



**Programme Review Report**  
**Programme Reviews - 2018**  
**Bachelor of Science (Special) Degree in Business Management**  
**Department of Business Management**  
**Faculty of Business Studies & Finance**  
**Wayamba University of Sri Lanka**  
**11<sup>th</sup> to 15<sup>th</sup> November 2018**



**Prof. Lal Thilakerathne**

**Prof. P. Ravirajan**

**Dr. J.M.J.K. Jayasinghe**

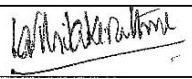
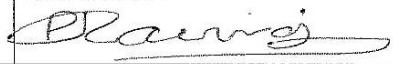
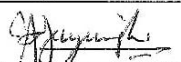
**Quality Assurance Council**  
**University Grant Commission**

**University: Wayamba University of Sri Lanka (WUSL)**

**Faculty: Business Studies and Finance**

**Program: Bachelor of Science (Special) Degree in Business Management**

**Review Panel:**

<b>Name</b>	<b>Signature</b>
Prof. Lal Thilakaratna	
Prof. P. Ravirajan	
Dr. J.M.J.K. Jayasinghe	

**Date: 15<sup>th</sup> November 2018**

## **CONTENT**

## **Page No**

<b>Section 1</b>	Brief Introduction to the B.Sc. (Special) Degree in Business Management, Department of Business Management, Faculty of Business Studies & Finance, Wayamba University of Sri Lanka	4
<b>Section 2</b>	Review Team's Observation on the Self-Evaluation Report (SER)	7
<b>Section 3</b>	A Brief Description of the Review Process	8
<b>Section 4</b>	Overview of the Faculty's Approach to Quality and Standards	12
<b>Section 5</b>	Judgment on the Eight Criteria of Programme Review	13
<b>Section 6</b>	Grading of Overall Performance of the programme	21
<b>Section 7</b>	Commendations and Recommendations	22
<b>Section 8</b>	Summary	25
<b>Appendix 1</b>	Programme review marking template	27
<b>Appendix 2</b>	List of meetings and attendees during the review	89
<b>Appendix 3</b>	Schedule of activities for site visit	107

## Section 1: Introduction to the Study Programme

The Faculty of Business Studies and Finance (FBSF) was established on 01.10.1999 by the Government Notification in the Extraordinary Gazette No.1093/8 of, 17.08.1999 and remains as the largest faculty of the university in terms of total student population.

The faculty is located in Kuliyapitiya premises of the Wayamba University and consists of four academic departments, namely, Department of Accountancy, Department of Banking and Finance, Department of Business Management (DBM) and Department of Insurance and Valuation. All departments ~~were~~ commenced academic delivery with the inception of the faculty in 2001.

FBSF offers four undergraduate degree programmes and two postgraduate degree programmes in the fields of Business Studies and Finance. Moreover, FBSF offers altogether five courses (i.e. certificate / diploma / advanced diploma) for external students. FBSF holds a good blend of human competencies and is geared to practice modern teaching and learning techniques. Currently 2,307 undergraduate and postgraduate students are studying in the faculty. As a young faculty among other management faculties of Sri Lankan national universities, FBSF has achieved a great success in several fields compared to its short period of operational life span.

Department of Business Management (DBM) was institutionalized by the Extraordinary Gazette No. 1093/8 of August 17, in 1999 by the Ministry of Higher Education with the recommendation of the University Grant Commission of Sri Lanka. From the inception, DBM was the department responsible for offering the Common Programme for all four degree programmes of the faculty in addition to the specialized degree programme offered in the field of Business Management. DBM offers 17 course units out of 36 course units of the FBSF. In addition to that, the English Language Teaching Department is also affiliated to the FBSF.

Over the years the demand for the degree programme offered by the DBM has varied and the number of students graduated from the DBM has been fluctuating. Following table delineates student intake of FBSF and student numbers enrolled into the DBM.

