



**Programme Review Report**  
**Programme Reviews - 2018**  
**BBA Honours in Entrepreneurship, BBA Honours in Human  
Resource Management, BBA Honours in Marketing**  
**Faculty of Management and Finance**  
**University of Ruhuna**  
**27<sup>th</sup> to 30<sup>th</sup> August 2018**



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**Quality Assurance Council**

**University Grants Commission**

**Signature Page: to be inserted after the cover page in the review report**

**University: University of Ruhuna**

**Faculty: Faculty of Management and Finance**

**Program: BBA Honours in Entrepreneurship**

**BBA Honours in Marketing**

**BBA Honours in Human Resource Management**

**Review Panel:**

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

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## **Section 1: Introduction to the programme**

The Faculty of Management and Finance (FMF), established in 2003, is the second largest Faculty of the University of Ruhuna in terms of student population (i.e. 1511 students as of 2018). FMF consists of three academic Departments namely, Accounting and Finance, Management and Entrepreneurship, and Marketing. The last two departments offer the three programmes that were reviewed by this panel. At present, the Faculty primarily offers courses leading to Bachelor of Business Administration (BBA) Honors degrees in line with Level 6 of the Sri Lanka Qualifications Framework (SLQF). The Faculty introduced the course unit-based undergraduate programmes in 2001. In addition to the undergraduate degree programmes, the Faculty coordinates the Postgraduate Diploma in Business Administration (PDBA), Master of Business Administration (MBA), Master of Business Management (MBM), Master of Philosophy (MPhil), and Doctor of Philosophy (PhD) programmes as well.

The Faculty offers BBA Honors Degrees consisting of 120 credits. The BBA degree programmes are now conducted entirely in the English medium. As per the standards of SLQF, the students enrolled in the Faculty are first provided with a solid foundation in the fields of Management and Finance, through a range of common course units. Then, based on students' interests and performance made in the first three semesters, they are given the opportunity to specialize in one of the four specialization areas: Accounting, Entrepreneurship, Human Resources Management, and Marketing, from their second year-second semester of the degree programme. A minimum of 60 credits are required to be earned from the chosen specialization field. The curricula of the degree programmes are enriched with latest course units that match the contemporary developments in the respective fields. Further, all students undergo an internship training in their final semester while engaging in an independent research project.

### **1.1 Number of Students in Faculty at present- breakdown in years**

MF/2017-314 (1000 II Semester)

MF/2016-308 (2000 I Semester)

MF/2015- 303 (3000 I Semester)

MF/2014-277 (4000 I Semester)

MF 2013-296 (4000 II Semester)

TOTAL NUMBER OF STUDENTS- 1498

- Maximum Capacity of Students allocated by University Grants Commission in the last 4 years: 320
- **Number of batches graduated through the programmes from its inception: 12**

**Total number of graduates of the Faculty of Management and Finance**

<b>Year of Intake</b>	<b>Number</b>
MF/2012	195
MF/2011	297
MF/2010	314
MF/2009	310
MF/2008	302
MF/2007	276
MF/2006	249
MF/2005	268
MF/2004	255
MF/20003	242

## Section 2 - Review Team's observations on the Self Evaluation Report

The Self Evaluation Report (SER) was written in accordance with the general guidelines of the programme review manual stated in its Chapter Four. The names of the team members representing all three programmes with the chairperson were included.

- i. The SER provided an introduction to the programmes as well as the Intended Learning Outcomes (ILOs) of the BBA degree programme and the overall graduate profile. The SER stated that the programmes were developed to fit the Vision and Mission statements of the faculty and that Student Centered Learning (SCL) and Outcome Based Learning (OBL) were being put into practice. Guidelines were used for established for design and development of the programmes and courses.
- ii. Steps taken to address concerns raised in previous subject reviews were provided in a table form in page 11. They were in place and functional as indicated in later sections of this report.

Some of the areas of the SER that could be improved are given below.

- a. The SWOT Analysis (p. 9 of the SER and detailed in Appendix 2) was somewhat confusing and should have been paid greater attention in its preparation and presentation. Some of the statements made in it were not clear and appeared to be conflicting. Some examples under Weaknesses include, "Insufficient department structure to cater to market demand" and "Tall organizational structure". The Threats section had "The hostile attitude of the public on ragging practices at State Universities". Does this mean that the programmes were not happy with the hostile attitude or something else? The Opportunities section did not highlight those that are specific to the programmes of the Ruhuna University. However this was clarified at meetings with stakeholders during the site visit.
- b. The titles of the evidence provided for each of the standards appeared to be the same for all three programmes as given in the SER, with the exception of a few. This was somewhat confusing for the reviewers during the desk review until the site visit was made, during which it was observed that separate documents were available for each programme.

- c. The degree of internalization of best practices and level of achievement of standards was not very clear for many standards from the SER alone. This aspect however was verified during the site visit and therefore not a significant concern for the reviewers.
- d. The review team did not receive the Corporate Plan/Strategic Management Plan of the university along with the SER, but these were available during the site visit.
- e. The formatting should have been better and some spelling mistakes should be corrected.

### Section 3 - Description of the Review Process

The review process was carried out according to instructions in Section 5.8 of the *Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions*, University Grants Commission- December 2015.

The programme had a cluster of three degree programmes, all awarding the Bachelor of Business Administration (BBA) in three separate areas of study. These were reviewed as a cluster and not separately due to the fact that the SER was written for a cluster. The SER statements were supported by evidence provided by all three programmes with codes identifying the documents from each programme.

The review team consisted of four academics from the state university system of Sri Lanka. Their names are given in the front page of this report. Preparations for the review consisted of attending training meeting organised by the QAC in Colombo, with printed copies of the SER being made available about two months before the commencement of the site visit. A desk evaluation of the SER was made by each member independently followed by a meeting of the review team members at a QAC organised meeting to discuss their findings and the basis of allocation of marks for standards. It was agreed to verify and finalise the marks allocated after the site visit as per the practice of reviews. A schedule of the activities to be performed with meetings and observations of processes and facilities was provided to the review team by the Dean of The Faculty of Management and Finance, UoR two weeks prior to the site visit. Modifications to it were made based on comments made by review team members. It was finalized at the start of the review process on site.

The review team had meetings with major stakeholders of the programme cluster, including the Vice Chancellor of the University of Ruhuna, the Director of the Internal Quality Assurance Unit, the Dean, academic and support staff, administrative and non-academic staff and students representing all four years of the programmes. The list of meetings with names and signatures of attendees is provided as Annex 2 of this report. The reviewers also inspected facilities, documents provided by the programmes, and observed teaching during classes.

The review team is very pleased with the most friendly and courteous manner in which the staff of the reviewed programmes co-operated with the review process. It was well coordinated and the reviewers were able to carry out their duties smoothly. The documentary evidence was kept in a separate room with facilities to make the reviewers comfortable. The other facilities provided were very good. Observations made by the review team members during meetings with staff were accepted in a professional manner with mutual respect for each other's views and stances. The most noteworthy aspect is that the academic staff, ranging from very senior to junior ranks were at hand during the entire review period to respond to requests from the reviewers. Especially during observation of documents, there was a large number of staff in attendance, they were very helpful and made all attempts to obtain new information whenever

requested. This very positive attitude of the programme staff of this faculty toward an external review should be commended and highlighted in any summary information documents that may be prepared by the QAC. The reviewers are quite satisfied with the internal arrangements made by the faculty.

The findings of this review are in accordance with the marks awarded based on the template for marking of Criteria and their associated standards as given in the *Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions*, University Grants Commission- December 2015.

## **Section 4 - Overview of the Faculty of Management and Finance's approach to Quality and Standards**

The Vice Chancellor explained to the review team the significant new developments at the university that is expected to enhance its multi-cultural experiences and research and development programmes. The first was the soon-to-be-opened Indian Cultural Center (built with assistance from the Government of India) and the other was the on-going China-Sri Lanka Joint Center for Research and Education (with the assistance of the Government of the People's Republic of China). Both initiatives will much improve the socio-cultural environment and the academic environment of the university. The cultural center is expected to serve the larger southern region also as a focal point for high quality multi-cultural and educational activities. Such university wide initiatives will contribute towards improving the educational experience of its undergraduate programmes leading to an enhanced profile of this university nationally and internationally.

### **4.1 The Internal Quality Assurance Unit and Quality Assurance Cell**

The overall approach of the University of Ruhuna to quality assurance of its programmes was reflected in the work of its Internal Quality Assurance Unit (IQAU). It had been established only in 2015 but its work during the past three years is highly commendable. The review team first had an introduction to it during the meeting with the Vice Chancellor of the university had further details of its work provided by the Director of the IQAU at the subsequent meeting with him and staff of the QAC of the faculty.

The IQAU had its formalized By-laws, a manual for examinations, and guidelines for preparation of programmes and courses. A significant feature and one that appeared to be novel and specific to University of Ruhuna was its Academic Accountability and Model for Computation of Workload (Internal Circular No. 03/2016) prepared by the IQAU. This had been approved by the Council of the university in September 2016 and is now in implementation. This system which can be accessed on-line through the Management Information System (RuMIS) by all academic staff generates four levels of performance. The performance of an individual academic is submitted through the Head of a department to the Dean. The Vice Chancellor can view all performance records generated through this system for every academic staff member. There were provisions for submission of lists of names of academics whose performance was below what was expected or the norm, to the Senate, if so needed. The review team is of the opinion that the formula for calculation of the workload of an academic captured the actual situation in a quantitative manner instead of only qualitatively, and recognized that academics performed functions beyond the boundaries of the university that benefitted not only him/her but also that of the university.

