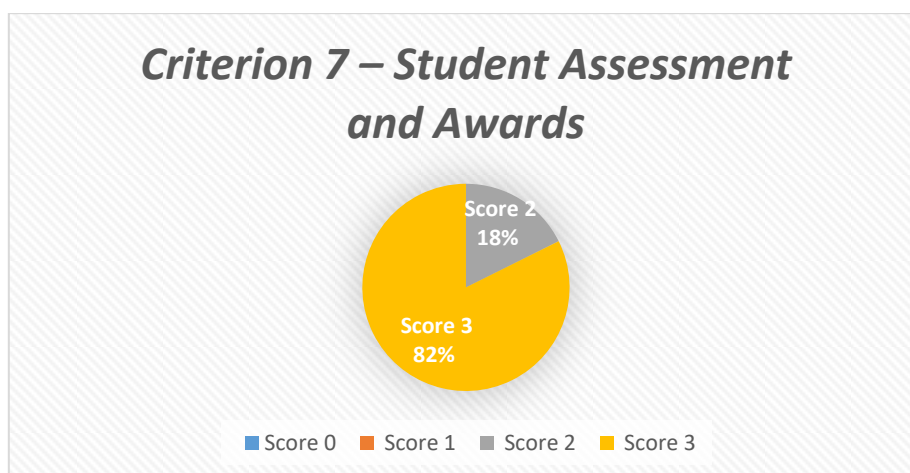
to explain the assessment strategies adapted by them. Cluster 3 has explained the current Policy on weightage relating to different components of assessments, course specifications in the book on Course Units. Cluster 3 has produced their Policy documents on appointments of external examiners, by-laws of examinations, senate minutes and appointment letters to examiners.

The most commonly used assessment methods in the Department and allocated marks are as follows: end-of - semester examination:60% and different forms (oral tests, in class tests, presentations and assignments etc.) of continuous assessment: 40%. However, the departments have the flexibility to change allocation of marks and the students are advised to get the information under examination guidelines of different subjects.

The academic staff members are made aware of assessment roles and responsibilities and By-laws at the regular training of SDC. All arrangements have been made available for differently- able students such as arranging special time tables. Students of the Cluster 3 are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students. Displaying marks on notice boards and in class oral feedback on assignments are common methods. The second marking is practiced in order to maintain transparency, fairness and consistency in student assessment process. Examination results are documented accurately and communicated to students within the specified time. Final examination results are announced through detailed transcripts at graduation.

The Faculty ensures the implementation of examination By-laws including those on academic misconduct, and strictly enforces them according to the university policies and procedures, in a timely manner.

The following Pie-chart clearly explains the scores for the standards in Criterion 7 of Student Assessment and Awards.



*Fig. 5.7: Scores Obtained for Student Assessment and Awards (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0- Inadequate)*

### **5.7.1 STRENGTHS**

- The assessment strategy explains to students through course structure and course specification.
- The assessment strategies are aligned with ILOs.
- The mapping of ILO is available.
- The policy on assessment strategy, regulations, and manual of examination are available.
- The weightage, relating to the different components are given in course specifications.
- All the examiners are informed about rules and regulations, examination procedures by providing SDC training programme for conducting the examinations.
- Faculty has clear policy and infrastructure facility to admit the students with special needs.

### **5.7.2 WEAKNESSES**

- There is no feedback from the moderators and second examiners by internally or externally.
- Delay for issuing transcripts.

## **5.8 INNOVATIVE AND HEALTHY PRACTICES**

The Faculty of Management Studies of the Sabaragamuwa University of Sri Lanka practices many Healthy and Innovative practices such as ICT-based learning platform, incorporation of research components into teaching programs and incorporation of industrial training with the aim of exposing students to outside world while enhancing the quality of the programme.

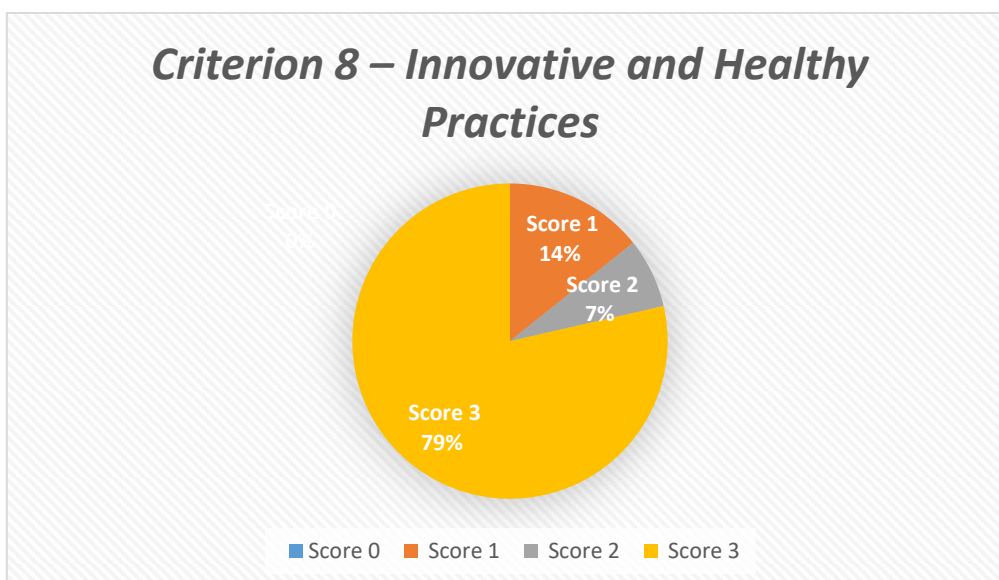
There is an awarding system at the University Level (Vice Chancellor's / Senate awards) to recognize academic and research achievements of the staff. However, Faculty also can implement an awarding system to encourage the staff for achieving excellence in teaching, research and outreach activities. Furthermore, it was observed that there is no mechanism for the students to exit at lower level, if they could not complete the programme successfully. Review team was informed that all the students complete the programme successfully and therefore fall back option is not required. However, incorporation of fall back option would be advantageous if such situation arise in future.

The review team also observed that cluster 3 programmes have incorporated ICT tools and open education resources (LMS, KOHA Library Resources and blogs) into their teaching to communicate and share teaching materials effectively. Furthermore, it was also observed that they have received score 3 for most of the standards indicating their dedication in enhancing the quality of the program.

The Faculty has established mechanisms for fostering research and innovation and promoting community and industry engagement to expose students to the ‘world of work’. Students are trained to carry out research and disseminate the research findings through student research symposium. Further, the Faculty builds strong links with various international, national, governmental and non-governmental agencies and uses such linkages to promote staff and student exchange. Institutional training component of the study programmes links the university and the industry through the Practical Training Unit (PTU) established by the Faculty. There are diverse sources of income generated through fee levying courses. The Faculty further promotes students and staff engagement in a wide variety of co-curricular activities.

They can further improve their programmes by encouraging students to participate in outside competitions (IQ, innovations, sports, general knowledge etc.) and improving the income generating activities which could be utilized to enhance the student learning environment.

The following Pie-chart clearly explains the scores for the standards in Criterion 8 of Innovative and Healthy Practices.



*Fig 5.8. Scores Obtained for Innovative and Healthy Practices (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)*



### **5.8.1 STRENGTHS**

- The Faculty is having LMS in teaching and learning by sharing teaching materials through discussion forum.
- The Faculty is implementing OER library system (Eg. KOHA) to enhance research culture among the students and academics.
- The academic staff members of the Departments are having collaboration with Industry through consultancy and community outreach programmes.
- The Faculty encourages staff to conduct research by providing the University Research grant and rewarding best research.
- The students are motivated for disseminating their research findings in national and International symposia.
- The students are exposed to “world of work” through industrial attachment.

### **5.8.2 WEAKNESSES**

- There is no fall back option to the students in a situation when they are unable to complete a four year degree programme.
- There is no evidence for the benefits acquired through the income generated activities to the Department.

## SECTION 6: GRADING OF OVERALL PERFORMANCE

No	Criterion	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	139
02	Human and Physical Resources	50	89
03	Programme Design and Development	75	142
04	Course / Module Design and Development	75	145
05	Teaching and Learning	75	134
06	Learning Environment, Student Support and Progression	50	88
07	Student Assessment and Awards	75	141
08	Innovative and Healthy Practices	25	44
	<b>Total on a thousand scale</b>		<b>922</b>
	<b>%</b>		<b>92</b>

**Grade: A**

## **SECTION 7: COMMENDATIONS AND RECOMMENDATIONS**

Detailed recommendations and commendations are included in the relevant sections and most important aspects are highlighted in this section.

### **7.1 COMMENDATIONS**

1. Departments of Cluster 3 of Faculty of Management Studies of the Sabaragamuwa University of Sri Lanka are the pioneers in offering programmes in the field of Hospitality Management and Tourism Management in the University System in Sri Lanka
2. Employability rate of students is high, possibly due to the multi-disciplinary nature of the programmes and the recognition of the degree programmes by the tourism industry.
3. Most of the senior members of Departments of Cluster 3 conduct different types of national / provincial level programmes such as services to the tourism promotion, development of plans to improve the tourism industry in Sri Lanka and as Members of the Review Panel of annual research symposiums of different academic institutions.
4. The Dean of the Faculty and his team had done a commendable task in compiling this Self Evaluation Report
5. The initiatives taken to assure social harmony through cultural and religious festivals are Commendable

### **7.2. RECOMMENDATIONS**

1. Peer Observation Process and Student Feedback Process needs strengthening and has to look into the quantitative aspects and to use information/ results to improve the study programmes.
2. Management Information System should be introduced to the Faculty/University.
3. Propose Internal Quality Assurance Unit (IQAU) to formulate internal policies for various areas of interest such as Credit transfer policy, recruitment, retention, performance appraisal, career Direction,- SDC/CGU development, promotion, leave, grievance, rewards, occupational health and safety policies etc.
4. The Faculty should find outside expert for moderation and second marking.
5. Feedback should be taken when sending the examination paper for moderation, and second marking.
6. Form a pre-examination board to release the results.
7. Recruit the staff for teaching English.
8. Fall-back option should introduce at SLQL 5.

## SECTION 8: SUMMARY

The Sabaragamuwa University of Sri Lanka invited the QAAC of the UGC to review the Bachelor of Science Honours Degrees of Faculty of Management Studies. The programmes conducted by the Faculty of Management Studies were clustered and Cluster 3 consisted of 2 Honours Degree programmes, Bachelor of Science Honours in Hospitality Management and Bachelor of Science Honours in Tourism Management. The UGC in agreement with the Faculty of Management Studies, Sabaragamuwa University of Sri Lanka entrusted the review task to a team of 4 members selected based on their expertise. In this process, the evaluators had engaged in individual desk review and site visit evaluation. The duration of the site visit was for four days from 29th October 2018 to 1<sup>st</sup> November 2018.