**\*Table 1. Student enrollment**

<b>Student Enrollment</b>	<b>Year</b>						
	<b>2010/2011</b>	<b>2011/2012</b>	<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>
<b>Faculty</b>	342	460	438	367	494	497	539

<b>DBM</b>	179	224	205	163	N/A	N/A	N/A
------------	-----	-----	-----	-----	-----	-----	-----

Twelve batches graduated through the DBM since its inception in 2001. Following table shows the maximum capacity of allocated students by University Grants Commission (UGC) in the last 4 years.

**Table 2: Maximum capacity of allocated students by University Grants Commission (UGC) and the actual student intake to the Faculty in the last 4 years**

<b>Description</b>	<b>Year of Registration</b>			
	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>
Number of Students at present	367	494	497	539
Maximum capacity of allocated students	350	500	500	550

Academic staff of the DBM consists of two Grade 1 Senior Lectures, five Grade II Senior Lectures, two confirmed Lecturers, one Probationary Lecturer and four Temporary Assistant Lecturers. Out of them three lecturers possess doctoral qualifications. Two of them possess professional qualifications in Management Accountancy. Academic staff of the DBM is young and enthusiastic on career advancement. They all are envisage to create a research culture within the FBSF.

Staff student-ratio in the DBM indicates an adequate cadre provision in relation to the student numbers enrolled. The FBSF provides lecture theatre facilities and lecture halls are equipped with fans, a multimedia projector and a white board. Lecture hall facilities are bare minimum to facilitate common lecture sessions. There is no public address system in some of the observed lecture halls. Students seated in the last rows face difficulties of listening and look for explanations done through white board. The canteen facilities, ICT facilities and hostel facilities available within the faculty to the students are impressive. The WUSL runs well organized orientation programme for incoming students. Student counselling, health care, career guidance, academic affairs services geared towards to enrich student's life is commendable. The DBM focuses on improving students' knowledge, skills, attitudes and mindset to prepare for the world

of work. In addition to that together with the students' council, the student's union of the faculty organizes vivid programmes to develop student's socio emotional skills.

No major curriculum revision done during the span of review the DBM. However, minor revisions were evident. Alignment of curriculum with the SLQF and referring to the SBS in Management is essential to meet expectations of the employment providers.

The department has made good effort to address a few of the issues raised by the previous programme review by responding in a careful, strategic and thoughtful way to the recommendations from the subject review. The site visit makes clear that a number of the areas of improvement suggested in the previous review have not been addressed because of funding issues. Following were the recommendations of the subject review in 2009 relating to DBM:

- To establish a department student association.
- To encourage students to make individual presentations using technology and English language.
- To improve course outline including course description, learning outcomes, etc.
- To establish a well-furnished student canteen.

However, some major recommendations made at the previous subject review have not yet been implemented. In particular, Programme Review Team notes with dismay, the following unresolved and important concerns which require support from entities outside the department:

- Space and equipment facilities have to be increased to improve the quality of the students' education. The department has received no space upgrade since the last review.
- By providing enough funds, the present staff members should be encouraged to continue higher studies in the relevant fields in foreign reputed universities to strengthen the academic staff of the programme.
- The department lacks sufficient number of class rooms with required space and facilities. Class rooms should be equipped with comfortable seats and other electronic facilities such as multimedia, microphones, etc.

## **Section 2: Review Team's Observation on the Self - Evaluation Report (SER)**

The Self Evaluation Report (SER) was written in accordance with the general guidelines of the Programme Review Manual stated in its Chapter Four. The process of preparing SER commenced with conducting an awareness workshop held on 07.12.2015. Then the faculty steering committee was appointed by forming subcommittee to evaluate quality of study programme with respect to each standard. This specific committee was headed by the Dean of FBSF. The DBM appointed SER writing team on 06.11.2017 SER writing team TOR prepared and divided the writing tasks based on each criterion prescribed in the QA process. The names of the team members representing all categories of academic staff were included.