An Academic Performance Index was also being developed which may permit its use for approval of increments of the salary. This would be much better than the currently used Increment Form which does not allow for much discrimination between those whose performance is lower than the norms.

There was no curriculum development and approval committee at the faculty as those functions were carried out through the IQAU. The QAC of the faculty was active being staffed by a senior academic and with support from the faculty. It played a supportive role in IQAU activities and provided some resources to it at times.

The overall impression about the commitment of the University of Ruhuna towards quality enhancement and reaching for excellence as exemplified by its IQAU is most favorable.

## Section 5 - Judgment on the eight criteria of Programme Review

### 5.1 Introductory Remarks

The comments of reviewers are made for strengths and weaknesses of each Criterion with the exception of a few standards in Criterion 1. Specific comments for standards are found in the detailed marking template of this programme review provided as Annex 1. Comments are made only where the marks are less than 3 (the highest possible) and provides the justification for the allocated mark. No comments are made for standards where the mark is 3 with the exception of standards 7.10 and 7.16. The review team also noted significant overlap between evidence in support of standards either within or between criteria. Therefore, some comments of reviewers are repeated in this report.

It should be noted that some of the comments of the reviewers are recommendations as well. Therefore a separate section of recommendations for each criterion is not included again. A set of overall comments/recommendations is provided at the end of this section.

Evidence in support of the SER was provided as printed or electronic documents. Often a single document/ e file contains information that is not shown in its title and provides missing information in the SER. Meetings with stakeholders during a site visit clarified what is not apparent in the SER and is was also a source of information. This aspect has been referred to in Section 2 of this report.

### 5.2 Criterion 1- Programme Management

#### ❖ Strengths:

- ❖ As this criterion deals with the procedures, guidelines and mechanisms etc. that are essential for the operation of a state university and is bound by many circulars issued by the University Grants Commission and the government, the programmes had good marks for many of the standards. The University of Ruhuna is an established university in the country and it cannot function as it does if it did not adhere to the requirements of Criterion 1. The level of attainment by the faculty for this criterion is also a reflection of the processes and mechanisms established by the University of Ruhuna.
- ❖ Cluster of programmes maintained the credit requirements (120) to designate the qualifier such as honours in Human Resource Management, Marketing and Entrepreneurship.

#### ❖ Weaknesses:

- ❖ Standard 1.9- insufficient information about the contents of the orientation programme and how feedback from it was used to improve the programme for the period of review.
- ❖ There was insufficient information provided for standard 1.10 to prove the maintenance of back up files pertaining to student's personal information, detailed files by the student's welfare branch, confidentiality and custodianship of such information.
- ❖ The work norms and duty lists, codes of conducts for all categories of staff (1.13) has been recently implemented but evidence was available only for the year 2017.
- ❖ For standard 1.18 Information provided was inadequate to formulate a clear idea on institutional mechanism of student and academic/mentoring to implement this standard.
- ❖ Standard 1.27, there was displeasure expressed by student representatives about the prevailing ragging 'system' within the university.

### 5.3 Criterion 2 – Human and Physical Resources

#### **Strengths:**

- ❖ With the new building (Phase I) of the faculty the physical resources are satisfactory. This should make the academics able to work in a better environment than previously where they shared office space with another faculty. Also there are separate rooms for printing of examination papers, for career counsellors to meet students, for English lecturers and for QA work. The building is airy and well ventilated which provides a pleasant environment to work.
- ❖ The Faculty has adequate human resources for design and development and delivery of academic programme(s) and courses, and to undertake associated functions such as research, innovations, counselling and outreach activities.
- ❖ All newly recruited academic staff follow an induction programme organized by the Staff Development Centre and all newly recruited staff are proactively encouraged to acquire required post-recruitment qualifications.
- ❖ The Faculty has newly established infrastructure facilities such as lecture rooms, laboratories, libraries and reading rooms.
- ❖ The Faculty has put in place sufficient ICT facilities including access to computer terminals and internet connectivity. However, Wi-Fi access to student population in the university is limited. The IT unit should have dedicated servers and expand its services.

- ❖ The Faculty has appointed two lecturers for teaching English language courses and conduct specific and supplementary English class for students who are weak in English language.
- ❖ The students are provided with training opportunities to acquire ‘soft skills’/‘life skills’ required to succeed in the ‘word of work’ through regular career guidance programmes conducted by the Career Guidance Unit (CGU) of the University, and by embedding those skills into the curricular activities also.
- ❖ With the support of the faculty students are actively engage in multicultural programmes to promote social harmony and ethnic and cultural cohesion among students of diverse backgrounds.
- ❖ **Weaknesses:**
- ❖ The number of staff with PhD qualifications should be increased. It was noted that most of the staff obtained their postgraduate qualification from the same university in Norway and we advise the staff to obtain their postgraduate qualification/international experience in different countries to have diverse experience to cater the emerging needs in higher education.
- ❖ Report comparing expertise available with national and international norms/benchmarks not observed for the period of review. There should be training workshops on research methodology and curriculum development etc. for all academic staff members.
- ❖ Wi-Fi facilities are not available in the faculty building and it is a constraint for wider access to information and LMS to both staff and students. More servers and licensed software should be purchased by the university for the IT Unit. Use of pirated software is not at all suitable for a state university. The staff of the IT Unit stated that they have requested for licensed software and more servers but up to now they appear not be available.

## 5.4 Criterion 3 - Programme Design and Development

### ❖ **Strengths:**

- ❖ The work of the IQAC is commendable as has been mentioned elsewhere in this report. The QAC of the faculty is making considerable efforts to inculcate quality practices within the programmes.
- ❖ All programmes are now being conducted entirely in English. Only one batch of students entirely taught in English has currently graduated, but this is a commendable move. The review team was impressed by the level of knowledge of English of the students who came for meetings with the reviewers. Even those who acknowledged that they did not have the ability to speak, write or read English during their school education stated that their ability had improved significantly and expressed confidence that they would be able to have a sound knowledge and skills in English by the time of their graduation from the faculty.
- ❖ Graduate profile was clearly stated in the handbook and also included in programme goals of the faculty. The connections between the graduate profile and programme ILOs was explained by the academic staff. The university had imposed restrictions on the amount of text/space allowed for each faculty in its handbook and this was a hindrance for the faculty to set out its programme goals/objectives in greater detail. However these were explained to the satisfaction of the reviewers.
- ❖ Inclusion of an internship (6 credits) and an individual research project (9 credits) are very useful in providing practical experiences and skills development of students. The marketing programme students were in high demand among prospective employers, as we understood from staff and students.

### ❖ **Weaknesses:**

- ❖ Use of SLQF for programmes of the cluster of programmes was observed only from 2016 onwards. Prior to that Subject Benchmark Statement had been used. While this is a commendable move in the absence of the SLQF, the absence of evidence for SBS use within the period of review was a weakness.
- ❖ No fall back options are available.
- ❖ Programme evaluation reports are not available for study programmes. This was a major drawback.

- ❖ Curriculum development committee minutes were only partially available. Study programmes have provided workshops on curriculum revision only for 2017.
- ❖ Programmes could consider teaching languages such as Korean and Chinese as these are now important for study programmes aiming to mould global citizens.
- ❖ Industry inputs in programme design and development should be increased than at present. Feedback forms from employers were lacking clarity

## 5.5 Criterion 4 - Course/ Module Design and Development

### ❖ **Strengths:**

- ❖ The Faculty revises its curriculum time to time to ensure the study programmes offered are relevant to the needs of the ‘world of work’, and its quality is comparable with SLQF requirements.
- ❖ Even prior to the SLQF document the some programmes had taken the step of developing their curricula as much as possible with the Subject Benchmark for some of the programmes. The revision of the curriculum in 2016 has now aligned the courses with SLQF.
- ❖ The IQAU has since 2017 put in place a clear process for course design and development and approvals within the university before submission to the UGC This is helpful and is aimed to achieve consistency between courses, programmes and faculties.
- ❖ The ILOs were present in most courses from all programmes of the cluster and the C1 form which is given at the start of a course detailed the course outline and assessments and deadlines and other details relevant to the student.

### ❖ **Weaknesses:**

- ❖ While there is no doubt that the faculty had revised their curricula and obtained approval through the official procedures that has been established by the university and faculty, the evidence for doing so between 2013 and 2015 was not easily observed by the reviewers for the cluster. It is not clear from the evidence if all programmes of the reviewed cluster had followed correct procedures prior to 2016.
- ❖ Some courses did not show the ILOs for the period under review.
- ❖ C1 form (course outline) did not articulate categories of learning outcomes to be achieved and appropriate student-centred teaching and learning methods to achieve those

outcomes.

- ❖ Insufficient evidence for the period under review for the cluster of programmes of course evaluation and use of feedback for improvement.
- ❖ Stakeholder survey can be considered when curricula are revised and for improvement of the internship training program. There should be more contributions from external stakeholders especially industry when curricula are revised/new ones introduced
- ❖ As stated in the general comment in this report, there were only few records of course development process in years 2013, 2014 and 2015 for the cluster.