Review team observed that Self Evaluation Report (SER) was compiled according to the programme manual. The team appointed for preparing the SER consisted of all most all the staff members of each Department. The SER writing team met frequently during the process of preparing the report. The progress was reported at the Heads of Department meeting as well as at the Faculty Board meetings. The SER has been prepared well according to the guidelines given by the UGC making the review process easier for the review team

The review team observed that Faculty of Management of the Sabaragamuwa University of Sri Lanka is following many good practices as described in the Review Manual of the University Grant Commission Sri Lanka to maintain its quality. The Faculty is having well developed action plan, which reflects the new trends and it is aligned with Sabaragamuwa University of Sri Lanka Strategic plan. Cluster 3 of the Faculty of Management Studies maintains healthy environment and administrative structure which is aligned with the Faculty Action and Strategic Plans

The Faculty has well qualified staff competent to design /develop and deliver academic programmes and the academics of the departments under the Cluster three are doing a praiseworthy work. Even though the Staff Development Centre (SDC) conducts many programmes to maintain and upgrade the quality of staff, Faculty needs to make efforts to further enhance the quality of teachers, guiding them to obtain training from other local universities or foreign universities.

The review team observed the class room session are very interactive and participative. Computers in ICT laboratories are in satisfactory level. Career guidance unit provides adequate services to students on soft and life skills. Furthermore, the University provides access to the well-equipped library facilities with internet access to the students as well as staff. The Faculty of Management Studies implemented the Course Unit System (CUS) and maintains SLQF guidelines for curriculum development. Internship programmes and soft skills are

incorporated into the programmes. The cluster 3 can further improve their programs by developing a Management Information System (MIS) and encouraging students to use OER.

Academic staff involvement in research and development is commendable. Faculty provides opportunity to publish student research by organizing an annual student research symposium. There is a mechanism for student and peer evaluation and feedbacks are received by the staff. Student evaluation and Peer Review reports can be used for further improvement of teaching and learning.

Opportunities are given for the students to interact with the outside the University community through student research forums, internship programs, career fairs conducted by CGU and outreach activities conducted by the Departments. The Faculty can conduct a tracer study to identify the areas to be improved and to enhance the employability of graduates

Even though, there is an awarding system at the University Level (Vice Chancellor's / Senate awards) it may be possible to implement an awarding system to recognize contribution to teaching and research at Faculty level.

Finally, Review Team highly appreciate the way the quality standards maintained by the Faculty of Management Studies of the Sabaragamuwa University of Sri Lanka, which is reflected by their grade, to up-lift the undergraduate education programmes in the areas of tourism and hospitality management providing quality graduates to the industry.

The study programmes have secured the above minimum scores required for all eight-review criteria prescribed by the Programme Review Manual and has achieved an overall score of 92%. Therefore, it is recommended to award Grade "A" for Bachelor of Science Honours in Tourism Management and Bachelor of Science Honours in Hospitality Management, DTM, the Faculty of Management Studies of the Sabaragamuwa University of Sri Lanka.

# Annex 1- Agenda for the Site Visit of Program Review FMS- Cluster 3 (TM/HM)

Annexure - 1

## Faculty of Management Studies, Sabaragamuwa University of Sri Lanka Agenda for the Site Visit of Program Review FMS - Cluster 3 [TM/HM]

29<sup>th</sup> October – 01<sup>st</sup> November 2018

29<sup>th</sup> October 2018 [Monday]

Time	Activity	Participants	Location
<b>Day 01</b>			
8:30 AM -9:00 AM	Opening Meeting with the Vice Chancellor	Vice Chancellor/ Dean - FMS Director – IQAU/ Coordinator - FQAC Cluster Chair - SER Preparation	VC Office
9:00 AM -9:30 AM	Meeting with the Director - IQAU	Director - IQAU	IQAU
9:45 AM-11:00 AM	Presentation about the Faculty and respective study programs  <i>Working Tea</i>	Dean FMS/Director-IQAU/Coordinator FQAC /HODS/ Cluster Chair and SER Team	Board Room @ FMS
11:00 AM -12:00 Noon	Meeting with Heads of the Departments	ALL HOD's of the Faculty	Board Room @ FMS
12:10 PM -1:00 PM	Meeting with Administrative Staff	Registrar/Bursar/Senior Assistant Registrars/ Senior Assistant Bursar/ Assistant Bursar/ Work Engineer / DR Examination	Board Room @ FMS
1:00 PM -1:30 PM	<b>Lunch</b>		
1:30 PM -3:00 PM	Meeting with Directors of Centre's/Units/Cells Study program coordinators	All Directors of Centre's/ Units/ Cells Coordinators	Board Room @ FMS
3:00 PM -4:00 PM	Observing Documentations of Evidences <i>Working Tea</i>	<i>Review Team</i>	Board Room FMS & FQAC- FMS

## Annex 1- Agenda for the Site Visit of Program Review FMS- Cluster 3 (TM/HM)

31<sup>st</sup> September 2018 [Wednesday]

Annexure - 1

Time	Activity	Participants	Location
<b>Day 03</b>			
8:30 AM - 9:30 AM	Meeting with a cross section of academic staff members of two study programs	Representative group of staff members (Prof./SL/L/PL/TL/Demonstrators)	Board Room @ FMS
9:30 AM - 10:30 AM	Observing teaching sessions and facilities	Review Team	FMS
10:30 AM - 11:30 PM	Meeting with the Director Physical Education, Medical Officer, Director- Career Guidance unit, Director Staff Development Center	Directors	Sports Center, Medical Centre. CGU @ SUSL
11:30 AM -12:00 Noon	Meeting with a cross section of administrative support staff and Technical Support/ Non-academic staff	Representative group of administrative support staff and Support/ non-academic staff	Board Room @ FMS
12:10 AM -12:30 PM	Meeting with Senior Student Counselor @ the "Sith Arana" Counseling Unit	Senior Student Counselor/Director Students Welfare/Counsellors	"Sith Arana" counseling unit
12:30 AM-1:30 PM	<b>Lunch</b>		
1:30 PM-4:30 PM	Observing Documentations of Evidences	Review Team	Board Room @ FMS

# **Annex 1- Agenda for the Site Visit of Program Review FMS- Cluster 3 (TM/HM)**

## **Annexure - 1**

**01<sup>st</sup> November 2018 [Thursday]**

Time	Activity	Participants	Location
Day 04			
8:30 AM -11:30 AM	Observing Documentations of Evidences <i>Working Tea</i>	<i>Review Team</i>	Board Room @ FMS
11:30 AM -12:30 AM	Private meeting of reviewers and compilation of report	<i>Review Team</i>	Board Room @ FMS
12:30 AM-1:30 PM	Closing Meeting with Vice Chancellor for debriefing	Vice Chancellor/ Dean/ Director-IQAU/ HODs /Coordinator – FQAC/ Chair & the SER– Team	Board Room @ FMS
1:30 AM-2:30 PM	<i>Lunch</i>		
<i>End of the Program</i>			



## Annex 2- Attendance Sheet- Meeting with the Vice Chancellor

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 2

<b>Attendance Sheet</b>
<b>Meeting with the Vice Chancellor</b>

**Date:** 29<sup>th</sup> October 2018

**Time:** 8:30 AM - 9:00 AM

No	Name	Designation	Signature
1	Prof. M. Sunil Shantha <i>Dr Mani Arjuna</i>	Vice Chancellor	<i>[Signature]</i>
2	Prof. Athula Gnanapala	Dean - FMS	<i>[Signature]</i>
3	Prof. Janakie Eeswara	Chair – Review Panel	<i>[Signature]</i>
4	Prof. Janitha A. Liyanage	Member - Review Panel	<i>[Signature]</i>
5	Dr. A. M. Mohamed Mustafa	Member - Review Panel	<i>[Signature]</i>
6	Dr. Ambalam Pushpanathan	Member - Review Panel	<i>[Signature]</i>
7	Prof. Asha Karunarathne	Director - IQAU	<i>[Signature]</i>
8	Prof. M.S.M. Aslam	Cluster Chair - SER	
9	Dr. Sampath Wahala	Coordinator – FQAC[FMS]	<i>[Signature]</i>
10			



Faculty Quality Assurance Cell - FMS

### Annex 3- Attendance Sheet- Meeting with the Director IQAU

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 3

**Attendance Sheet**  
**Meeting with the Director – IQAU**

**Date:** 29<sup>th</sup> October 2018

**Time:** 9:00 AM -9:30 AM

No	Name	Designation	Signature
1	Prof. Asha Karunaratne	Director - IQAU	
2	Prof. Janakie Eeswara	Chair – Review Panel	
3	Prof. Janitha A. Liyanage	Member - Review Panel	
4	Dr. A. M. Mohamed Mustafa	Member - Review Panel	
5	Dr. Ambalam Pushpanathan	Member - Review Panel	
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Faculty Quality Assurance Cell - FMS

## Annex 4- Attendance Sheet- Opening meeting with FMS

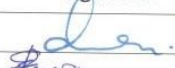



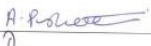
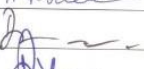
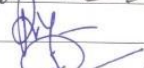


Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 4

**Attendance Sheet**  
**Opening meeting at FMS - Presentation about the Faculty and respective study programs**

**Date:** 29<sup>th</sup> October 2018

**Time:** 9:45 AM-11.00 AM

No	Name	Designation	Signature
1	Prof. Athula Gnanapala	Dean - FMS	
2	Prof. Janakie Eeswara	Chair – Review Panel	
3	Prof. Janitha A. Liyanage	Member - Review Panel	
4	Dr. A. M. Mohamed Mustafa	Member - Review Panel	
5	Dr. Ambalam Pushpanathan	Member - Review Panel	
6	Prof. D.A.I. Dayarathne	Head - ACF	
7	Dr. Rasika Priyankara	Head – BM	
8	Dr. Rangana Shalike	Head – TM Writer - SER	
9	Mr. D. Jasinghe	Head - MM	



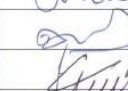








Faculty Quality Assurance Cell - FMS

## Annex 4- Attendance Sheet- Opening meeting with FMS

### Site Visit of Program Review – Cluster 03 [TM/HM] Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 4

10	Prof. M.S.M. Aslam	Cluster Chair - SER	
11	Dr. Sampath Wahala	Coordinator – FQAC [FMS]	
12	Ms. Rudmi Chehanika	Secretary - SER	
13	Yoganjana S. Menike	Senior Lecturer	
14	K. Manori Patumalathra	Lecturer	
15	C.N.R. Wijesundara	Senior Lecturer	
16	Dr. Iraj Patnayake	Senior Lecturer	
17	Mr. Hiran Dinusha	Assistant Lecturer	
18	Mr. R.A.D.C. Ranathunga	Assistant Lecturer	
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Faculty Quality Assurance Cell - FMS

## Annex 5- Attendance Sheet- Meeting with Heads of the Department



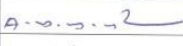
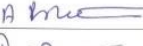

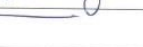
Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 5

<b>Attendance Sheet</b>
<b>Meeting with Heads of the Departments</b>

**Date:** 29<sup>th</sup> October 2018

**Time:** 11:00 AM-12:00 Noon

No	Name	Designation	Signature
1	Prof. Janakie Eeswara	Chair – Review Panel	
2	Prof. Janitha A. Liyanage	Member - Review Panel	
3	Dr. A. M. Mohamed Mustafa	Member - Review Panel	
4	Dr. Ambalam Pushpanathan	Member - Review Panel	
5	Prof. D.A.I. Dayarathne	Head - ACF	
6	Dr. Rasika Priyankara	Head – BM	
7	Dr. Rangana Shalike	Head – TM	
8	Mr. D. Jasinghe	Head - MM	
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Faculty Quality Assurance Cell - FMS