- i. The SER provided an introduction to the programmes as well as the Intended Learning Outcomes (ILOs) of the DBM degree programme and the overall graduate profile. The SER stated that the programmes was developed to fit the Vision and Mission statements. Student enrolment and their details, and profiles of academic, academic support and non-academic staff were provided. Guidelines were established for design and development of the courses.
- ii. Library facilities, computer facilities, provision of learning management system, activities of the ELTU, description of Career Guidance Unit, Staff Development Centre and details about Capital Market Information Centre were provided. In addition to that all forms of student support systems and management were articulated.
- iii. The SWOT analysis about the B.Sc. (Special) degree in Business Management was provided in page 18 in the SER. Weaknesses stated include insufficient human and physical resources to cater the large number of students, lack of foreign affiliations to degree programme and lack of proper image building for the DBM. Review team is of the view that academic staff members should explore the possibility of formulating strategy for foreign university collaboration for the improvement of teaching and learning and promoting research. Image building is also vested with the initiations of the DBM itself.
- iv. Criterion wise and standard wise documentary evidence were provided in the SER. However, most of the evidence mentioned in the SER were not supported to claim maximum marks. Evidence appears in the Faculty Board minutes only provided captions. It was very hard to extract actual decisions taken with respect to referenced standards.
- v. However, staff members of the DBM provided relevant evidence related to some standards during the review period.

### **Section 3: A Brief Description of the Review Process**

Reviewers were assigned 4 weeks for desk evaluation of SER submitted by the DBM, WUSL. Final remarks/grades of desk evaluation were discussed at the pre-site visit meeting among the team members on 31<sup>st</sup> July 2018 at UGC Auditorium. Further clarifications on submitted evidences were done at the pre-site visit meeting. Schedule was prepared for 4-day site visit (from 11<sup>th</sup> to 15<sup>th</sup> of November 2018) in consultation with the Acting Dean of the FBSF.

The programme review panel commenced its review process on 11<sup>th</sup> November 2018 with the pre review meeting at the Club Palm Bay Hotel located in Marawila, at 8.30 p.m. Review commenced on 12<sup>th</sup> November 2018. During the period of review, the review team met with the Vice-Chancellor, Acting Dean / FBSF, Director/ IQAU, Coordinator/ FQAC, Head/ DBM, Academic staff members in the Department, Director/ SDC, Director/ Computer Centre, administrative staff, supporting staff, student counsellors of the faculty, recently passed-out students/ Alumni and undergraduates of the Faculty who read for the Bachelor of Science (Special) Degree in Business Management for which the SER was submitted (The complete list of meetings and dates are in Annexure 2).

Acting Dean of the FBSF welcomed the review team and explained the overall process of the programme reviews and the contributions of the staff of DBM. The Acting Dean further explained the faculty structure, its departments, inadequate space for lecture halls to accommodate increasing student intake, etc. He stated that the annual intake of the faculty is about 500 and total population of the faculty is 1800 undergraduates and 600 postgraduates. Human resources are satisfactory but there are no Professors in the faculty. Faculty provides 6 months industrial training for all students at the 4<sup>th</sup> Level. Two week-end Diploma courses have been introduced to improve IT skills and English.

On 13<sup>th</sup> November 2018, the review team met with Vice Chancellor and review team briefed about the review process. Vice Chancellor explained past and present status of the FBSF and praised the recent development in the faculty with a few foreign qualified academic staff and their initiations. Acting Dean and HOD of DBM acknowledged, that the SER writing team had worked day and night, to finish SER, and under the Dean's guidance. The Vice Chancellor explained the steps that the university has taken to improve the quality of higher education in the WUSL by introducing research appraisal awards, work norms and Codes of Conduct for all categories of staff, By-Laws on student discipline, QA and SDC, implementing zero tolerance for ragging and SGBV. Review team emphasized the importance of having academic mobility of staff members especially to complete masters and PhD level qualifications.