## 5.6 Criterion 5 – Teaching and Learning

- ❖ **Strengths:**
- ❖ The English course being part of the subjects of the programme appears to be very effective. The English courses are now aiming to provide vocabulary and terms specific to a subject. As subject specific vocabulary and terms are taught it helps students unfamiliar with English Language to grasp technical terms more easily.
- ❖ The Faculty has adopted outcome-based education and student-centered learning (OBE-SCL) approach and provides facilities to practice OBE-SCL approach in education provision.
- ❖ Academic staff are enthusiastic about their teaching and also the ability to offer courses that were of relevance to the programme, they also interacted with external stakeholders of the region and outside of it to include external inputs, to provide internships to students and also to obtain support from industry to the programmes. They are connected much to the regional leaders of industry as well as those who are operating at the national level.
- ❖ There is an established ICT-based platform (i.e. LMS) to facilitate multi-modal teaching and student-centered learning. The Faculty encourages the staff and students to use Open Educational Resources (OER) to complement teaching and learning resources as well as use a variety of methods for learning. There were field visits, workshops, business development competitions, internships and other types of training programmes evident in the implemented curriculum.
- ❖ The Faculty has recognized and taken necessary steps to impart basic skills in research, innovation and research communication to undergraduates; accordingly, the study

programme contains an undergraduate research project (9 credits) as a part of the teaching and learning strategy; students are encouraged to disseminate the findings of such research through oral presentations.

- ❖ Internship training program for final year students is well planned by the faculty through signing MOUs and networking between the faculty and industry.
  
- ❖ **Weaknesses:**
  
- ❖ Some academic staff (recently recruited) need to have their teaching skills improved. This will improve the effectiveness of their teaching.
  
- ❖ Academic staff should be provided with research grants and further participate in national and international research conferences. They should be encouraged to contribute to national and international activities and also carry out more outreach activities that will also contribute to teaching and learning.
  
- ❖ Teaching and learning methods can be improved by using internet based facilities. Especially the facilities for students centred learning needs to be improved, for example, establishing smart classroom and e-blended learning environment
  
- ❖ The absence of proper servers appears to be a problem for maintenance of records of the LMS usage. The use of licensed software for the faculty is strongly recommended.
  
- ❖ There is no student journal or a regular forum to present and publish their work. The international conference that is organised by the faculty is a forum but it does not appear to have many student research publications.
  
- ❖ The absence of Wi Fi facility in the faculty building is a hindrance to teaching and learning as in the modern classroom there is a great need for students and staff to access internet based resources quickly.

## 5.7 Criterion 6 –Learning Environment, Student Support and Progression

- ❖ **Strengths:**
  
- ❖ The students are satisfied with the existing learning environment especially the current facilities.
  
- ❖ The first to final year students met by the reviewers stated that they have improved their English knowledge much due to the academic curriculum that has subject specific

English courses, other activities such as presentations, workshops and report writing. Orientation programme was good as it was conducted over a 3 month period. The larger component was organised by the student union but supported by the staff. Weak students were identified and they had supplementary English classes during the vacation period. They had benefitted much from these. The reviewers were also satisfied with the ability of students of this faculty to speak in English. The students were articulate and expressed themselves well.

- ❖ Students were also happy with the attitudes of the staff in general as they were approachable and flexible, with ‘open door policy’.
- ❖ The students stated that there were no serious problems with ragging or physical violence within the faculty. Many of the serious incidents of ragging were from faculties other than from Finance and Management. However, we believe that there could be serious incidents of ragging especially within the hostels, but that they do not get reported to the staff as those inflicting ragging and the victims appear to ‘settle’ the issue between themselves before it reaches the authorities.
- ❖ Soft skills were improved through a nine module course conducted by the career guidance unit of the university. A certificate was awarded at the end. It was earlier given only to Level 3 students but from this year onwards second year students were also provided this. Students were optimistic that they could find suitable jobs after graduation. The marketing programme students said that even during internship period they can be paid a very high salary if they join the sales force of the organisation.
- ❖ Career counselling staff were positive and appeared to contribute much to improve career prospects for the graduates. They were well connected to the regional industries and opportunities. They reiterated the main reason for the less popular Entrepreneurship programme in comparison to the other two. It was that societal resistance towards self-employment and pressure by parents and even peers towards obtaining government employment for graduates. It was felt that these attitudes of parents and rest of society are likely to change in the future. However, these factors are beyond the control of the programme.
- ❖ **Weaknesses:**
- ❖ The programmes take students feedback semester wise. However, evidence was available only for recent years (2017, 2016, and 2015). No analyses of these survey results were shown and they do not appear to have contributed to course revision or other changes to the academic programmes.

- ❖ Insufficient information on alumni associations and the role the alumni play in the programmes. Some of it was mentioned at a meeting but it should be developed more.

## 5.8 Criterion 7 – Student Assessment and Awards

### ❖ Strengths:

- ❖ The Faculty reviews and amends assessment strategies and regulations periodically as appropriate and ensures that they are fit for purpose. The assessment procedures and the weightage assigned for different components are clearly stated in the programme/course specifications and clearly communicated to students. The Faculty has taken steps to ensure that student assessment policies, regulations and processes are *on par* with the SLQF and SBS through regular curriculum revision/ amendments.
- ❖ The Faculty has approved procedures (examination by-laws) for designing, setting, moderating, marking, grading, and monitoring the assessment methods. Academic staff are well trained on method of assessment to ensure that staff involved in assessing students are competent to undertake their roles and responsibilities. The Faculty adopts well defined marking scale, marking schemes, various forms of internal second marking and procedures for recording and verifying marks which was highly internalized.
- ❖ The Faculty considers involvement of second examiners is an essential part of the process of quality control and maintenance of standards. The second examiner assesses answers and assigns marks without seeing the marks given by the first examiner (blind marking). There is an established practice for reconciling the marks when there is a major discrepancy between the two sets of marks.
- ❖ The Faculty ensures that policies, regulations and processes relating to assessments are clear and accessible to all stakeholders. Assessment methods are integrated into teaching and learning strategies and formative assessments are used to provide feedback to students to facilitate achieving the ILOs.
- ❖ The Faculty implements and supports systematic and broad-based assessment which incorporates all aspects of learning including industrial training, field-based training, and clinical training.
- ❖ The Institute adopted a well-defined mechanism to ensure that the degree awarded complies with the SLQF. A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grade and class is made available to all students at graduation.

- ❖ Students are well informed (Students Handbook and Examination By-laws) before the commencement of the programme/course about the types of assessment, its alignment with the ILOs, timelines for assessment and releasing results, and issue of transcripts. Students are also made aware of code of conduct for preparation and submission of assignments, project work, and for sitting examinations.
- ❖ **Weaknesses:**
- ❖ There is confusion between the terms second examiner and external examiner. The faculty has second examiners, but they are nearly all from within the department concerned or within the faculty. We advise the faculty/department to adopt clear policy on appointment of external examiners and consideration of the external examiners' reports, reporting lines and time frame to ensure that changes recommended in the examiners' reports are implemented. Further, it should be ensured that assessment outcomes including external examiners' report are used to improve teaching learning and assessment methods.
- ❖ Most of the second examiners of courses were from within the faculty and even within the same department. We were informed that some years back the second examiners were from outside of the faculty and even outside of the university. However due to the policy of the university to release results within three months of completion of examinations and larger intake of students to the programmes, this practice has been discontinued to enable release of results. But reviewers feel that it is not a healthy practice to have second examiners from within the faculty itself. The better method is to use external examiners who are from outside of the faculty and university as well. This matter should be considered seriously by the faculty and if required taken up with university authorities.
- ❖ The Faculty/ Department should develop a mechanism to ensure that students are provided evidences of achieving the ILOs of each lesson of the courses.

## 5.9 Criterion 8 – Innovative and Healthy Practices

- ❖ **Strengths:**
- ❖ IQAU implemented Ethics and Academic accountability process is available to all academics through the RuMIS. Measures of workloads including teaching, learning, research and other activities of each academic were included in this on-line form. An internal circular issued by IQAU to all academics requested them to fill in their details on-line to the RuMIS. At the end of each semester the Head of Department reviews it and forwarded to the Dean. A report on workload of each academic is included in the personal file. This document is sent through the Head of Department to the Dean and

finally to the Senate (for information) and the Vice Chancellor. This is a very commendable move by University of Ruhuna as it makes the work loads of academics far more reflective of the actual situation than the current increment form used by the state university system.

- ❖ The new building made available to the Faculty of Finance and Management are also contributing to the improvement of this faculty. Phase II which will house the Dean's office and its associated functions is being built at present.
- ❖ The Faculty recognizes the complementarity between academic teaching, research and innovations; and facilitates staff to engage in research and innovation, and interaction with community and industry through university/faculty research grants and MOUs with high educational institutions and industries.
- ❖ The Faculty recognizes the value of exposing students to the 'world of work' during their undergraduate career; the study programme contains an 'industrial' training and field visit as a part of the teaching and learning strategy; it is operationalized through well designed and effective partnerships with industries. Academic staff also established linkages with institutions and industries and expose the students to the 'world of work'.
- ❖ The Faculty staff is encouraged and facilitated to engage in income-generating activities such as fee-levying programmes, consultancy and advisory services; the university has a mechanism to commercialize its research and innovations. However, according to the university policy the faculty itself could not conduct any fee-levying courses but faculty conduct courses through Faculty of Graduate studies and contributes to income generation of the university.
- ❖ The Faculty promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, engagement with community and industry-related activities.
- ❖ The regional development that is taking place in the Southern Province such as in Hambantota, the enhanced connectivity of the region to the rest of the country is being taken advantage of by this faculty to improve their teaching, learning and student support systems and also to enhance career opportunities for their students. The Dean of the Faculty stated that they are aiming to serve Hambantota and the larger Southern region. For example, large and medium scale industries of the southern region have been providing internship opportunities and some funding to students of this faculty. Some members of this faculty are judges at the Southern Province Entrepreneurship awards and thus maintaining a good rapport with industry. Some internships are done in Colombo as

there are opportunities for students from this faculty. Two internships had been done overseas through scholarships awarded by overseas agencies.