## Annex 6- Attendance Sheet- Meeting with the Administrative Staff

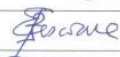


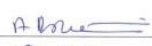





Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 6

Attendance Sheet			
Meeting with Administrative Staff			

Date: 29<sup>th</sup> October 2018

Time: 12:10 PM -1:00 PM

No	Name	Designation	Signature
1	Prof. J. P. Eeswara	Chair person	
2	Dr. Amm. Mustafa	Member	
3	Prof. S. A. Hyanage	Member - Reviewer	
4	Dr. A. Pushpanatha	Member - Reviewer	
5	V.D. Kishorini	Registrar	
6	Lalith Warnasuriya	Deputy Registrar	
7	K. Gunawardana	DR Ac-Sgt	
8	J.G.P.U. Rathnayake	DR/Admin.	
9	C.A.D.M. Tennakoon	SPOR - Ac & Shd. Ser.	
10	R.D. Rajapakse	Curator	

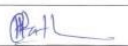
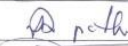




Faculty Quality Assurance Cell - FMS

## Annex 6- Attendance Sheet- Meeting with the Administrative Staff

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 6

11	C. H. Rathirana	Assi. Internal Auditor	
12	R. N. Nelunapathiran	AR / FMS.	
13	R. M. V. K. Rathnayake	SAB / Salary	
14	K. D. D. S. Sugathapala	SAB / Payments	
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Faculty Quality Assurance Cell - FMS

## Annex 7- Attendance Sheet- Meeting with Directors of Centres




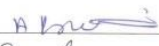
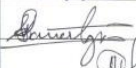



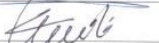
Annexure - 7

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

### Attendance Sheet Meeting with Directors of Centre's/Units/Cells/Study program coordinators

Date: 29<sup>th</sup> October 2018

Time: 2:00 PM - 3:00 PM

No	Name	Designation	Signature
1	M. J. P. Eswara	Chairperson	
2	Dr. Amr. Mustafa	Member	
3	Prof. J. Liyanage	Member	
4			
5	Dr. A. Pushpanathan	Member	
6	Mr. B.V.S.P.K. Ranabunga	Director/CCS	
7	W.A. Lalith Rohana	Director/Department of PE	
8	WMCKB Wanigasakarn	Coordinator/CCS/FMS	
9	D.L. Piyasiri	Coordinator/English	
10	C.N.R. Wijesundara	Coordinator/PTU	



Faculty Quality Assurance Cell - FMS



## Annex 7- Attendance Sheet- Meeting with Directors of Centres

Annexure - 7

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

11	M. P. Gasingla	Director / COTL	Gasingla
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Faculty Quality Assurance Cell - FMS

## Annex 8- Attendance Sheet- Meeting with students

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 8

<b>Attendance Sheet</b>
<b>Meeting with Students</b>

**Date:** 30<sup>th</sup> October 2018

**Time:** 9:30 AM -10:30 AM

No	Name	Designation	Signature
1	Prof J. P. Eesawella	Chairperson	<i>[Signature]</i>
2	Prof Janitha A. Wijerunge	reviewer	<i>[Signature]</i>
3	Dr. Ann. Mustafa	Member	<i>[Signature]</i>
4	Dr. A. Pushpanathan	member	<i>[Signature]</i>
5	K. C. M. N. Fernando	Students	<i>[Signature]</i>
6	W. S. Samanthika	Students	<i>[Signature]</i>
7	A. P. N. Assella	Students	<i>[Signature]</i>
8	D. M. S. Jayamaha	Student	<i>[Signature]</i>
9	D. S. M. Silva	Student (I year)	<i>[Signature]</i>
10	I. V. A. Gunawardana	Student (III year)	<i>[Signature]</i>



Faculty Quality Assurance Cell - FMS

## Annex 8- Attendance Sheet- Meeting with students

Annexure - 8

**Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka**

11	V. Seneviratne	Students (Year 1)	V. Seneviratne
12	H.B.K.G. Kulathunga	Student (2nd year)	H.B.K.G.
13	M. M. Waziam	Student (3rd year)	M. M. Waziam
14	B. Srinath	Student (4th year)	B. Srinath
15	S.D. Dakshina Navodya	Student (2nd year)	S.D. Dakshina Navodya
16	G. S. Maleesha	Student (1st year)	G. S. Maleesha
17	K. Dhushyanthan	Student (2nd year)	K. Dhushyanthan
18	V.P.V. Perera	Student (3rd year)	V.P.V. Perera
19	M. Sarajani	Student (1st year)	M. Sarajani
20	S. N. Fonseka	Student (1st year)	S. N. Fonseka
21	T. K. S. Peiris	Student (4th year)	T. K. S. Peiris
22	H. M. L. C. Thilakarathna	Student (2nd year)	H. M. L. C. Thilakarathna
23	H. M. D. P. C. S. Wimalathilaka	Student (1st year)	H. M. D. P. C. S. Wimalathilaka
24	K. G. L. K. Piyasekara	Student (1st year)	K. G. L. K. Piyasekara
25	C. C. Thalagala	Student (4th year)	C. C. Thalagala



Faculty Quality Assurance Cell - FMS

## Annex 9- Attendance Sheet- Meeting with Librarian and Senior Assistant Librarians

Annexure - 9

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

<b>Attendance Sheet</b>
<b>Meeting with Librarian/Senior Assistant Librarians</b>

**Date:** 30<sup>th</sup> October 2018

**Time:** 10:45 AM -11:15 AM

No	Name	Designation	Signature
1	Prof. J. P. Eswara	Chairperson	<i>[Signature]</i>
2	Prof. Pankha A. Niyaraj	Reviewer	<i>[Signature]</i>
3	Dr. A. M. Mustafa	Member	<i>[Signature]</i>
4	Dr. A. Pushpana Devi	Member	<i>[Signature]</i>
5	Dr. I. M. Navaratna	Senior Asst. Librarian	<i>[Signature]</i>
6	A. R. M. M. Rathnayake	??	<i>[Signature]</i>
7	H. P. K. W. D. Siriwardena	Asst. Registrar / Lib	<i>[Signature]</i>
8	D. K. Susil Samini	Staff Assistant	<i>[Signature]</i>
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Faculty Quality Assurance Cell - FMS

## Annex 10- Attendance Sheet- Meeting with External Stake Holders

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 10

### Attendance Sheet Meeting with External Stakeholders

Date: 30<sup>th</sup> October 2018  
Time: 11:30 AM-12:30 PM

No	Name	Designation	Signature
1	Prof J. P. Eswara	Chairperson	
2	Prof Janitha A Liyanage	Reviewer	
3	Dr. Amm. Mustafa	Member	
4	Dr. A. Pushpanathan	Member	
5	R.M.T. R. Ratnayake	Managing Director	
6	Rajitha Palihekan	Senior Executive	
7	Gampath Perera	Manager	
8	S. A. D. P. S. Sumanera	Lecturer	
9	Yasanthi Kuruntha Arachchi	Manager	
10	D.M.C.S. Dissanayake	S. Executive	








Faculty Quality Assurance Cell - FMS

## Annex 10- Attendance Sheet- Meeting with External Stake Holders

Annexure - 10

### Site Visit of Program Review – Cluster 03 [TM/HM] Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

11	W. A. P. Jayathar	Tourism Officer	
12	B. L. P. C. Balasagriya	Group Front office trainee	
13	J. M. A. K. Jayasundara	Product Developer	
14	I. S. Samaranickrama	Senior Tour guide	
15	M. Ajith Kumara	Housekeeping executive	
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Faculty Quality Assurance Cell - FMS

## Annex 11- Attendance Sheet- Meeting with the Academic Staff

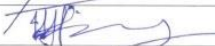

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 11

**Attendance Sheet**  
**Meeting with Cross Section of Academic Staff of the Study Programs**

**Date:** 31<sup>st</sup> October 2018

**Time:** 8:30 AM - 9:30 AM

No	Name	Designation	Signature
1	Prof J. P. Eerawala	Chairperson	
2	Prof Sanjitha H Wijayaratne	Reviewer	
3	Dr. A.M.M. Mustafa	Member	
4	Dr. A. Pushpanathan	Member	
5	Dr. Iradj Ratnayake	Sar. Lecturer	
6	Mr. Hiran Dinusha	Assistant Lecturer (Temp)	
7	Mr. Harshat Wijesundara	Senior Lecturer	
8	Mr. Chamunda Ranathunga	Assistant Lecturer (Temp)	
9	K. Manori Pathmalatha	Lecturer	
10	J. A. R. C. Sandarukani	Lecturer (Prob.)	

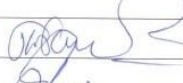



Faculty Quality Assurance Cell - FMS

## Annex 11- Attendance Sheet- Meeting with the Academic Staff

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 11

11	Ekanjana S. Menike	Senior Lecturer II	
12	Prof. M.S.M. Aslam	Professor in Tourism Mgt.	
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Faculty Quality Assurance Cell - FMS



# Annex 12- Time Tables of the FMS

Annexure 2

**Faculty of Management Studies**  
**Dept. of Tourism Management**  
 BSc (Special) Hospitality Management

**TIMETABLE (With effect from 09.07.2018 to 19.10.2018)**  
**YEAR I - SEMESTER II**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08.30 - 09.30	TM/HM 1254 CC-2		TM/HM 1213 (LT 204)	TM/HM 1213 (LT 02)	EBM 1263/ TM/HM 1243 (Auditorium)
09.30 - 10.30	TM/HM 1254 CC-2		TM/HM 1213 (LT 204)	TM/HM 1213 (LT 02)	EBM 1263/ TM/HM 1243 (Auditorium)
10.30 - 11.30	TM/HM 1254 CC-2	TM/HM 1224 CC-2			
11.30 - 12.30	TM/HM 1254 CC-2	TM/HM 1224 CC-2			
12.30 - 01.30	LUNCH INTERVAL				
01.30 - 02.30	EBM 1263/ TM/HM 1243 (Auditorium)		TM/HM 1233 (LT 04)	TM/HM 1254 CC-2	
02.30 - 03.30	EBM 1263/ TM/HM 1243 (Auditorium)		TM/HM 1233 (LT 04)	TM/HM 1254 CC-2	
03.30 - 04.30			TM/HM 1224 CC-2	TM/HM 1233 (LT 04)	
04.30 - 05.30			TM/HM 1224 CC-2	TM/HM 1233 (LT 04)	
05.30 - 06.30			TM/HM 1224 CC-2	FM /BI/BM/MM/ EBM/TM/HM 1254 (LT 307)	
06.30 - 07.30				FM /BI/BM/MM/ EBM/TM/HM 1254 (LT 307)	

✓ HM 1213	Recreation & Tourism Resources	Mr CNR Wijesundara ✓
✓ HM 1224	Business Statistics & Statistical Packages	Ms AC Jayathilake ✓
✓ HM 1233	Fundamentals of Economics	Ms AW Thiranagama ✓
✓ HM 1243	Business English II	Ms TJ Gurugamage ✓
✓ HM 1254	Database Systems & Network Technology	Dr HKS Premadasa ✓