The review team had discussions with the director IQAU and he produced some of the meeting minutes and activities carried out by IQAU. Monthly progress is reported to the Senate. There is adequate evidence to confirm the smooth functioning of the IQAU. This meeting was followed by a meeting with the IQAU coordinator of the FBSF Mrs. Neranjala Thennakoon. FQAC has a space, furniture and a computer and was located next to Dean's office.

The review panel met the Student Counsellors of the faculty. The faculty doesn't have a separate office space to discuss the confidential matters during counselling process. Student Counsellors have been recently appointed and did not get any training of counselling.

Discussions were held with students representing year 1 to year 4. Members of the student union explained activities organized by them especially programmes implemented for soft skills development. Students are organizing cultural events and social activities every year. There are few evidences of practicing SCL. Students are well aware about assessments. They informed that the new buildings will fulfil the physical resources of the faculty. Student evaluation comprised of 40% for continuous assessments and 60% for end semester examinations. However, review team was unable to trace out the clear evidence related to approval granted-to this assessment mechanism. Students are satisfied with the SP, internship arrangements by the department, commitment of the academic staff and their relations. Students stated that staff of the DBM keeps open door policy and easily approachable. Students are confident about their employment. Review team met a few passed out students and they also satisfied with SP and highly appreciated the internship and suggested to increase the period of internship training to enhance the level of exposure to the industry. Many passed out students secured employment opportunities to work in the same place where they have completed internship.

The FBSF runs degree programmes according to 2+2 model. However, major curriculum revision process was not evident during the review period. Cultural events and creative activities are being carried out with support of the academic staff and students. This includes OBT during orientation programme, Kembimaka Seya, etc. Annual research conference in the year 2018 provided opportunity for students to present and share their research findings.

Assistant Registrar (AR) of the faculty explained the procedure of maintaining student records confidentially in the office. In addition to the routine office administration, AR is handling the examination and the results, and calculation of GPA. Processing and finalization of results is handled by the Examinations Division. Confidentiality of handling examinations work is commendable.

Review team observed a common lecture session. There is a lack of evidence related to SCL and OBE. Teaching and learning activities are dominated by conventional methods. The SDC of WUSL is in the process of developing a distinct academic style that is based on a culture of high achievement and a focus on the needs of professional practitioners. The team had an opportunity

to meet Director/SDC and his team. SDC conducts a teacher training programme for newly recruited University teachers.

The review team also examined the facilities available for teaching and learning. These include the lecture theatres, library, computer laboratories, gymnasium and sports facilities, canteen facilities, wash room facilities, etc.

The facilities observed during the visit were:

- Career Guidance Unit: adequate space and satisfactory
- Students Hostels: 90% of the students of WUSL are beneficiaries of the University hostel accommodation.
- Gymnasium and other sport and recreation facilities: newly constructed and well equipped. The facilities are satisfactory.
- Pandit Amaradewa auditorium; newly constructed with well-equipped auditorium (1000 seating capacity) in the region and open to public as well.
- *Open Theatre (Wala)*: A circular open theatre with required facilities for drama, music and dancing events.
- Health Centre: The Health Centre has lack of space and no ward facilities. However it has well trained staff (01 -nurse, pharmacist-01, and attendant-01) but a part time Doctor visits only few hours a week. Therefore, the medical facility is not available throughout the day and students are needed to wait for medical assistance.
- Faculty students' common room: adequate open space and satisfactory

Review team inspected information related to the conduct of the SP, academic calendar, time table, structures and curricula of undergraduate programmes, lesson plans, lists of examiners, assessment criteria, student feedback forms, question papers, marking schemes, answer scripts, etc.

The site visit process was for four days from 11<sup>th</sup> to 15<sup>th</sup> November 2018. At the end of the fourth day, the review team presented its findings to Acting Dean/ HOD/ DBM and to staff members of the DBM. After the review visit, this report was prepared including the findings of the review team. In the report, the strengths and the weaknesses are highlighted together with recommendations. Each aspect has been given a fair judgment strictly according to the Programme Review Manual.