- ❖ There are programmes conducted by the Information and Communication Technology Agency of Sri Lanka (ICTA) and United Nations Development Programme (UNDP) to guide students on how to establish start-up companies and manage them.
  
- ❖ **Weaknesses:**
  
- ❖ There is insufficient integration of good practices within the programmes. There are many good practices but they are not highlighted sufficiently.
  
- ❖ We recommend to enhance innovative and healthy practices, to use external examiners; to adopt a policy and procedure for credit transfer among faculties and institutions; and fall back option for the students who are unable to complete the program successfully.

## 5.10 General Comments

- a. The cluster of study programmes made every possible effort to provide evidence pertaining review standards. However, for most of the evidence it was found that what was available for viewing by the review team was between 2016-2018. As the SER of this programme cluster states that the review is for the programmes from 2013-2017, the evidence for all those years should have been included. However when requested the academic staff readily showed the reviewers the relevant evidence from 2013 onwards for many standards. In some instances they had evidence for as early as 2003 and 2008. Hence, the reduction of marks for standards where there was evidence but not for the entire period under review and/or for all programmes of the cluster.
  
- b. Cluster wise review is advantageous to some degree programmes. This is so because good practices and merits of some programme are offset with disadvantages and demerits of other degree programme in the same cluster. However the review team is of the opinion that not all three programmes are at an equal level of quality. The degree in Marketing came across as being better than the other two for a variety of reasons. There may be reasons that are beyond the control of the academics of Entrepreneurship (such as the societal attitudes towards self-employment) and Human Resource Management programmes for this situation but the reviewers feel it is their duty to convey the actual impressions made during this programme review. The

reviewers hope that this comment is taken in the right spirit of being a constructive comment made to support improvement of the other programmes.

- c. Though the cluster of degree programmes comprised of Marketing and Human Resource Management those degree programmes were not mutually recognized by the respective professional bodies such as IPM and SLIM and CIM etc.
- d. The location of the university was stated to be a disadvantage for a Management Faculty as there were not many industries and other organisations such as in Colombo and the students had to travel more for their internship organisations. However, this situation is likely to improve in the near future with development of Hambantota area. There was adequate space for the faculty to expand its buildings and work spaces.

## Section 6 - Grading of Overall Performance of the programme

**Table 1-Criteria Performance**

<b>No</b>	<b>Criteria</b>	<b>Weighted minimum score*</b>	<b>Actual criteria wise score</b>
01	<b>Programme Management</b>	<b>75</b>	119
02	<b>Human and Physical Resources</b>	<b>50</b>	78
03	<b>Programme Design and Development</b>	<b>75</b>	110
04	<b>Course / Module Design and Development</b>	<b>75</b>	124
05	<b>Teaching and Learning</b>	<b>75</b>	124
06	<b>Learning Environment, Student Support and Progression</b>	<b>50</b>	86
07	<b>Student Assessment and Awards</b>	<b>75</b>	135
08	<b>Innovative and Healthy Practices</b>	<b>25</b>	36
	<b>Total on a thousand scale</b>		812
	<b>%</b>		81.2

<b>Study Programme Score expressed as a percentage</b>	<b>Actual Criteria wise Score</b>	<b>Grade</b>	<b>Performance Descriptor</b>	<b>Interpretation of Descriptor</b>
<b>81.2</b>	<b>812</b>	<b>A</b>	<b>Very Good</b>	<b>High level of accomplishment of quality expected of a programme of study; should move towards excellence</b>

## Section 7 - Commendations and Recommendations

### 7.1 Commendations

- a. The Faculty of Management and Finance is highly commended for its very positive and friendly attitude towards the external review. From the Vice Chancellor of the University of Ruhuna, down through the Dean, the academic, administrative and non-academic staff and students there was very good support for this programme review. The attitudes were most courteous, respectful, polite and helpful with many academics of the three study programmes ranging from very senior to very junior spending a lot of their time and effort providing evidence and searching for additional information when requested. This very positive attitude towards external reviews is not a common situation in all state universities as is the experience of the reviewers. It made the task of the review team easier and pleasant. The review team feels that this attitude of the administrative and faculty staff should be especially mentioned. It is the correct attitude that should be taken in programme reviews.
- b. All categories of academic staff are well aware on review standards and the location of relevant evidence. Staff commitment and interest as well as their group cohesiveness during the process is commendable.
- c. The enthusiasm of the academic staff to improve the quality of teaching and learning and also the general environment of the programmes is commended. Their ready availability to students for academic matters, to listen to their grievances and sort out problems was stated by the students. If the staff maintains this attitude, the programmes of this faculty have a very good prospects for the future and can become leaders in their programme specialities.
- d. Criterion 1- Programme Management was overall in a good status as the University of Ruhuna and the Faculty of Management had established guidelines, By-laws and other forms of mechanisms to carry out its functions as a major state university conforming to the University Grants Commission and other governmental regulations and frameworks.
- e. Criterion 2- The new building of the faculty is well designed for a pleasant and productive work environment for all staff and students. The allocation of separate rooms for student and career counsellors is commended. Also toilet facilities for differently abled students are a positive development. Expansion of the faculty work space through a new building under construction is also commendable.

- f. Criterion 3- The work of the IQAU is highly commendable. The Academic Accountability and Model for Computation of Workload template should be examined by other universities in the state sector and adopted as much as possible. This type of model reflects the true contributions made by state sector academics to the university and the country. The QAC of the faculty is also striving to improve quality and supports the work of the IQAU.
- g. Criterion 4- The IQAU has established a clear process for design and development of programmes and courses. This has helped to achieve consistency in quality of programmes between faculties and departments.
- h. Criterion 5- The innovative approach to teaching English to undergraduates is highly commendable. There are results from this approach of integrating the teaching of this language very closely with the academic programme. Students were highly appreciative of this approach.
- i. Criterion 6- The positive attitude of the students of the programmes is commendable. They all stated that they had positive expectations from their degree programmes and would be gainfully employed afterwards. Students of the marketing speciality were most positive as they stated their employment prospects and remuneration were higher than those of others.
- j. Criteria 8- The Faculty recognizes the value of exposing students to the ‘world of work’ during their undergraduate career; the study programme contains an ‘industrial’ training and field visit as a part of the teaching and learning strategy; it is operationalized through well designed and effective partnerships with industries. Academic staffs also included activities that established linkage with industries, improves their entrepreneurship abilities and exposes the students to world of work. The work of the staff in obtaining outside support to the programmes such as high quality training programmes through Corporate Social Responsibility schemes of leading companies is commendable.

## **7.2 Recommendations**

- a. Inclusion of second examiners should be considered as this is much connected to maintenance of quality of student assessment and quality of the programmes.
- b. There is no alumni association as such to ascertain employment destination and lifelong learning of graduates. No strong alumni profile was made available for the review. This should be developed.

- c. The best practices from the different programmes should be shared among programmes and between faculties. The IQAU can play an important role in this regard.
- d. Establishment of a fall back option is recommended
- e. Other recommendations are already made in Section 5 under each criterion.

## **APPENDIX 1**

# **PROGRAMME REVIEW MARKING TEMPLATE**

## 1. Criteria, Standards, Sources of Evidence and Score Guide

### *Criterion 1- Programme Management*

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
1.1	The Faculty/Institute Organizational structure is adequate for effective management and execution of its core functions.	Faculty by-laws; Organogram; ToRs of Standing & Ad-hoc Committees; minutes of the Faculty Board and other Standing & Ad-hoc Committees.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Marks are given on the basis of the written SER and types of evidence viewed and obtained through meetings during the site visit. The evidence should cover the required time period of the review as given in the SER for the standards. This is applied to all standards of all criteria. Justification comments are not made where the mark is 3.	
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<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	University's /HEI's Corporate/Strategic Plan; Faculty Action Plan and	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Faculty action plan is only from 2014 onwards. University	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
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No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly.	Annual Plans; minutes of Action Plan Implementation and Monitoring Committee; list of new initiatives promoted through the Action Plan.		strategic plan from 2014-2018.									
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 widely circulated.	Documented Standard Operational Procedures (SoPs)/Management Procedures; Annual Internal Audit Report; Annual External Audit Report.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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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;	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		stakeholder feedback.											
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
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, student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.	Faculty/Institute Handbook; Student Disciplinary by-laws; Student Charter/ Code of Conduct.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to	Institutional mechanism of conducting induction /orientation programme; outline of the contents of the orientation	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insufficient information about the contents of the orientation programme and how feedback from it was used to improve	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	'university' environment.	programme; feedback received from participants.		the programmes for the period of review. Students also organize part of the orientation programme making it upto 3 months. But the details of that component were not adequately reflected in the evidence for the period of review.	
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.	<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"/>	Maintenance of backup files not clear.	
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	<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"/>	The current use of RuMis was clear but there was insufficient evidence for the use of a MIS and LMS for the	