Professor D.A.I. Dayaratne  
 Head/Department of Accountancy & Finance  
 Faculty of Management Studies  
 Sabaragamuwa University of Sri Lanka  
 Belinuloya

Prof. (Dr.) Athula Gnanapala  
 DEAN  
 Faculty of Management Studies  
 Sabaragamuwa University of Sri Lanka  
 Belinuloya

# Faculty of Management Studies

Dept. of Tourism Management  
BSc (Special) Hospitality Management

HM

**TIMETABLE (With effect from 09.07.2018 to 19.10.2018)**

## YEAR II - SEMESTER I

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08.30 - 09.30			HM 2114 (LT 203)	EBM/TM/HM 2123 (LT 307)	
09.30 - 10.30	HM 2114 (LT 104)		HM 2114 (LT 203)	EBM/TM/HM 2123 (LT 307)	
10.30 - 11.30	HM 2114 (LT 104)	BM/MM 2113 TM/HM 2133 (LT 307)		TM/HM 2143 (LT 02)	EBM 2163/ TM/HM 2153 (LT 307)
11.30 - 12.30	HM 2114 (LT 104)	BM/MM 2113 TM/HM 2133 (LT 307)		TM/HM 2143 (LT 02)	EBM 2163/ TM/HM 2153 (LT 307)
12.30 - 01.30	LUNCH INTERVAL				
01.30 - 02.30	EBM/TM/HM 2123 (LT 03)		BM/MM 2113 TM/HM 2133 (LT 307)		TM/HM 2163 G - LT 104 J - LT 203 C - LT 103
02.30 - 03.30	EBM/TM/HM 2123 (LT 03)		BM/MM 2113 TM/HM 2133 (LT 307)		
03.30 - 04.30			TM/HM 2143 (LT 103)		
04.30 - 05.30			TM/HM 2143 (LT 103)		
05.30 - 07.30	EBM 2163/ TM/HM 2153 (LT 307)				

HM 2114	Front Office Management	Ms JARC Sandaruwani
HM 2123	Organizational Behaviour	Ms IM Katuwandeniya
HM 2133	Marketing Management	Ms KDRL Kapuge
HM 2143	Business Accounting	Mr HR Sampath
HM 2153	Business Communication I	Mr HG Piyasiri
HM 2163	German for Tourism I	Ms Yoganjana Menike
HM 2163	Japanese for Tourism I	Ms Minuri Lankathilake
HM 2163	Chinese for Tourism I	Ms RARP Madhuwanthi/ Ms LuiHui

Prof (Dr) DAI Dayaratne  
Head/Department of Accountancy & Finance  
Faculty of Management Studies  
Sabaragamuwa University of Sri Lanka  
Belihuloya

Prof (Dr) Athula Gnanapala  
Dean/Faculty of Management Studies



# Faculty of Management Studies

Dept. of Tourism Management  
BSc (Special) Hospitality Management

HM

## TIME TABLE (With effect from 09.07.2018 to 19.10.2018) YEAR III - SEMESTER I

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08.30 - 09.30			TM/HM 3163 CC-2	TM/HM 3163 (LT 104)	TM/HM 3153	HM 3114 (LT 04)
09.30 - 10.30			TM/HM 3163 CC-2	TM/HM 3163 (LT 104)	G - LT 104 J - LT 05	
10.30 - 11.30			TM/HM 3123 (Auditorium)		C - LT 204 (8.30-10.30)	
11.30 - 12.30			TM/HM 3123 (Auditorium)		C - LT 101 (10.30-12.30)	
12.30 - 01.30	LUNCH INTERVAL					
01.30 - 02.30			TM/HM 3143 (LT 102)	TM/HM 3123 (LT 04)	HM 3132 (LT 02)	
02.30 - 03.30			TM/HM 3143 (LT 102)	TM/HM 3123 (LT 04)	HM 3132 (LT 02)	
03.30 - 04.30				TM/HM 3143 (LT 102)	HM 3132 (LT 02)	
04.30 - 05.30				TM/HM 3143 (LT 102)		

✓ HM 3114	Food & Beverage Management I	Visiting
✓ HM 3123	Workshop in Tourism & Hospitality	Ms JARC Sandaruwani ✓
✓ HM 3132	Hospitality Accounting	Mr Hiran Dinusha ✓
✓ HM 3143	Service Quality Management	Mr Namal Wijesundara ✓
✓ HM 3153	German for Tourism III	Ms Yogajana Menike ✓
✓ HM 3153	Japanese for Tourism III	Ms Minuri Lankathilake ✓
✓ HM 3153	Chinese for Tourism III	Ms RARP Madhuwanthi/ ✓ Ms Lui Hui
✓ HM 4163	Development & Management of Infor. Systems	Mr WMCKB Wanigasekara

Prof (Dr) DAI Dayaratne  
Head/Department of Accountancy & Finance

Professor D.A.I. Dayaratne  
Head/Department of Accountancy & Finance  
Faculty of Management Studies  
Sabaragamuwa University of Sri Lanka  
Balthuloya

Prof. (Dr.) Athula Gnanapala  
DEAN  
Faculty of Management Studies  
Sabaragamuwa University of Sri Lanka  
Dean/Faculty of Management Studies, Balthuloya - Sri Lanka



# Faculty of Management Studies

## Dept. of Tourism Management

BSc (Special) Hospitality Management

HM

### TIME TABLE (With effect from 09.07.2018 to 19.10.2018)

#### YEAR IV - SEMESTER I

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08.30 - 09.30			TM/HM 4152 (LT 04)	TM/HM 4142 (LT 101)		HM 4134 (LT 05)
09.30 - 10.30			TM/HM 4152 (LT 04)	TM/HM 4142 (LT 101)		HM 4134 (LT 05)
10.30 - 11.30			EBM 4162 TM/HM 4171 (LT 307)	TM/HM 4142 (LT 101)	TM/HM 4113 (LT 04)	HM 4134 (LT 05)
11.30 - 12.30			EBM 4162 TM/HM 4171 (LT 307)		TM/HM 4113 (LT 04)	HM 4134 (LT 05)
12.30 - 01.30	LUNCH INTERVAL					
01.30 - 02.30			EBM 4123 TM/HM 4163 (Auditorium)		TM/HM 4123 (LT 04)	
02.30 - 03.30			EBM 4123 TM/HM 4163 (Auditorium)		TM/HM 4123 (LT 04)	
03.30 - 04.30			TM/HM 4113 (LT 307)		TM/HM 4123 (LT 04)	
04.30 - 05.30			TM/HM 4113 (LT 307)		TM/HM 4123 (LT 04)	
05.30 - 07.30			EBM 4123 TM/HM 4163 (LT 307)			

HM 4113	Legal & Administrative Environment of Tourism	Mr Hiran Dinusha
HM 4123	Resort Planning & Management	Mr CNR Wijesundara
HM 4134	Professional Cookery II	Mr Chaminda Tennakoon
HM 4142	Event Management (Elective)	Mr PKS Munasinghe
HM 4152	Spa Management (Elective)	Dr Iraj Ratnayake
HM 4163	Strategic Management	Dr RSSW Arachchi
HM 4171	Proposal Development & Academic Writing	Dr Iraj Ratnayake

Prof (Dr) DAI Dayaratne  
Head/Department of Accountancy & Finance  
Faculty of Management Studies  
Sabaragamuwa University of Sri Lanka  
Belihuloya

Prof (Dr) Athula Gnanapala  
Dean/Faculty of Management Studies  
Prof. (Dr.) Athula Gnanapala  
DEAN  
Faculty of Management Studies  
Sabaragamuwa University of Sri Lanka  
Belihuloya - Sri Lanka

## Annex 13- Attendance Sheet- Meeting with the Directors of the Different Units




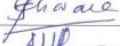

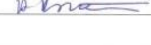
Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 13

Attendance Sheet			
Meeting with the Sports Director - Physical Education/ Director Career guidance Unit/ Director Staff Development centre and Medical Officer			

Date: 31<sup>st</sup> October 2018

Time: 10:30 AM -11:30 PM

No	Name	Designation	Signature
1	Deepal Wijayaratne	career Advisor	
2	Dr. H.M. Badurathna	Medical Officer	
3	W.A. Lalith Rohana	DPE	
4	Mr. J.P. Eeswara	Chairman	
5	Prof. Ranilika A. Liyanage	Reviewer	
6	Dr. A. Pushpanathan	Member	
7			
8			
9			



Faculty Quality Assurance Cell - FMS

Annex 14- Attendance Sheet- Meeting with the administrative support staff,  
technical staff and non-academic staff

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 14

**Attendance Sheet**  
**Meeting with cross section of administrative support staff and Technical Support/ Non-academic staff**

**Date:** 31<sup>st</sup> October 2018

**Time:** 11:30 AM -12:00 Noon

No	Name	Designation	Signature
1	Prof J. P. Eeravaru	Chairman	[Signature]
2	Prof Sanjitha A. Liyanage	Reviewer	[Signature]
3	Dr. Ann. Mustafa	Member	[Signature]
4	Dr. A. Pushpanathan	Member	[Signature]
5	S.M.D. Bandara	Labourer	[Signature]
6	T. A. N. Nisantha	Labourer	[Signature]
7	T. A. N. Nirosh	Labourer	[Signature]
8	R. Radhika	Clerk	[Signature]
9	P. K. P. K. Dharmapala	Labourer	[Signature]
10	J. P. N. C. Jayawarera	Clerk	[Signature]



Faculty Quality Assurance Cell - FMS

## Annex 15- Attendance Sheet- Meeting with the Senior Student Counsellors

Site Visit of Program Review – Cluster 03 [TM/HM]  
Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 15

Attendance Sheet			
Meeting with Senior Student Counselor @ the "Sith Arana" Counseling Unit			
Date: 31 <sup>st</sup> October 2018			
Time: 12:10 PM -12:30 PM			
No	Name	Designation	Signature
1	Prof. J.P. Eswara	Chairperson	<i>[Signature]</i>
2	Prof. Sanjitha A. Wijaya	Reviewer	<i>[Signature]</i>
3	Dr. A. Pushpamahan	Reviewer	<i>[Signature]</i>
4	Dr. A. M. M. Mustafa Sa	Member	<i>[Signature]</i>
5	Mr. D. Jayasingha.	SSC	<i>[Signature]</i>
6	Dr. W.M. Welgama	Psychological Counselor	<i>[Signature]</i>
7			
8			
9			
10			



Faculty Quality Assurance Cell - FMS



## Annex 16- Attendance Sheet- Closing meeting for debriefing

**Site Visit of Program Review – Cluster 03 [TM/HM]**  
**Faculty of Management Studies, Sabaragamuwa University of Sri Lanka**