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		learning; evidence of installation and operation of LMS.		review period for all programmes.									
1.12	The Faculty/Institute issues a copy of the Code of Conduct/ 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.	Documentary evidence of existence of Student Code of Conduct/Student Charter and modes of communication and checking for compliance.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient evidence of compliance for all programmes	
<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"/>										
1.13	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	The work norms and duty lists, codes of conducts for all categories of staff (1.13) has been recently implemented but evidence was available only for the year 2017	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
1.15	The Faculty/Institute has 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.	Documentary and physical 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	IQAU and IQAC are now functional but no evidence of similar entities before 2015 (IQAU) and 2016 (QAC).	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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 stakeholders and remedial measures undertaken over the past 4 years; reports of employability surveys/ graduate tracer studies.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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 SBS as reference points and Outcome- based Education and Student- Centered Learning (OBE-SCL) approach in academic development and planning and education provision.	Faculty Board minutes; minutes of the CDC and 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 guidebooks	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Evidence is not clear about the use of SBS as reference points for curriculum development for the period of review for all programmes	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		on OBE-SCL methods; stakeholder feedback.											
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Information provided was inadequate to formulate a clear idea on institutional mechanism of student and academic/mentoring to implement this standard.	
<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"/>										
1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.	Evidence of monitoring measures - student-feedback, peer observation, graduate satisfaction surveys at exit points, employability studies, and employer feedback surveys; evidence of the use of feedback reports and surveys in affecting the continuous improvement of curriculum, teaching and	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient evidence of using feedback reports and surveys in improvement of curricula and teaching and learning methods for the programmes	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		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 nationally and internationally funded research projects; copies of MOUs/Agreements reached; evidence of implementation/ outcome of the collaboration specified in MoUs.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
1.21	Faculty/Institute operates academic mentoring, student counselling and welfare mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.	Institutional mechanism of student and academic/mentoring, counselling system and welfare mechanism; TORs for academic mentors, and student counsellors; description of welfare mechanism and regular activities undertaken; list of training programmes offered to staff undertaking mentoring/counselling	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient evidence of training of staff over the period of review.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
1.23	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Some degree of evidence was provided but was insufficiently documented for the period of review	
<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"/>										
1.24	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Same as above	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-abled students.	Documentary evidence of policy, and strategy and activities aimed at students with special needs/differently abled students.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
1.26	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	There was evidence of the current GEE and anti SGBV policy but no evidence of similar documents prior to 2017.	
<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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evidence cited is adequate but what happens in practice may not be the same. There were indications from students that ragging takes place even though at a lower level than in other faculties of the university.	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

***Criterion 2 – Human and Physical Resources***

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

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Most appear to be undergoing or awaiting Ph.D training. Most are from the same institute in Norway which does not contribute much to diversity of training and experiences.	
<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"/>										
2.2	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No clear evidence that programmes compare their programme HR profiles are compared with national and international norms/benchmarks. See comment in the general section of the report on recognition by professional bodies of the programmes offered by	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
				the faculty.									
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Impact of CPD programmes being used for remedial actions was not observed for the total period of review.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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 facilities.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
2.6	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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	Inspection of facilities and observation of teaching sessions; stakeholder feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	The evidence provided is not sufficient to prove that the staff is provided with required training in outcome- based education & student- centered learning approach (OBE-SCL). Provided teaching and learning facilities are	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	implement OBE-SCL.			not sufficient to implement OBE-SC effectively.									
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stakeholder views reports were not observed. No internet access to the main building of the faculty.	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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; stakeholder feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Provided evidence is not sufficient to claim that the available ICT facilities and technical assistance is sufficient for students to acquire ICT skills. There was no evidence of stakeholder feedback for the programmes.	
<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"/>										
2.10	The Faculty ensures the	Physical evidence of	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>						
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	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).	operation of ELTU/ELTC at the Faculty; staff strength; records of activities related ESL.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" 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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
2.12	The Faculty/Institute encourages	Evidence of a coordinating mechanism to promote	<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"/>		

<b>No.</b>	<b>Standards</b>	<b>Example of Source of Evidence</b>	<b>Score Guide</b> <b>0 - Inadequate</b> <b>1 - Barely Adequate</b> <b>2 - Adequate</b> <b>3 - Good</b>	<b>Justification</b> <b>for Marks Allocation</b>	<b>Missing</b> <b>Information/</b> <b>Evidence</b> <b>Requested</b>
	students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	multicultural activities; records of past events conducted.			

### Criterion 3 - Programme Design and Development

Criterion 3 is evaluated in the following ‘Standards’

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	There was evidence from 2017 onwards. Absence of evidence for the entire period of review for all programmes. The IQAU carries out this role now.	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Feedback forms from employers were lacking clarity. Absence of evidence for the entire period of review for all programmes	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Student feedback on course unit development was not present. Feedback forms from employers were lacking clarity.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	National needs and global trends analyses were not observed.	
<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"/>										
3.5	Programme design complies with the Sri Lanka 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Evidence of SBS use for the period of review for all programmes was not observed.	
<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"/>										
3.6	Programme design and development procedures include specific details relating to entry and exit pathways including fallback options; Intended Learning Outcomes (ILOs); qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	No fall back options in place. Evidence of use of SLQF from 2016 onwards.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
3.8	ILOs of study programmes are realistic, deliverable and feasible to achieve.	Programme specification listing ILOs; student feedback; external stakeholder feedback; evidence of adopting assessment cycle.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Only partial evidence for ILOs for review period; use of external stakeholder feedback for improvement was not clear to the reviewers.	
<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"/>										
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	Evidence of regular training programmes on OBE and SCL; guidebooks on OBE and SCL; curricula of programmes/ courses; students' feedback.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Evidence was only partially available to prove OBE applied by the faculty to improve the quality of teaching and learning in the study programmes.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).												
3.10	The programme design accommodates supplementary courses such as vocational, professional, semiprofessional, interdisciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.	Handbook/guidebook/prospectus; Curriculum of the programme; Programme/course specifications.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	The programme design process was not observed in supplementary courses.	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Gender and social and cultural diversity and equity are being addressed now. Insufficient evidence of these for the total review period; stakeholder feedback on programme evaluation insufficient for the review period.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Absence of student feedback on course selection and its use in curricula revision.	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	All expected attributes were not shown in all programmes for the period of review.	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Graduate satisfaction survey details were only partially available for programmes reviewed.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Evidence of SBS/SLQF use for the period of review for all programmes was not observed. SLQF is being adhered to since 2016.	
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 review arrangements and content of the programme specification.	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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Curriculum development committee minutes were only partially available for the review period. Study programmes had workshops on curriculum development/revision only for 2017.	
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	Evidence adopting principles of programme design in programme specification; evidence of dissemination of programme design guidelines to relevant	<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"/>		

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	programme) are documented and communicated to all concerned in the programme design.	staff; staff feedback.											
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
3.19	Programme 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 into the courses.	Faculty Programme design policy and procedures; minutes of programme development committee; programme/course specifications; student feedback; programme evaluation reports over 3 years.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	LMS does not provide recommended key e-text on particular course units, no online quizzes and not created student discussion forums.	
<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"/>										
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective	Documentary and physical evidence of IQAC; minutes of IQAC meetings; reports	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested
	processes to evaluate, review, and improve the Programme design and development, and approval processes.	of IQAC.			
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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	There are clear procedures in place currently but insufficient evidence for all programmes reviewed over the review period.	
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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	Programme evaluation reports are not available for all study programmes.	
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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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 differentially abled students; evidence of remedial action.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	So far no students with physical disabilities have registered. The programme is ready to give special attention to them if required.	
<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"/>										

### Criterion 4 - Course/ Module Design and Development

Criterion 4 is captured in the following 'Standards':

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 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 of his/her respective roles and responsibilities.	Faculty course design and approval policy and procedures; minutes of Faculty curriculum development (CDC) and other relevant committees.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.2	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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or	Course specification; evidence of compliance with SLQF and SBS/ professional bodies; policy and procedures on course design.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Absence of professional body compliance; there were only few records of course development process in years 2013, 2014 and 2015 for the	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	regulatory bodies.			cluster.									
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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.5	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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	See comments in Criterion 3 on course designing process for all programmes.	
<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"/>										
4.6	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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Evidence of standards prescribed by professional bodies absent in course development process; feedback from course evaluation insufficient for all programmes for	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
				the review period									
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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	No ILOs for the period under review for all programmes of the cluster.	
<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"/>										
4.8	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.9	Course design and development integrates appropriate learning strategies for the	Faculty course design policy and procedures; minutes of course	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	C1 form (course outline) did not articulate categories of learning	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.	development committee; course specifications; student feedback; course evaluation reports over 3 years.		outcomes to be achieved and appropriate student-centered teaching and learning methods to achieve those outcomes.									
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.11	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be	Faculty course design policy; minutes of course development committee; course evaluation reports;	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	See comments in standards 4.6 and 4.7. See other comments on SLQF use.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	successfully completed within the planned time.	evidence of use of SLQF; Dropout rate.											
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.14	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.15	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	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		applicable); Faculty budget estimates with evidence of requests.											
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
4.17	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient evidence to cover the period under review for the cluster of programmes.	
<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"/>										
4.18	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	Evidence of internal QA policies and plans and mechanisms communicated to all staff; documentary and physical evidence of IQAC; minutes of IQAC meetings;	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	IQAU established procedures and IQAC implementation evidence only from 2016 onwards.	
<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"/>										

<b>No.</b>	<b>Standards</b>	<b>Example of Source of Evidence</b>	<b>Score Guide</b> <b>0 - Inadequate</b> <b>1 - Barely Adequate</b> <b>2 - Adequate</b> <b>3 - Good</b>	<b>Justification for Marks Allocation</b>	<b>Missing Information/ Evidence Requested</b>
	approval processes.	regular previous reports of IQAC.			
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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Insufficient evidence for the period under review for the cluster of programmes of its course evaluation and use of feedback from evaluations for improvement.	

## Criterion 5 – Teaching and Learning

Criterion 5 is captured in the following ‘Standards’:

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
5.2	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	Course specifications; student evaluation; Peer review reports; external examiners’ reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	This alignment was not clear for all course documents provided as evidence for the cluster of programmes. See previous comments on	
<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"/>										

				this topic also.									
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.	Course specifications; student feedback; Course evaluations; use of LMS.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public domain.	Research committee reports; teacher evaluation reports by peers and by students; research reports of staff; annual reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Teacher evaluation reports were not very useful for gauging teaching abilities.	
<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"/>										
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	Course specifications; course development committee minutes; student feedback; course evaluation reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										

	differences.				
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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	More opportunities for student research are needed. No student journals to publish their research.	
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> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
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 the student.	Minutes of course development committee; programme/course specifications/student publications; awards for best research publications.	<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"/>	More opportunities for student research to be published are needed.	
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	Evidence of monitoring instruments; data; monitoring reports; student feedback; student satisfaction survey	<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"/>	LMS usage evidence not available for the period under review for all programmes.	

	effectiveness.	reports; course specifications implementation; LMS records.			
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 active/deep learning, academic development and personal wellbeing.	Evidence of facilities and resources to encourage active learning; evidence of well-equipped and resourced career guidance unit; evidence of use of the facilities; student satisfaction survey 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"/>		
5.16	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	Physical and documentary evidence of the presence of coordinated mechanism and tools to obtain feedback on effectiveness of teaching; evidence of regular internal	<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"/>	Feedback from students on teaching and their use in improvements not available for the period under review for all programmes.	

	teaching learning.	monitoring by IQAC; minutes of IQAC; evidence of using results of feedback for improvement.			
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 past 3-4 years; teacher appraisal reports as evidence of improvement; Student performance statistics and reports; external examiners reports.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Evidence to show that changes are made on the basis of assessment reports is needed. What was cited as evidence did not have it.	
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.	<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"/>	Work norms/work loads documents not available for the period under review for all programmes of the cluster.	
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.	<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"/>	Evidence to show teaching awards or progress towards it, adoption of best practices was needed. The evidence provided did not have them.	

## Criterion 6 – Learning Environment, Student Support and Progression

Criterion 6 is captured in the following ‘Standards’

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 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.	Website with FAQs; job description of relevant staff; administrative structure reflecting interaction between students and staff; students feedback; help desk; student satisfaction survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>						
<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"/>														
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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
<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"/>														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
6.3.	The Faculty/Institute offers all incoming students an induction programme regarding the rules and	Programme plan of SDC; induction and orientation programmes of the Faculty for students; career guidance	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>						
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>														

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	regulations of the institution, student-centred learning, outcome based education and technology based learning.	programme plans; evidence of students attending the 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient evidence of implementation of the contents of student codes of conduct over the period of review.	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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<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	Documentary evidence of monitoring mechanisms; monitoring committee reports; evidence of monitoring	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	improvement.	outcomes being used for improvement of the system; 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic	Faculty policy, strategy and activities aimed at students with special needs.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	support services and guidance to meet the needs of differently abled students.												
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; stakeholder feedback; report on library facilities and usage of ICT by students in the library.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient records of library usage for programmes of the cluster over the period of review.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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.	Database 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty, and contribute to social and	Handbook; Prospectus; curriculum of individual programmes; corporate plan/strategic plan.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
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No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	cultural dimensions of the educational experience.												
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	There is a document on GEE and SGBV since 2017,	
<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"/>										
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/ courses	Student satisfaction survey instrument and evidence of gathering data; evidence of use of findings of feedback survey.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	The programmes take students feedback semester wise. However, evidence was available only for recent years (2017, 2016,	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	offered and support services and the information is used in improvement.			and 2015). No analyses of these survey results were shown and they do not appear to have contributed to course revision or other changes to the academic programmes									
6.20	The Faculty/Institute is proactive in counselling 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 counselling unit/service; Activity plan of the unit; evidence of effective counselling; evidence of staff trained at SDC.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No fall back options available. This is said to be a policy decision of the university.	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient evidence of remedial measures taken from the surveys, rates etc.	
<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"/>										
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 redressal mechanisms; minutes of grievance committee meetings; complaints received and action taken.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No evidence of the work of the alumni association	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

## Criterion 7 – Student Assessment and Awards

Criterion 7 is captured in the following ‘Standards’

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
7.2.	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	Curriculum of programme/courses; programme/course specifications; alignment of assessments to ILOs and teaching learning methods; exit survey reports.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient evidence from all programmes of the cluster for alignment of assessments with SLQF guidelines. Also insufficient evidence from all programmes for alignment with SBS for period prior to SLQF. See previous comments on use of SBS.	
<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"/>										
7.3	The Faculty/Institute has procedures for designing,	Evidence of policy on assessment strategies, Minutes	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	No evidence for all programmes of the cluster	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial training, clinical training etc) and awards.	of review meetings; by-laws rules and regulations; curriculum evaluation committee minutes; senate minutes; council minutes.		during the entire period under review.									
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/course specifications.	Policy on weightage relating to different components of assessments; course specifications; Handbook/Prospectus.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
7.6	The Faculty/Institute adopts policies and regulations	Policy documents on appointments of external	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	All second examiners are from within the same study	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	governing the appointment of both internal and external examiners and provides them with clear ToRs.	examiners; by-laws of examinations; senate minutes; appointment letters to examiners.		program or faculty. See detailed comment in the text of the report.									
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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	See comment above.	
<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"/>										
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 enrollment / recruitment.	Examinations By-laws; regulations and rules; curriculum development committee minutes; manual of examination procedures; student's Handbook.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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 examinations.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
7.10	Appropriate arrangements/adjustments/facilities are made available by the Faculty/Institute	Faculty policy of dealing with differently abled students; evidence of making facilities available to them.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Special arrangements for students who have difficulties in writing or	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	regarding examination requirements for students with disabilities wherever relevant.			other difficulties were shown as evidence. A newly built bathroom for persons with special needs is also available.									
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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient evidence on use of feedback for all programmes of the cluster for the review period.	
<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"/>										
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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
7.13	Graduation requirements are ensured in the degree certification process and the	By-laws on examinations; manual of procedures; sample transcripts; student feedback	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	transcript accurately reflects the stages of progression and student attainments.												
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	The claim statement is about BBA Honors degree in Accounting and not about the programmes being evaluated in this SER. Appears to be mistake during editing of the SER and not a substantive one.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
7.17	The Faculty/Institute ensures the implementation of examination by laws 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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										

### Criterion 8 – Innovative and Healthy Practices

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

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 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 border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient use of ICT based platforms for teaching and learning.	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	Insufficient use of OER in some programmes of the cluster.	
<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"/>										
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	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		academics.											
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/documented guidelines on conducting R&D and outreach activities; Strategic Plan/Action Plan of the Faculty/Institute.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	More evidence needed to show how this is achieved.	
<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"/>										
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	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
		reports as research communications.											
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										
8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and 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.	List of academic and research collaboration established and operationalized with outside agencies; list of activities conducted through such collaborations.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>		
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	The evidence provided did not allow a clear idea of how this is achieved. There are some postgraduate programmes but implemented by the Faculty of Graduate Studies.	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Absence of a credit transfer policy but this not an issue of the faculty as it is not allowed by higher level policy framework.	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										
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 such pursuits are well	Documentary evidence of institutional mechanism to promote and facilitate co-curricular activities; report on the co-curricular activities conducted.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	There is evidence of a wide array of co-curricular activities required for this standard but insufficient reports on their mechanisms and implementation.	
<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"/>										

No.	Standards	Example of Source of Evidence	Score Guide 0 - Inadequate 1 - Barely Adequate 2 - Adequate 3 - Good	Justification for Marks Allocation	Missing Information/ Evidence Requested								
	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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	The same set of evidence as for 8.11 is given here.	
<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"/>										
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.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></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>	<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"/>	All examiners are from inside of the faculty and sometimes from within the same department. See detailed comment in the text of the report.	
<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"/>										
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	University approved policy and guidelines on fallback option; evidence of implementing fallback option.	<table border="0"> <tr> <td><b>0</b></td> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No fallback option.	
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>										
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

<b>No.</b>	<b>Standards</b>	<b>Example of Source of Evidence</b>	<b>Score Guide</b> <b>0 - Inadequate</b> <b>1 - Barely Adequate</b> <b>2 - Adequate</b> <b>3 - Good</b>	<b>Justification</b> <b>for Marks Allocation</b>	<b>Missing</b> <b>Information/</b> <b>Evidence</b> <b>Requested</b>
	level of attainment (fallback option).				

## **APPENDIX 2**

### **LIST OF MEETINGS AND ATTENDEES DURING THE REVIEW**

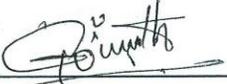
**Program Review - 2018 (Site Visit)**  
**Faculty of Mangement and Finance**  
**University of Ruhuna**

**Attendance Sheet**

Meeting with IQAU Director / chair - IQAC

Date: 2018.08.27

Time: 8.45 am - 9.30 @

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	Prof. Tilak Gomay	Director/IQAU	
6	M. P. Dilhani	AR / IQAU	
7	G. P. K. Nishadi	Rep/ Marketing	
8	K. P. V. Gunarathna	Rep / Acc and Financ	
9	Dr. M. K. Wanniarachchi	chair / IQAC	
10	Dr. B. L. Galhena	Rep: IQAC / Mgt: Dept	
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**Program Review - 2018 (Site Visit)**

Faculty of Mangement and Finance

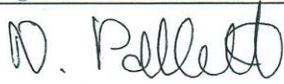
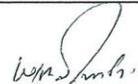
University of Ruhuna

**Attendance Sheet**

Meeting with Dean - Faculty of Mgt. & Finance

Date: 2018.08.27

Time: 10.00 AM.