Annexure - 16

**Attendance Sheet**  
**Closing Meeting for debriefing**

**Date:** 01<sup>st</sup> November 2018  
**Time:** 12:30 PM - 1:30 PM

No	Name	Designation	Signature
1	Dr. Manoj Ariyaratne (Acting Vice Chancellor)	Vice Chancellor	
2	Prof. Athula Gnanapala	Dean - FMS	
3	Prof. Janakie Eeswara	Chair – Review Panel	
4	Prof. Janitha A. Liyanage	Member – Review Panel	
5	Dr. A. M. Mohamed Mustafa	Member - Review Panel	
6	Dr. Ambalam Pushpanathan	Member - Review Panel	
7	Prof. D.A.I. Dayarathne	Head - ACF	
8	Dr. Rasika Priyankara	Head – DBM	
9	Dr. Rangana Shalike	Head – DTM Writer - SER	



Faculty Quality Assurance Cell - FMS



# Annex 16- Attendance Sheet- Closing meeting for debriefing

## Site Visit of Program Review – Cluster 03 [TM/HM] Faculty of Management Studies, Sabaragamuwa University of Sri Lanka

Annexure - 16

10	Mr. D. Jasinghe	Head - DMM	<i>D. Jasinghe</i>
11	Prof. M.S.M. Aslam	Cluster Chair - SER	<i>M.S.M. Aslam</i>
12	Dr. Sampath Wahala	Coordinator – FQAC [FMS]	<i>Sampath Wahala</i>
13	Ms. Rudmi Chehanika	Secretary - SER	<i>Rudmi Chehanika</i>
14	Yoganjana S. Menike	Senior lecturer	<i>Yoganjana S. Menike</i>
15	Linhui	Chinese volunteer lecturer	<i>刘惠</i>
16	Mr. R.A.D.C. Ranathunga	Assistant Lecturer (Temp)	<i>Ranathunga</i>
17	Mr. G.V.H. Dharmashe	Assistant Lecturer (Temp)	<i>G.V.H. Dharmashe</i>
18	Mr. C.N.R. Wijesundara	Senior Lecturer	<i>C.N.R. Wijesundara</i>
19	Dr. Raj Ratnayake	Senior lecturer	<i>Raj Ratnayake</i>
20			
21			
22			
23			



Faculty Quality Assurance Cell - FMS

## **ANNEX 17- PROGRAME REVIEW REPORT- SCORE CARDS**

### **Introduction:**

The report in general has followed all the guidelines for preparation of the SER with four necessary sections. In Section 1, the report has introduction to the study programme explaining overview of the Department of Tourism and Management and the programme of study. The programme is being offered from 2003. Further, the report contains SWOT analysis, number of students enrolled and their choices of subject combinations, numbers and profile of the staff members of the Department, Learning Resource system and Students support system and management, applicable to this programme. But, graduate profile is included in the annexure. In Section 2, process of preparing the SER is briefly explained while in Section 3, Compliance with the Criteria and Standards is structured as eight sub-sections under the eight criteria in the same order as prescribed in the manual. The report has used the template given in the manual. The table covers serial number of the standard, claims of compliance, documentary evidence to support each claim of compliance and codes of the evidence used including a summary at the end of each sub section. In Section 4, the Summary is prepared as mentioned in the manual. The length of the report is prepared with the specified standards in the manual and the number of words cannot be calculated due to the hardcopy.

### 3.2 Criteria, Standards, Sources of Evidence and Score Guide

#### *Criterion 1-Programme Management*

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
1.1	The Faculty/Institute organizational structureis adequate for effective management and execution of its core-functions.	Facultyby-laws; Organogram; ToRs of Standing& Ad-hoc Committees; minutes of the Faculty Board and other Standing& Ad-hoc Committees.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
1.2	The Faculty/Institute Action Plan is up to date and aligned with the University’s/HEI’s Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly	University’s /HEI’s Corporate/Strategic Plan; Faculty Action Plan and Annual Plans; minutes of Action Plan Implementation and Monitoring Committee; list of new initiatives promoted through the Action Plan.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
1.3	The Faculty/Institute adopts management procedures that are in compliance with national and institutional Standard Operational Procedures(SOPs), and they are documented and	Documented Standard Operational Procedures (SoPs)/Management Procedures; Annual Internal Audit Report; Annual External Audit Report.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	widely circulated..				
1.4	The Faculty/Institute adopts a Participatory approach in its governance and management and accommodates student representation on faculty committees and student welfare committees.	Minutes of Faculty Board/Management Committee/Dean’s Advisory Committee meetings; Stakeholder consultations; follow-up action taken; list of committees with student participation; evidence of student participation in decision making process; stake holder feed back.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	Evidence of institutional Mechanism in setting the timetable; past timetables and records of entry and graduation dates of batches of students over the past 5 years..	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
1.6	The Faculty/Institute makes available a Handbook to all incoming students; It provides general information on the history and current status of the Faculty/Institute, brief descriptions of study programme (s) offered, learning resources,	Faculty/Institute Handbook; Student Disciplinary by- laws; Student Charter/ Code of Conduct..	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.				
1.7	The Faculty/Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s)and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination by-laws, etc	Study Programme Prospectus; Study Programme Curriculum and Course Curricula/Syllabi of courses; Examination by- laws	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
1.8	The Faculty/Institute Website is up to date with current information and provides links to all publications such as handbooks/prospectus, special notices, announcements, etc.	Faculty Website and links..	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		

No.	Standards	Example of Source of Evidence	ScoreGuide				Justification for Marks Allocation	Missing Information/ Evidence Requested
			0 -Inadequate	1 –BarelyAdequate	2 -Adequate	3 -Good		
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students’ transition from ‘school’ to ‘university’ environment.	Institutional mechanism of Conducting induction /orientation programme; outline of the contents of the orientation programme; feedback received from participants.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	Enough evidences submitted	
1.10	The Faculty/Institute securely maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	Description of data collation and handling procedures.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>		
1.11	The Faculty/Institute uses an ICT platform and applications for all its key functions and maintains an updated data base which is linked to the university Management Information System (MIS).	Inventory of ICT facilities; Evidence of adoption of ICT-based tools in management such as MIS; evidence of adoption of ICT tools for teaching and learning; evidence of installation and operation of LMS.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	Not Enough evidences submitted	
1.12	The Faculty/Institute issues a Copy of the Code of Conduct/	Documentary evidence of Existence of Student Code of	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	Enough evidences	

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	Student Charter prescribed by the University to each and every incoming student; it is communicated to all students and students' adherence to the prescribed code of conduct is closely monitored and promoted.	Conduct/Student Charter and modes of communication and checking for compliance.		submitted	
1.13	The Faculty/Institute implements Duty lists, work norms and Codes of Conduct for all categories of staff, communicates those to all and monitors regularly.	Work Norms and duty lists; Codes of Conduct of different categories of staff.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>		
1.14	The Faculty/Institute implements the performance appraisal system prescribed by the University/HEI; performance of staff is enhanced through training and rewarding high performers.	Guidelines and formats of Performance Appraisal System; sample of Annual Appraisal Reports; CPD programmes planned & conducted and follow up action taken; reward scheme that is in place and names of recipients over the past 3 years.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>		
1.15	The Faculty/Institute has	Documentary and physical	<b>0</b> <b>1</b> <b>2</b> <b>3</b>	Enough	

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	established an Internal Quality Assurance Cell (IQAC) with well- defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQAU)of the University/HEI and implements internal quality enhancement system.	Evidence as regard to existence of IQAC; by-laws and operational procedures manual; minutes of the IQAC and IQAU meetings; evidence of implementing internal quality enhancement system; reports of implementation of the recommendations of EQAs previously concluded.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	evidences submitted	
1.16	The Faculty/Institute has established a Curriculum Development Committee(CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.	Composition and TOR of the CDC or description of alternative mechanism; minutes of the meetings of CDC/alternative committee meetings; feedback received from stake holders and remedial measures undertaken over the past 4 years; reports of employability surveys/ graduate tracer studies.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
1.17	The Faculty/Institute takes into consideration the SLQF and	Faculty Board minutes; minutes of the CDC and	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Not Enough	Evidence of using SLQF and SBSs as reference



No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	SBS as reference points and Outcome- based Education and Student- Centered Learning(OBE-SCL) approach in academic development and planning and education provision.	IQAC; reports on the curricular revision process; evidence of using SLQF and SBSs as reference points in developing curricula; Staff Development/CPD Programmes on OBE-SCL conducted; evidence of adoption of guide books on OBE-SCL methods; stakeholder feedback.		evidences submitted	points in developing curricula
1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.	Evidence of mechanism adopted in implementing new curricula and in discontinuation of an on-going programme.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Not enough evidences submitted	Evidence for approval for the programme
1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through	Evidence of monitoring measures-student- feedback, peer observation, graduate satisfaction surveys at exit points, employability studies,	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	multiple measures, the findings of which are used for continuous improvement of learning provision.	and employer feedback surveys; evidence of the use of feedback reports and surveys in affecting the continuous improvement of curriculum, teaching and learning and assessment methods.			
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/ organizations for academic and research cooperation.	Documentary evidence of internationally funded research projects; copies of MOUs/Agreements reached; evidence of implementation/outcomeof the collaboration specified in MoUs.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
1.21	Faculty/Institute operates Academic mentoring, student counselling andwelfare mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfiltheir roles.	Institutional mechanism of student and academic/mentoring, counselling system and welfare mechanism; TORs for academic mentors, and student counselors; description of welfare mechanism and regular	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
		activities undertaken; list of training programmes offered to staff undertaking mentoring/counseling work.			
1.22	Faculty/Institute assures that all its students have access to health care services, cultural and aesthetic activities; recreational and sports facilities.	Documentary evidence for healthcare, sports and recreational facilities; evidence of students' engagement in leisure, sports and cultural activities.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
1.23	Faculty/Institute implements measures to ensure the safety and security of students.	Documentary evidence of Safety and security measures that are in operation within the Faculty/Institute.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
1.24	The Faculty/Institute adopts and Practices University/HEI approved by-laws pertaining to examinations, examination offences, student discipline, and student unions; the adopted by-laws are made widely available to both staff and students.	Documentary evidence of existence and adoption of by-laws for examinations, student discipline and student unions.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
1.25	The Faculty/Institute offers special support and assistance	Documentary evidence of policy, and strategy and	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	enough evidences	

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	for students with special needs or differently-able students.	activities aimed at students with special needs/differently able students.		submitted	
1.26	The Faculty/Institute practices measures to ensure gender equity and equality(GEE) and deter any form of sexual and gender-based violence(SGBV)amongst all categories of staff and students.	Documentary evidence of GEE &anti-SGBV policy and strategy; inventory of past and planned measures and activities; feedback from stakeholders.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>		
1.27	The Faculty/Institute practices the Policy of zero-tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation.	Documentary evidence of Policy and strategy of anti-ragging/harassment; Student Disciplinary by-laws; report on the past activities geared to prevent ragging and punishments meted out.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	

### ***Criterion2– Human and Physical Resources***

Scope–The following aspects are reviewed and assessed under this criterion-staff cadre and adequacy, human resources profile, competency profile of academic staff; staff capacity building programmes, staff appraisal and reward mechanisms; adequacy of teaching and learning facilities; training and learning resource centers for learning English as a second language; ICT resources for academic pursuits ,library resources, and career guidance services; and institutional mechanism and facilities for promotion of social harmony and ethnic cohesion.