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	Dr. TSLW Gunawardena	Dean/mgt	
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**Program Review - 2018 (Site Visit)**

Faculty of Mangement and Finance

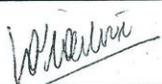
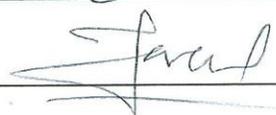
University of Ruhuna

**Attendance Sheet**

Meeting with Heads of the Dept.

Date: 2018.08.27

Time: 10:45 AM

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	Dr. P. K. Nishadi	Head / Marketing	
6	M. B. F. Mervin	Head / Management	
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14			
15			

Program Review - 2018 (Site Visit)  
Faculty of Mangement and Finance  
University of Ruhuna

Attendance Sheet

Meeting with Academic staff members - Dept. of management & Entrepreneur  
Date: 2018.08.27 Time: -

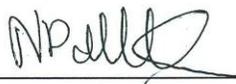
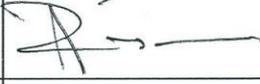
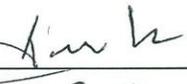
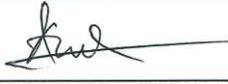
No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	N. Pallewatta
2	Prof. Lal Thilakarathne	Member-Review Team	Lal Thilakarathne
3	Dr. James Rominson	Member-Review Team	James Rominson
4	Dr. WBA Vitharana	Member-Review Team	WBA Vitharana
5	Dr. B.L. Galhena	Senior lecturer	B.L. Galhena
6	L. R. Rupasinghe	Senior Lecturer	L.R. Rupasinghe
7	K. A. Sandya	Senior Lecturer	K.A. Sandya
8	M.G.M. Dilrukshi.	Lecturer.	M.G.M. Dilrukshi.
9	R.M.O.D Rathnayake	Senior Lecturer	R.M.O.D Rathnayake
10	I.L.L. Sagalee	Lecturer	I.L.L. Sagalee
11	E.K. Jayampathi	Lecturer	E.K. Jayampathi
12	P. E. D. D Silva	Senior Lecturer	P. E. D. D Silva
13	M. G. D. S. Samadi	Lecturer	M. G. D. S. Samadi
14	P. D. S. D. Rodrigo	Senior Lecturer	P. D. S. D. Rodrigo
15	K. G. Priyashantha	" "	K. G. Priyashantha

No.	Name	Designation/Affiliation	Signature
16	S. Ramawickrama	Senior Lecturer	
17	M.T. Theushika De Silva	Lecturer	
18	MWS Sajeewa Silva	Senior Lecturer	
19	<del>PP</del>		
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**Program Review - 2018 (Site Visit)**  
**Faculty of Mangement and Finance**  
**University of Ruhuna**

**Attendance Sheet**

Meeting with the Academics - Dept of Marketing  
 Date: 2018.08.27 Time: 12:15-

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	Dr. NAP Samuthra	Dept. of Marketing	
6	A.C. Karunaratna	Dept of Marketing	
7	Tharuka M. desilva	Dept of Marketing	
8	Dr. Tharuka Wijesundara	Dept of Marketing	
9	M. N. M. Nisumi	DEPT OF Marketing	
10	Anula B Samu	Dep of Mkt	
11	P.K.C. Dinesha	Dept. OF. Market	
12			
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06

## Program Review - 2018 (Site Visit)

Faculty of Mangement and Finance

University of Ruhuna

## Attendance Sheet

Meeting with Library staff, IT staff & Administrative staff  
Date: 2018.08.20 Time: 9.00-01

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	HPJ Kapila Kumara	Computer Appl. Coding Assist	
6	S.M.P. Jayarathne	Computer Application Assistant	
7	S.S. Jayaweera	clerk	
8	H.P. Perera	Computer Application Assst.	
9	K.G.N. Kumara	AR / Mgt. Fin.	
10	U. Ar. Lal pumbala	SAL	
11	I.D.K.C. Fernando	Lib.	
12	H.M.C. Pushpakumar	Computer Instruct	
13	T. @ Bherthiga	System Analyst	
14	Samith S. Samitha	computer Instruk	
15	R.L. Samanthe	Instructor	

} Lib.  
} IT staff

**Program Review - 2018 (Site Visit)**

Faculty of Management and Finance

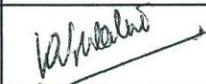
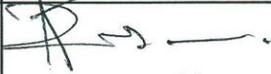
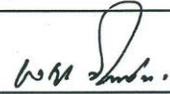
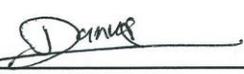
University of Ruhuna

**Attendance Sheet**

Meeting with Students (2<sup>nd</sup> year)

Date: 2018.08.28

Time: 10:00 AM

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	<u>Student meeting.</u>		
6	AM. Rozan	MF/2016/4753	
7	A.M.S.N. Sirikumara	MF/2016/4697	
8	P.H.S. Imanica	MF/2016/4599	
9	M.N.F. Nusra	MF/2016/4579	
10	G.G.A.N.A. Kumara	MF/2016/4649	
11	N.D.W. Pieris	MF/2015/4347	
12	D.S.M. Priyadarshani	MF/2016/4619	
13	C.T.R. Ranasingha	MF/2016/4501	
14	D.M.N.M. Wijerathna	MF/2016/4727	
15	G.D.S. Arunoda	MF/2016/4511	



**Program Review - 2018 (Site Visit)**

Faculty of Mangement and Finance

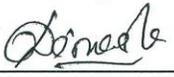
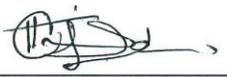
University of Ruhuna

**Attendance Sheet**

Meeting with 3000 & 4000 students [Special - Mkt, ENT, HRM]

Date: 2018.08. 28

Time: -

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	K. K. I. Anuraddhika	student - HRM	
6	A. J. M. U. Madhubashini	Student - HRM	
7	M. N. Maduwanthi	Student - HRM	
8	S. D. Kaushal	Student - MKT	
9	Clark Hansana	Student - MKT	
10	T. A. Dinushi Tennakoon	Student - Entre	
11	G. M. Dilki Apsara	Student - HRM	
12	D. M. R. D. Wickramasinghe	student - HRM	
13	A. H. I. Chandadasa	student - HRM	
14	H. L. S. Perera	Entrepreneurship	
15	T. G. M. P. Thambiliyagoda	HRM	

No.	Name	Designation/Affiliation	Signature
16	L.Y.A.G. Sanjeevasi	HRM	
17	D.A.S.N. De Silva	HRM	<u>Nimashi</u>
18	D.S.C.C. Athulathmudali	Marketing	
19	Y.M. Liyanapathirana	Marketing	
20	K.M.H.K. Karunaratna	Marketing	
21	D.P.G.C.S. Fernando	Marketing	
22	T.A.S. Hiraj	Marketing	
23	W.D.U. Pemadasa	HRM	
24	M.P.L. Dharmapriya	HRM	
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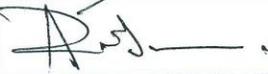
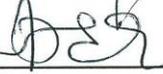
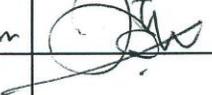
**Program Review - 2018 (Site Visit)**  
**Faculty of Mangement and Finance**  
**University of Ruhuna**

**Attendance Sheet**

Meeting with SER writing team

Date: 2018.08.28

Time: 10:45 Am

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	P.K.C. Dinesha	SER writing team	
6	Dr. M.W. Indran	Chair/SER	
7	K.G. Priyashantha	SER writing team	
8	M.N.M. Nisuni	SER writing team	
9	L.R. Rupasingha	SER writing team	
10	R.R.N. Thanuja	SER writing team	
11	H.M.C. Pushpakumara	SER writing team	
12	MISS Smijena Silva	SER writing team	
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**Program Review - 2018 (Site Visit)**  
**Faculty of Mangement and Finance**  
**University of Ruhuna**

**Attendance Sheet**

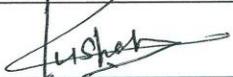
marketing prescored

Meeting with observing lectures [MKT-3150]

Date: 2018.08. 28

Time: 11:45 PM.

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	E. L. Madhuka	student	<i>Madhuka</i>
6	T.G.M.K. Priyadarshani	student	<i>Madushika</i>
7	K.G.D. Madushika	student	<i>[Signature]</i>
8	J.D.C.P. Jayesinhe	student	<i>[Signature]</i>
9	P.K.C. Amalka	student	<i>[Signature]</i>
10	S.M.R.D. samarakoon.	student	<i>[Signature]</i>
11	J.A.J. Madhusani	student	<i>Jagani</i>
12	S.M.M.N. Kumari	Student	<i>[Signature]</i>
13	K.K.L.R. Chamara	student	<i>[Signature]</i>
14	T.A.S. Hiraj	student	<i>[Signature]</i>
15	B.M.P.D. Rathnayaka	student	<i>[Signature]</i>

No.	Name	Designation/Affiliation	Signature
16	L.M.W. Jayawardhana	Student	
17	E.M.C.M.C.K. Wickramaratne	Student	Chethika
18	K.M.H.K. Karunaratna	Student	
19	P.H.E. Randika	Student	
20	G.G.I.S. Madushan	Student	Dayani
21	D.N.G.A.S. Nethmini	Student	Sakuni
22	M.A.H. Harshika	Student	hasini
23	S.H.H. Madhubhani	Student	
24	H.K.A.S. Sewwandi	Student	
25	K.M.G.W.K. Sandamali	Student	wasana
26	K.G.A.N. Madunanthi	Student	Neluni Ka
27	A.V.P.C. Sewwandi	Student	
28	K.P.K. Imeshani	Student	Kaushalya
29	K.G.V.B. Muthumali	Student	Dindya
30	H.A.I. Dilrukshi	Student	
31	H.A.N. Sewwandi	Student	Sewwandi
32	D.H.M. Premali	Student	
33	H.N. Gamage	Student	Himashi

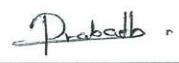
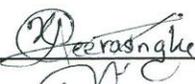
**Program Review - 2018 (Site Visit)**  
**Faculty of Mangement and Finance**  
**University of Ruhuna**

**Attendance Sheet**

Meeting with 1000 Level students (First year)

Date: 2018.08.28

Time: -

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	J.D.P.L. Gunasekara		
6	D. A. Dias		
7	H.G.C. Priyadarshana		
8	N.A. Weerasinghe		
9	G.D.A.S. Bandara		
10	B.M.D.C. Bandara		
11	W.M.R. Samarathunga		
12	W.A.P.D. Iresha		
13	H.K.A.T. Kumuduni		
14	Randuna S. Liyanage		
15	Samindara L.P.M.		

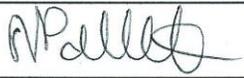
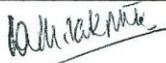
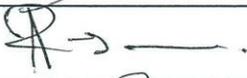
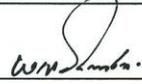
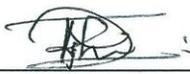
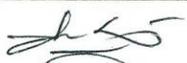
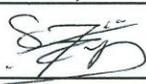
No.	Name	Designation/Affiliation	Signature
16	R. M. S. L. Weerawardhana.		
17	K. A. N Sugandini		
18	D. A. H. Nanayachara		
19	W. T. D. Shanthi		
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**Program Review - 2018 (Site Visit)**  
**Faculty of Mangement and Finance**  
**University of Ruhuna**

**Attendance Sheet**

Meeting with Student Concellors  
 Date: 2018.08. 28

Time: 12.30 pm

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	Mrs. G. A. N. Zarshi	Deputy Senior Student Counselor	
6	M. N. M. Nisuni	Student Counselor	
7	S. K. Chirada Jeevanthi	" "	
8	H.A.C. Jeevanthi	Student counselor	
9	P.D.S.D. Rodrigo	Student counselor	
10	M.G.U. Dilrukshi	Student Counselor	
11	Jayampathi Kumara	Student Counselor	
12	Anula B Simu	" "	
13	Dr. M.W. Perera	" "	
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**Program Review - 2018 (Site Visit)**  
**Faculty of Management and Finance**  
**University of Ruhuna**

**Attendance Sheet**

Meeting with most recently passed out students

Date: 2018.08. 28

Time: 2.00 PM

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	N. Pallewatta
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	—
4	Dr. WBA Vitharana	Member-Review Team	—
5	P. N. Kumarayake	} Dept- of HRM	
6	M. W. F. ZAAMA		
7	M. G. T. Darshana		
8	G. W. T. H. T. I. Ariyaratna		
9	A. K. P. P. Shamila	} Dep. of Marketing	
10	K. P. Ularshamana		
11	K. M. U. D. Wijesinghe		
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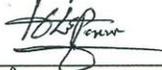
**Program Review - 2018 (Site Visit)**  
**Faculty of Mangement and Finance**  
**University of Ruhuna**

**Attendance Sheet**

Meeting with study circle

Date: 2018.08.29

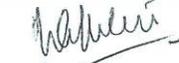
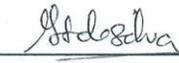
Time: 2.00 PM

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	A.S.A. Ruzain	Muslim Majlis uok	Ruzain
6	H.K.A. Madushamega	vice-president member	
7	H.L. S. Perera	member	
8	T.A. Dinushi Tennalcoon	Deputy security	
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Program Review - 2018 (Site Visit)  
Faculty of Management and Finance  
University of Ruhuna

Attendance Sheet

Meeting with CGU committee / collaborators for Internship Programs  
Date: 2018.08. 29 Time: 2.30 PM

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	Sujeewa Vidanagemage	Career Counselor	
6	Anusha Rathnayake	Career Counselor	
7	Ramesh Madhusanka	Computer Application Ass:	
8	K.P. Isuru Pathirana	Franchise Marketing Executive Freelance	
9	R.G.P.P. Samarawickrama	Management Accountant	
10	A.C. Kohunaratne	Director / CGU	
11	M.T. Theushika De Silva	Faculty Coordinator	
12			
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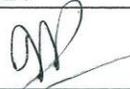
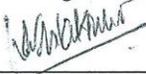
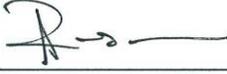
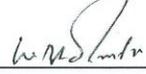
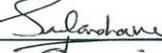
## Program Review - 2018 (Site Visit)

Faculty of Mangement and Finance

University of Ruhuna

## Attendance Sheet

Meeting with Student unionDate: 2018.08. 27Time: 2.30 - 3.00 PM

No.	Name	Designation/Affiliation	Signature
1	Dr. PKTNS Pallewatta	Chair-Review Team	
2	Prof. Lal Thilakarathne	Member-Review Team	
3	Dr. James Rominson	Member-Review Team	
4	Dr. WBA Vitharana	Member-Review Team	
5	G.D.M. Prasad	President - Student's union	
6	D.M.S.G. Kurunaseena	member	
7	L.S.S.B. Jayathilaka	member - student union	
8	P.S.L.D. Zoysa	Student union member	
9	I. Vidanapathirana	member - student union	
10	W.D. Sanjeewa	Treasurer - Student union	
11	W.E.L. Madusanki	secretary	
12	M.P. Wickramasinghe	Vice President	
13	H.V. Medawa	member	
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# **APPENDIX THREE**

## **DROP OUT RATE**

Drop out ratio

Table 03: Number of students has dropped from each year

Year	No. students	Response rate	%
2012	27	12	44%
2013	22	11	50%
2014	16	07	44%
2015	11	05	45%

Table 04: Student dropped out ration

Year	No. student in the batch	No. students dropped	rate %
2012	328	27	8.2
2013	323	22	6.8
2014	278	16	5.7
2015	319	11	3.4

Table 04: Reasons for dropped course

	No. students
Find a permanent job	17
Went abroad	03
Personal matters	07
Not selected for expected special area	01
Location	10
Following professional course	02

# **APPENDIX FOUR- SCHEDULE OF ACTIVITIES FOR SITE VISIT**

**Activity Schedule for Site Visit: Ruhuna BBA (Hons) Cluster**

TIME	ACTIVITY
<b>Day 1 (Monday): 27/08/2018</b>	
8.00 - 8.45 am	Meeting with Vice Chancellor
8.45 - 9.15 am	Meeting with IQAU Director/Chair- IQAC
9.15 - 9.45 am	Meeting with Dean of the Faculty
9.45 -10.45 am	Meeting with Academic Heads of Departments
10.45 - 11.00 am	<b>Tea break</b>
11.00 - 12.00 noon	Meeting with Academic staff members
12.00 - 1.00 pm	Reviewing documentary evidence
1.00 - 2.00 pm	<b>Lunch</b>
2.00 - 2.45 pm	Meeting with the Students Union
2.45 - 3.00 pm	<b>Tea break</b>
3.00 - 4.00 pm	Department Tour
<b>Day 2 (Tuesday): 28/08/2018</b>	
8.00 - 9.00 am	Observing teaching/learning sessions relevant to program
9.00 - 9.30 am	Meeting with Administrative Staff of Faculty, Library staff, and IT unit staff
9.30 - 10.00 am	Meeting with SFR writing team
10.00 – 10.30 am	Meeting with Student Counselors
10.30 - 10.45 am	<b>Tea break</b>
10.45 - 11.30 am	Meeting with students (1 - 4 <sup>th</sup> years)
11.30 - 12.30 pm	Review Panel meeting
12.00 - 1.00 pm	Observing teaching and other physical facilities

1.00 - 2.00 pm	<b>Lunch</b>	
2.00 - 2.45 pm	Meeting with most recently passed out graduates	
2.45 - 4.00 pm	Reviewing documentary evidence	
<b>Day 3 (Wednesday): 29/08/2018</b>		
8.00 - 10.00 am	Observing teaching/learning sessions relevant to program -- <i>Review Observing class.</i>	
10.00 - 10.15 am	<b>Tea break</b>	
10.15 - 10.30 am	Review Panel meeting	
10.30 - 11.00 am	Meeting with Support Staff of the department (Non-academic/Instructors)	
11.00 am - 1.00 pm	Reviewing documentary evidence	
1.00 - 2.00 pm	<b>Lunch</b>	
2.00 - 2.30 pm	Meeting with members of student societies	
2.30 - 3.00 pm	Meeting with CGU committee/Collaborators for internship programmes	
3.00 - 4.00 pm	Reviewing documentary evidence	
<b>Day 4 (Thursday): 30/08/2018</b>		
8.00- 10.00 am	Reviewing documentary evidence	
10.00- 10.15am	<b>Tea break</b>	
10.15- 11.30 am	Review Panel meeting	
11.30- 12.30 am	De-briefing	
12.30 - 1.30 pm	<b>Lunch</b>	
	Departure	