***The scope of this criterion is captured in the following ‘Standards’:***

The scope of this criterion is captured in the following Standards:					
No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
2.1	The staff of the Faculty/Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	Faculty Staff Cadre; list of expertise required to deliver the curriculum; HR Profile.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
2.2	The Faculty/Institute takes timely measures to ensure that its human resources profile is compatible with its needs and comparable with national and international norms.	HRD policy; Report on the Recent recruitments ;current HR Profile; Report comparing the expertise available with the national and international norms/ benchmarks.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Not enough evidences submitted	Report comparingthe expertise available with the national and international norms/ benchmarks.

2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and imparts minimum knowledge and competencies required to perform the assigned tasks.	Documentary evidence of the policy and records on new recruits undergoing the induction training; Curriculum of the induction training programmes offered by the University/HEI.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
2.4	The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.	HRD Plan: record of induction/CPD programmes offered; documentary evidence of implementing staff performance appraisals.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>		
2.5	The Faculty ensures the Availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.	Inventory of infrastructure facilities; physical verification of infrastructure facilities such as lecture theatres and laboratories; records of utilization of	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		

		facilities.			
2.6	The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc.	Evidence of existence of appropriate teaching facilities and laboratories; Guidelines/Manuals on the use of such teaching facilities.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
2.7	The staff is provided with required training in outcome-based education & student-centered learning approach (OBE-SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.	Inspection of facilities and observation of teaching sessions; stakeholder feedback.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
2.8	The Faculty/Institute has ensured student access to a well-resourced library facility; it is networked and holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.	Report on the library facilities provided; list of inventory of library resources; usage reports; stakeholder views.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		

2.9	The Faculty/Institute ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills.	Report on ICT facilities available and usage; stake holder feedback.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>	Not enough evidences submitted	
2.10	The Faculty ensures the students Are provided with guidance in learning and use of English as a Second Language(ESL) in their academic work through a well- resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).	Physical evidence of operation of ELTU/ELTC at the Faculty; staff strength; records of activities related ESL.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>		
2.11	The Faculty/Institute ensures the students are provided with adequate training on‘soft skills’/‘life skills’; it is addressed through the core-curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU)of the University.	Report on the emphasis given in the core curriculum to address‘ soft skills/’life skills’; graduate profile and curriculum blueprint; documentary evidence of a liaising/ coordinating mechanism with the CGU of the University; list of programmes regularly offered by the CGU to students and evidence of student participation.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		



2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	Evidence of a coordinating Mechanism to promote multicultural activities; records of past events conducted.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>		
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### ***Criterion3-ProgrammeDesign and Development***

Scope- Programme of study is defined as a stand-alone approved curriculum followed by a student, which contributes to a qualification of a degree awarding body. Where a programme is made up of more than one self-contained, formally structured units, those are referred to as courses/modules.

Academic Programmes of study should reflect University/HEI's mission, goals and objectives. They are offered according to needs analysis based on an audit of existing courses and programmes, market research, liaison with industry, national and regional priorities and according to approved procedures. Subject Benchmark Statements (SBS) and requirements of professional bodies act as valuable guide/external reference points when formulating a structure and content of a new degree programme. Curriculum is outcome driven and equips students with knowledge, skills and attitudes to succeed in the world of work and for lifelong learning.

Programme design is initiated by describing the graduate outcomes of the programme followed by a clear mapping of course/module outcomes to the programme outcomes. Learning outcomes are developed and described with reference to a particular level of study based on (in compliance with) the Sri Lanka Qualification Framework (SLQF). All programmes outcomes should be clearly aligned with course outcomes, content, teaching/learning and assessment strategies (constructive alignment). Programmes should seek to engage students in a variety of learning activities that would encourage diversity, flexibility, accessibility and autonomy of learning, and produce compatibility between curriculum, student-centred teaching methods, and assessment procedures. Essentially the final curriculum is an interaction between learning outcomes, methods of assessment, teaching methods and content.

Good Practice is to consider not only the curriculum areas of study but also the intellectual, practical, and transferable skills that should be developed and assessed at each level using the level descriptors in the SLQF to establish a standard for each level of study. There should be an effective process for regular monitoring and review of design, development and approval of programmes.

**Criterion 3 is evaluated in the following 'Standards':**

Criteria is evaluated using following Standards :					
No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 – BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
3.1	Programme is developed Collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.	Curriculum ;Curriculum Planning documents; minutes of curriculum planning committee; Faculty policy/plan on curriculum development.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
3.2.	The Faculty/Institute ensures external stakeholder participation at key stages of programme planning, design and development and review.	Curriculum development Policy and plan; minutes of programme development team and composition.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
3.3.	Programme design process incorporates the feedback from employer/ professional satisfaction survey.	Employer and stakeholders' survey; evidence and reports for feedback from employers considered during programme design and development; programme specifications.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	

3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	Corporate/strategic plan; Programme specification; needs survey instruments and feedback; minutes of programme development committee.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
3.5	Programme design complies with the SriLanka Qualification Framework (SLQF),and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.	Senate approved curriculum design policy; evidence of possessing and adopting SLQF and SBS/requirements of professional bodies in programme/course development, curricula of study programmes.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
3.6	Programme design and development procedures include specific details relating to entry and exit path ways including fall-back options; Intended Learning Outcomes (ILOs); qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external	Faculty policy documents On programme design and development; programme/ course specification template approved by the faculty; curriculum development committee meeting minutes indicating the adoption of the procedures.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		

	reference points such as SLQF, and SBS.				
3.7	Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.	Faculty Handbook/Prospectus with graduate profile; programme/course specifications reflecting constructive alignment.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
3.8	ILOs of study programmes are realistic, deliverable and feasible to achieve.	Programme specification listing ILOs; student feedback; external stake holder feedback; evidence of adopting assessment cycle.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input type="checkbox"/>		
3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	Evidence of regular training Programmes on OBE and SCL; guidebooks on OBE and SCL; curricula of programmes/courses; students' feedback.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	

3.10	The programme design accommodates supplementary courses such as vocational, professional, semi-professional, inter-disciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.	Handbook/guidebook/prospectus; Curriculum of the programme; Programme/course specifications.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into the curriculum, where relevant.	Faculty policy on curriculum development; Handbook listing combination of courses; evidence of integration of diverse courses in the curriculum of programmes; stakeholder feedback on programme evaluation; university calendar.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.	Programme specification; University calendar; evidence of core and elective courses in the curriculum; student feedback on choice of courses.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	enough evidences submitted	

3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	Curriculum matrix showing courses at different levels layered according to demands in the skills; progression rates data; student feedback.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		
3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the programme.	Graduation rates, employment rates, admission rates to advanced degree programmes, and participation rates in fellowships, internships, and special programmes.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
3.15	The academic standards of the Programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS(where available) and SLQF.	Evidence of use of SLQF and /or SBS in determination of awards and qualifications.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and	Faculty criteria for programme approval process; minutes of programme approval committee; minutes of the academic authority with evidence of implementing the approval process.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		

	review arrangements and content of the programme specification.							
3.17	The principles to be considered when programmes are designed and developed(balance of the programme; award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.	Evidence adopting principles of programme design in programme specification; evidence of dissemination of programme design guidelines to relevant staff; staff feedback.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>		
3.18	The Faculty/Institute ensures that Appropriate ILOs are clearly identified for work based placement/Industrial Training/ Internship and informs students of their specific responsibilities relating to the above.	Programme/course specifications; MoU between the University and the Institution providing such training/placements; evidence on timely information communication.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
3.19	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life- longlearning, interpersonal communication and teamwork	Faculty Programme design Policy and procedures; minutes of programme development committee; programme/course specifications; student feedback; programme evaluation reports over 3 years.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		

	into the courses.					
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.	Documentary and physical Evidence of IQAC; minutes of IQAC meetings; reports of IQAC.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>
3.21	Programmes are monitored Routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application.	Adoption of policies and procedures in curriculum design, monitoring and improvement of programmes; improvements made on the results; internal/external review reports; feedback from stakeholders.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>
3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.	Evidence of incorporating inputs from survey results.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>
3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses It for continuous improvement of the programme.	Evidence of conducting tracer studies annually; survey data; annual report.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>



3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	Adoption of policies and procedures of monitoring and evaluation for provision of learning resources for differently able students; evidence of remedial action.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>		
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***Criterion4-Course/ Module Designand Development***

Scope- Courses are components of a programme of study offered in consistence with the programme objectives to culminate in student attainment of ILOs of the respective course. Courses are designed according to approved policies and procedures of the Senate. Course curriculum is an interaction between aims and objectives, learning out comes, content, teaching methods, and methods of assessment. Course design also takes into account the needs of differently able students, wherever applicable. Courses have clear course specifications that are accessible to students. Course credits conform to the guidelines prescribed in the SLQF. The Faculty strives to improve courses to enhance learning out comes and achievements of students through regular monitoring and review processes.

***Criterion4 is captured in the following ‘Standards’:***

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 – BarelyAdequate 2 -Adequate 3 -Good				Justification for Marks Allocation	Missing Information/ Evidence Requested
4.1	Course design and development is By a course team with the involvement of internal and external subject experts, and each member is made aware	Faculty course design and approval policy and procedures; minutes of Faculty curriculum development(CDC) and other relevant committees.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>		

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 – BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	of his/her respective roles and responsibilities.												
4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.	Programme specification; Course specifications; evidence of course design showing course ILOs aligned with the programme ILOs.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Not Enough evidences submitted	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
4.3	The courses are designed in Compliance with SLQF credit definition and is guided by other reference points such as SBS where available, requirements of statutory or regulatory bodies.	Course specification; evidence of compliance with SLQF and SBS/ professional bodies; policy and procedures on course design.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
4.4	University approved standard formats/templates/ guidelines for course/module design and development are used and complied with during the design and development phases.	Evidence of Senate/Faculty approved course design templates; evidence of Faculty using the template in course design; feedback from course designers during course evaluation	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 – BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are aligned with the programme outcomes (constructive alignment).	Graduate profile of the Programme; senate approved documents on teaching learning strategy and assessment strategy and its alignment with course/programme ILOs.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
4.6	Course design and development takes into account student-centred teaching strategies enabling the students to be actively engaged in their own learning.	Programme/course specifications; standards prescribed by professional bodies; minutes of curriculum development committee; feedback from course evaluation.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
4.7	The courses have a clear course specification that provides a concise description of the ILOs, contents, teaching learning and assessment strategies and learning resources, made accessible to all students.	Programme specifications; Course specifications; Student Handbook.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enough evidences submitted	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										

4.8	Course design specifies the credit value, the workload( notional learning hours) as per SLQF, broken down into different types of learning such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, clinical work, industrial training etc.	Evidence of possessing and using SLQF; course specifications of the programme of study; Evidence of the above in Handbook/Prospectus, Lecture schedule and time table.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
4.9	Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.	Faculty course design Policy and procedures; minutes of course development committee; course specifications; student feedback; course evaluation reports over 3 years.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
4.10	Course design and development takes into account the needs of differently abled students by employing teaching and learning strategies which make the delivery of the course as inclusive as possible.	Faculty course design Policy and procedures; minutes of course development committee; course specifications; student feedback; student satisfaction survey data and reports.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>		

4.11	With respect to credit weight and Volume of learning, courses are scheduled and offered in a manner that allows the students to complete them within the intended period of time.	Programme and course specifications; evidence of using SLQF as a guide; course design plan and curriculum map; student feedback.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>		
4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.	Faculty course design policy; minutes of course development committee; course evaluation reports; evidence of use of SLQF; Dropout rate.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
4.13	Course design, development and Delivery incorporates appropriate media and technology.	Physical and Documentary evidence of use of ICT during design, development and delivery of courses; student feedback; course evaluation reports; course specifications.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.	Training schedules of staff development center; feedback from staff; evidence of training been conducted; evidence of using the training in instructional activities; student feedback; peer observation records.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	

4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.	Minutes of the Faculty Board and the Curriculum Committee; Minutes of the finance committee meetings indicating allocations; evidence of Faculty using its generated funds (if applicable); Faculty budget estimates with evidence of requests.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	Enough evidences submitted	
4.16	Course approval decisions are taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specification.	Faculty/Institute criteria for course approval process; minutes of course approval committee; minutes of curriculum development committee with evidence of implementing approval process.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>		
4.17	Relevant staff are made aware of the criteria against which the course proposals/specifications are assessed in the course approval process.	Course approval policy of senate/faculty; evidence of implementing approval criteria; evidence of communication to all academic staff.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>		

4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course design and development, and course approval processes.	Evidence of internal QA policies and plans and mechanisms communicated to all staff; documentary and physical evidence of IQAC; minutes of IQAC meetings; regular previous reports of IQAC.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
4.19	Courses/modules are evaluated at the end of each course/module with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback used for further improvement of the course.	Comprehensive course evaluation instruments suitable for feedback from students, teaching staff; external and internal examiners; designers of the relevant course.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		

### ***Criterion5 – Teaching and Learning***

Scope– Teaching and learning are inherently intertwined and this necessitates a holistic approach. Goal of quality teaching learning is to improve the quality of learning experience of students that would enable them to achieve the intended learning outcomes. The teaching and learning process should be student-centred in keeping with outcome-based education (OBE). Choice of different teaching methods may even be of greater significance to what students learn than the content that is being taught. Faculty should match students’ needs with multiple learning opportunities using teaching techniques to engage students actively in the learning process. This would ensure that students are successfully equipped with the knowledge, skills, attitudes and values required after they exit. Teaching learning strategies, assessments and learning outcomes are closely aligned so that they reinforce one another. Quality teaching is informed by feedback loops that provide measures of success and proactive measures to overcome difficulties that are identified.

***Criterion5 is captured in the following ‘Standards’:***

Evidence is captured in the following Standards:													
No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 – BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
5.1.	Teaching and learning strategies are based on the Faculty’s/Institute’s mission, and curriculum requirements.	University’s Corporate/strategic plan; Faculty Handbook and mission statement; Faculty Action Plan; minutes of action plan; programme/course specifications.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										



5.2	The Faculty/Institute provides Course specifications and timetables before the commencement of the course.	Course specifications; Evidence to show that timely communication to students have been done; student feedback; course evaluation reports.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		
5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	Course specifications; student evaluation; Peer review reports; external examiners' reports.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	
5.4	Teaching learning strategies offered are also appropriate and accessible to differently abled students if the programme caters for such students.	Evidence of infrastructure and human resource facilities to assist differently abled students; evidence of their accessing them in their learning; course evaluation reports; student satisfaction survey reports.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as away of maximizing student engagement with the programme/courses.	Course specifications; student feedback; Course evaluations; use of LMS.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public	Research committee reports; teacher evaluation reports by peers and by students; research reports of staff; annual reports.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	

	domain.							
5.7	Teachers engage students in self-directed learning, collaborative learning, relevant contexts, use of technology as an instructional aid while being flexible with regard to individual needs and differences.	Course specifications; course development committee minutes; student feedback; course evaluation reports.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to their programmes and the institutional mission.	Student journals/newsletters, students’ research and publications; other creative activities by students/student societies; documentary evidence from Student Affairs Division; Student feedback; student reflective diaries/portfolios.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
5.9	Teaching learning strategies Include providing opportunities for students to work in study groups to promote collaborative learning.	Evidence for group activities; Course specification; evidence of formal and informal peer study groups.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
5.10	Teachers engage students in research as part of the teaching and learning strategy and encourage/ support the students to publish their research giving due credit to	Minutes of course development committee; programme/course specifications/student publications; awards for	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	

	the student.	best research publications.			
5.11	Teaching learning strategies Ensure that they are not gender discriminative and abusive.	Policy on gender equity; Evidence of implementing the policy; student and staff feedback.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness.	Evidence of monitoring instruments; data; monitoring reports; student feedback; student satisfaction survey reports; course specifications implementation; LMS records.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Not enough evidences submitted	student feedback
5.13	The teachers adopt innovative Pedagogy and appropriate technology into teaching learning processes and monitor progress in the use of technology.	Programme/course specifications; evidence of academic staff using technology in teaching; evidence of staff using innovative practices in teaching; LMS activity reports.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
5.14	Teachers adopt both teacher directed and student-centred teaching-learning methodologies as specified in the course specifications.	Course specifications; course development committee minutes; direct teaching practice observation reports; student feedback.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
5.15	Teaching learning strategies promote the use of appropriate facilities, amenities and activities to engage in	Evidence of facilities and resources to encourage active learning; evidence of well-equipped and resourced	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		

	active/deep learning, academic development and personal wellbeing.	career guidance unit; evidence of use of the facilities; student satisfaction survey reports.						
5.16	The teachers use appropriate tools to obtain regular feedback on the effectiveness and quality of teaching from students, and peers through a coordinated mechanism for improvement of teaching learning.	Physical and documentary Evidence of the presence of coordinated mechanism and tools to obtain feedback on effectiveness of teaching; evidence of regular internal monitoring by IQAC; minutes of IQAC; evidence of using results of feedback for improvement.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	Enough evidences submitted	
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Programme/course specification; course evaluation reports for the past3-4years; teacher appraisal reports as evidence of improvement; Student performance statistics and reports; external examiners reports.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	Not Enough evidences submitted	1. Course evaluation reports for thepast 3-4years; 2. teacher appraisal reports as evidenceof improvement 3. external examiners reports.
5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	Documents on work norms and work load of staff; staff feedback.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>		

5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to evaluate performance of teachers, identify champions of teaching excellence, and promote adoption of excellent practices.	Senate/Faculty approved indicators for evaluating teachers for excellence in teaching; evidence of using the indicators for evaluation; awards scheme for excellence in teaching; evidence of awards.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	Not Enough evidences submitted	1. Senate/Faculty approved indicators for evaluating teachers for excellence in teaching; 2. Evidence of using the indicators for evaluation; awards scheme for excellence in teaching; evidence of awards.
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#### ***Criterion 6–Learning Environment, Student Support and Progression***

Scope– Learner support services address the identified needs of students and enhance a supportive learning environment aimed at student success in higher education. The learner journey from pre-entry to alumnus is characterized by a concern for student access, learning, progress, and success in achieving the programme outcomes .Policies and strategies are in place relating to a range of services that help all students to develop, reflection, and articulate the skills and attributes they gain through their co-curricular experience. Student support services are systematically assessed using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of these services. The Faculty facilitates the use of technological innovations in educational transaction to enrich the learning experiences it provides to students and staff. Students are supported adequately by provision of a range of opportunities for tutoring, mentoring, counseling, and stimulation of peer support structures to facilitate their holistic progression. The University /HEI provides adequate support for SCL and OBE.

*Criterion6 is captured in the following ‘Standards’:*

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 – BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
6.1	The Faculty adopts a student-Friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.	Web site with FAQs; job description of relevant staff; administrative structure reflecting interaction between students and staff; students feedback; help desk; student satisfaction survey reports.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not enough evidences submitted	Staff and Student satisfaction reports and students feedback
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										
6.2	The Faculty/Institute identifies Learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.	Need analysis data and use of it in strengthening the support service for students; physical and documentary evidence of conducive environment; student feedback; student satisfaction survey reports.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
6.3.	The Faculty/Institute offers all Incoming students an induction programme regarding the rules and regulations of the institution, student-centred learning,	Programme plan of SDC; induction and orientation programmes of the Faculty for students; career guidance programme plans; evidence of students attending the	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 – BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	outcome based education and technology based learning.	programme; evidence of possession of By-laws by students.			
6.4	The Faculty guides the students to comply with the Code of conduct for students (Student Charter), discharge their rights and responsibilities and utilize services available in a prudent manner.	Physical and documentary evidence of Student Charter (Code of Conduct); evidence of distribution to students; student feedback; student satisfaction survey reports.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
6.5	The Faculty/Institute guides the students to optimally use the available student support services and empower learners to take personal control of their own development (self-directed learning).	Evidence of student centred Learning approach practice in the Faculty; evidence of effective counselling; evidence of strategies for motivation of students to develop independent learning; orientation programmes for students.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		

6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.	Documentary evidence of Monitoring mechanisms; monitoring committee reports; evidence of monitoring outcomes being used for improvement of the system; student satisfaction survey reports.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>	Not enough evidences submitted	1. Evidence of monitoring outcomes being used for improvement of the system 2. Student satisfaction survey reports
6.7	The Faculty/Institute provides Ongoing training for users (students and staff) of common learning resources such as library, ICT ,and language laboratories.	SDC training programme plan ; library training plans; evidence of students /staff attending the training programmes; training evaluation reports; student satisfaction survey reports; staff performance appraisal reports.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
6.8	The Faculty/Institute which offers professional/science based programmes, provides ongoing training for users (students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.	SDC training programme plan; evidence of students/staff attending the training programmes; training evaluation reports; staff performance appraisal reports; student satisfaction survey reports.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		



6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently abled students.	Faculty policy, strategy and activities aimed at students with special needs.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		
6.10	The Faculty/Institute's library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning and gainful employment.	Evidence of appropriate ICT policy, infrastructure, and plans for application; availability and usage; stake holder feedback; report on library facilities and usage of ICT by students in the library.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		
6.11	The teachers in partnership with library and information resources personnel ensure that the use of library and information resources are integrated into the learning process.	Programme/course specification; library training/orientation schedules; evidence of students using the library for relevant purposes; evidence of teachers /library motivating students to use the library; evidence of collaboration between academics and library staff; minutes of library committee meetings.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	Evidence of teachers /library motivating students to use the library

6.12	The Faculty/Institute maintains up-to-date records on student progress throughout a programme of study and provide prompt and constructive feedback about their performance.	Data base of students with up to date records of student examination/assessment results; Evidence of follow-up on the progression by the faculty; evidence of feedback given.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	
6.13	The Faculty/Institute promotes Active academic/social interaction between the faculty and students.	Evidence of scheduled social events in the Faculty programme facilitating interaction between staff and students; student feedback; student satisfaction survey reports; Prospectus; Student Charter.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		
6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/ mentors/ senior guides and students.	Evidence of scheduled meetings between students and academic staff; student feedback; Prospectus; Student Charter.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input type="checkbox"/>		
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty, and contribute to social and cultural dimensions of the educational experience.	Handbook; Prospectus; curriculum of individual programmes; corporate plan/strategic plan.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		

6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU.	Physical and documentary Evidence of CGU and the action plan; evidence of relevant career advisory activities; student feedback.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
6.17	Learning experience is enhanced through opportunities such as industrial placement/ internships/ work based placements.	MoUs between the two institutes; feedback from providers; student feedback; evidence of students undergoing training.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
6.18	The Faculty/Institute has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sex discrimination/ harassment.	Policy document on GEE and SGBV; strategies and action plans drawn and implemented; reports on the progress made in promoting GEE and deterring SGBV.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>		
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/ courses offered and support services and the information is used in improvement.	Student satisfaction survey instrument and evidence of gathering data; evidence of use of findings of feedback survey.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input type="checkbox"/>		

6.20	The Faculty/Institute is Proactive in counseling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	Survey reports on progression; employer survey; evidence of good learner support to facilitate progression; student satisfaction surveys; Physical and documentary evidence of a 'student counseling unit/service; Activity plan of the unit; evidence of effective counselling; evidence of staff trained at SDC.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	Evidence of good learner support to facilitate progression; student satisfaction surveys
6.21	The Faculty/Institute facilitates the students who do not complete the programme successfully to settle with the fall back options available.	Faculty policy on fall back options; evidence of implementation.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	Faculty policy on fall back options
6.22	The Faculty/Institute regularly monitors retention, progression, completion/ graduation rates, employment rates and per student cost in relation to national targets where available, and remedial measures taken where necessary.	Results of surveys of employment reports; tracer studies; surveys to determine numbers obtaining scholarships/fellowships/ internships; outcome surveys on benefits to society; evidence of admission to advanced studies.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input checked="" type="checkbox"/>	<b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	1. Tracer studies 2. Surveys to determine numbers obtaining scholarships/fellowships/ internships 3. Outcome surveys on benefits to society 4. Evidence of admission to advanced studies. 5. Graduate employability report

6.23	Faculty/institute promptly deals with students' complaints and grievances, and deliver timely responses.	Disciplinary by-laws for students; minutes of student disciplinary committee; by-laws for student grievance redressed mechanisms; minutes of grievance committee meetings; complaints received and action taken.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.	Evidence of University/Faculty alumnus; minutes of alumni committee; handbook; evidence of close interaction and active participation in Faculty activities.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		

### ***Criterion7– Student Assessment and Awards***

Scope– Assessment of student learning has a central role in both programme design and in the learning environment of the student. Good practices in assessment involve policies and procedures relating to standards of performance as prescribed in the SLQF. Rigorous assessment procedures are a principal resource for the maintenance of standards.

Assessment is used as a tool to promote learning and support the academic development of students. Faculty involved in assessment need to ensure that assessment strategies are linked to the ILOs and that their assessment practices are fair, valid, reliable and feasible with provision for regular and prompt feedback on student progress.

Information about assessment , including ILOs, assessment strategies, processes, methods and schedule of assessment tasks, and criteria for assessment is published in print and online and communicated to all students. The Faculty/Institute ensures that University’s Regulations, Rules, By-laws and guidance on assessment procedures are explicit, and consistent while ensuring confidentiality and integrity. Mechanisms are operated to monitor and review Faculty’s academic provision in relation to assessment.

***Criterion7 is captured in the following ‘Standards’:***

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	Institution/Faculty/ Institute policy on outcome based programme design; Programme and Course specifications; By-laws; examination rules and regulations.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	
7.2.	Assessment strategy is	Curriculum of	0 1 2 3	Enough	

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	programme/courses; programme/course specifications; alignment of assessments to ILOs and teaching learning methods;exit survey reports.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	evidences submitted	
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training etc.) and awards.	Evidence of policy on assessment strategies, Minutes of review meetings; by-laws rules and regulations; curriculum evaluation committee minutes; senate minutes; council minutes.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	Minutes of review meetings; amended by-laws, rules and regulations; curriculum development committee minutes.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/course	Policy on weightage relating to Different components of assessments; course specifications; Handbook/Prospectus.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	Enough evidences submitted	

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	specifications.												
7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.	Policy documents on appointments of external examiners; by-laws of examinations; senate minutes; appointment letters to examiners.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
7.7	Faculty/Institute ensures that the reports from external examiners are considered by the examination board in finalizing the results.	Manual of examiners procedures; by-laws on examinations; records of taking into consideration external examiners’ reports.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										
7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrolment / recruitment.	Examinations By-laws; regulations and rules; curriculum development committee minutes; manual of examination procedures; student’s Handbook.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enough evidences submitted	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
7.9	The Faculty/Institute ensures that staff involved in assessing the students are competent to undertake their roles and responsibilities and have no conflict of interest.	Evidence of knowledge about manual of examination procedures; by-laws, rules and regulations; SDC’s training programme schedule. Manual for conduct of	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enough evidences submitted	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										



No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		examinations.											
7.10	Appropriate arrangements/adjustments/ facilities are made available by the Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.	Faculty policy of dealing with Differently abled students; evidence of making facilities available to them.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
7.11	Students are provided with Regular ,appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.	By-laws on examinations; manual of examination procedures; use of feedback to promote student learning.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
7.12	The Faculty/Institute adopts Well defined marking scheme, various forms of internal second marking(open marking, blind marking)and procedures for recording and verifying marks etc., to ensure transparency, fairness and consistency.	Manual of examination procedures; by-laws on examinations; records of complying with the above; staff feedback; student feedback; sample answer scripts and mark sheets; evidence of second marker’s reports.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Not Enough evidences submitted	staff feedback; student feedback
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										
7.13	Graduation requirements are	By-laws on examinations;	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr></table>	0	1	2	3	Enough					
0	1	2	3										

No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 –BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	ensured in the degree certification process and the transcript accurately reflects thestages of progression and student attainments.	manual of procedures; sample transcripts; student feedback	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	evidences submitted	
7.14	A complete transcript Indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is made available to all students at graduation.	Sample transcripts; by-laws on examinations, manual of examination procedures; evidence of students receiving transcripts at graduation.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>		
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	Manual of examination Procedure ;by-laws on examinations; evidence of ensuring accuracy in recording; evidence of timely issue of results; student feedback.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		

7.16	The Faculty ensures that the Degree awarded and the name of the degree complies with the guidelines(qualification descriptor),credit requirements and competency levels (level descriptor) detailed in the SLQF.	SLQF in possession; evidence of staff awareness and use of SLQF during course development; programme/course specifications.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
7.17	The Faculty/Institute ensures the implementation of examination bylaws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.	Examination by-laws; Evidence of Faculty staff and examination unit's awareness of the by-laws; senate minutes; evidence of implementation and strict enforcement; evidence of results released on time (within 3 months); student discipline by-laws; student Charter.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		

### ***Criterion8 – Innovative and Healthy Practices***

Scope– The institutional policy and strategy for promoting and fostering innovative and healthy practices and the extent of use of such practices are assessed. Innovative and Healthy practices are considered as practices which would lead to enhancement of quality of training and learning experience and the students' outlook. However, it is difficult to prescribe a comprehensive list of healthy and innovative practices that will be applicable across all study programmes.

Examples of such practices are stated here: use of ICT-platform to facilitate multi-mode delivery and student-centered learning; use of Open Educational Resources (OER) to complement undergraduate teaching; institutional mechanism to promote faculty engagement in research, innovation and postgraduate research, and its contribution to enhance quality of undergraduate training;

performance appraisal system and reward mechanisms for staff, international collaborations and exchange of students and staff; student participation in co- curricular activities and institutional national level competition in sports, aesthetic activities and innovations; faculty-industry linkages and use of work-based and industry placement as a part of learning for undergraduates; adoption of policy and practice of credit transfer mechanism; strategies adopted for maintaining academic standards of the study programme; organizational arrangement to promote community and industry engagement/social mobilization programmes, and income generation initiatives to diversify sources of funds.

This list by no means is exhaustive and if the Faculty/Institute practices any other innovative or healthy practice, they could include them in the SER with supportive evidence.

*The scope of this criterion is captured in the following ‘Standards’*

The scope of this criterion is captured in the following Standards													
No.	Standards	Example of Source of Evidence	ScoreGuide 0 -Inadequate 1 – BarelyAdequate 2 -Adequate 3 -Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
8.1	The Faculty/Institute has established and operates ICT-based platform (i.e. VLE/ LMS) to facilitate multi- mode teaching delivery and learning.	Inventory of teaching and Learning methods adopted; physical evidence of presence of VLE/LMS; physical verification of use of VLE/LMS; number of courses /documents uploaded into LMS; student feedback.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Enough evidences submitted	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										

8.2	The Faculty/Institute encourages the staff and students to use OER to supplement teaching and learning.	Faculty Board approved Policy and guidelines on the use OER; evidence of use of OER by teachers and students.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	Document reflecting Faculty Policy and strategy on R&D; report on the benefits accrued for undergraduate training from R&D; records on institutional and national recognitions received by academics.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
8.4	The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.	Evidence of existence of an organizational entity or entities to promote and coordinate R&D and outreach activities; manual of procedures/documentated guidelines on conducting R&D and outreach activities; Strategic Plan/Action Plan of the Faculty/Institute.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		

8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	Documentary evidence of staff reward schemes for academic and research excellence; records of past rewards conferred.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
8.6	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.	By-laws/guidelines relating student research project management; sample of student projects conducted and students theses submitted; evidence of publication of student project reports as research communications.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		
8.7	The study programme contains an ‘industrial’ attachment/training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with ‘industrial’ establishments/organizations.	Guidelines on ‘industrial attachment’(IA); list of places the Faculty/Institute has established formal links with, for operationalizing the IA; sample of reports submitted by students following completion of IA.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and	List of academic and research collaboration established and operationalized with outside agencies; list of activities conducted	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>		

	industries, and uses such linkages to build the reputation of the institution and expose students to the 'world of work' and to promote staff and student exchange.	through such collaborations.			
8.9	The Faculty/Institute has diversified its sources of income to complement the grants received through Government by engaging in income-generating activities.	List of income generating activities conducted; Reports on the benefits accrued through such activities; Physical verification of income generating activities.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input checked="" type="checkbox"/> <b>3</b> <input type="checkbox"/>		
8.10	The Faculty/Institute Practices a credit-transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/ Institute or submit credits earned from another Institute to the Faculty concerned.	University approved policy and guidelines/by-laws regarding credit transfer; evidence of students making use of this option.	<b>0</b> <input type="checkbox"/> <b>1</b> <input checked="" type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	University approved policy and guidelines/by-laws regarding credit transfer
8.11	The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry-related activities, etc., and	Documentary evidence of institutional mechanism to promote and facilitate co-curricular activities; report on the co-curricular activities conducted.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	

	such pursuits are well supported with physical, financial and human resources.							
8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.	Faculty Board approved Policy and guidelines relating to granting permission to participate at outside competitions; reward mechanism to give recognition to outstanding performers.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
8.13	The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.	Institutional procedure for Curricula development, approval, and monitoring mechanism; by-laws relating to examinations; mechanism of appointing external examiners; list of external examiners.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input checked="" type="checkbox"/>	Enough evidences submitted	
8.14	The Faculty/Institute implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).	University approved policy and guidelines on fallback option; evidence of implementing fall back option.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input checked="" type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	Not Enough evidences submitted	university approved policy on fall back option