The review team is very pleased with the most friendly and courteous manner in which the staff of the reviewed programmes cooperated with the review process. It was well coordinated and the reviewers were able to carry out the review process without any obstacles. The documentary evidence was kept in a central location. The other facilities provided were very good. Observations made by the review team during meetings with staff were very cordial and lasted 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 was available in the central location during the entire period of review to respond to queries of 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. The reviewers are satisfied with the internal arrangements made by the DBM. 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's Approach to Quality and Standards**

Internal quality assurance is an important component of the quality assurance framework of any higher education system. Its main objective are to ensure the quality of education provision and standards of awards. Programme review evaluates the quality of education within a specific subject discipline. It focuses on adopting internal monitoring strategies and effective processes to evaluate, review, and improve the programme/course design and development, and eventually the approval. Key aspects of the programme review process is to execute careful analysis of the Self Evaluation Report (SER) prepared by DBM aligning with the criteria and individual standards stipulated in the manual for review of undergraduate study programmes of Sri Lankan Universities and Higher educational institutions.

The IQAU is situated at the Makadura premises of WUSL. The team did not have an opportunity to visit the IQAU of WUSL. The FQAC of the FBSF has been established under the Internal IQAU of WUSL at Kuliapitiya premises and it works in collaboration with the IQAU. The FQAC is in the FBSF and is functioning with a coordinator who is a senior staff of the Faculty. Review team observed that the FQAC is not provided with adequate office space and staff assistance to carry out their duties.

The IQAU adapted By-Laws on QA, SD, teaching, learning and assessment are highly appreciated. The review team noticed that the commitment and enthusiasm of the Director/ IQAU towards quality enhancement and activities planned and implemented recently are commendable. However, SLQF has been partially adopted.

The FBSF and DBM are advised to focus on the Quality and Standards of the following key stages of programme planning, design and development and review:

- Strengthen the external stakeholder participation for curriculum updates and revision.
- Programme design focuses on SLQF and SBS in management and requirements of the relevant professional bodies;
- Outcomes of the OBE and SCL are to be clearly aligned with the course outcomes; and the teaching and learning activities;
- Assessment strategies are to be constructively aligned with the learning outcomes of each course;
- Appropriate measures are to be adopted to obtain regular feedback on the effectiveness and quality of teaching from students and peers;
- Mechanism is to be adopted to obtain feedback from both internal and external examiners.

## **Section 5: Judgment on the eight criteria of programme review**

This section presents the judgment of the review team as to the level of attainment of quality under each of the eight criteria of the study programme. The review team arrived at these judgments through a careful evaluation of evidence gathered by document review, observations and meetings and discussions held with different individuals and groups listed in Section 3 of the report.

### **5.1: Programme Management**

#### **Strengths:**

- ❖ As this criterion deals with the procedures, guidelines and mechanisms. That are essential for the efficient and effective operations of a state university and is bound by many circulars issued by the University Grants Commission and the government, the programmes had obtained good marks for many of the standards.

#### **Weaknesses:**

- ❖ Standard 1.2 information provided is inadequate to justify the availability of faculty/department action plan implementation and monitoring committee as well as list of new initiatives promoted.
- ❖ For standard 1.3 does not contain documented SOP's/ management procedures. Provided only internal audit reports.
- ❖ The web site of the department is not updated to delineate current status.
- ❖ Inadequate information on the description of data collation and handling procedures.
- ❖ Standard 1.11, there is no university wide MIS to deal with composite student data entering, maintenance and management.
- ❖ Standard 1.13 provided insufficient evidence.
- ❖ Inadequate information on implementation of performance appraisal system for the staff.
- ❖ IQAU was established at the university just before the submission of the self- evaluation document in 2017.
- ❖ Standard 1.16 lack of evidence to justify curriculum updates and revision procedures. During the span of review, DBM was delayed in revising the curriculum. There is no major curriculum revision effected for more than ten years.
- ❖ There is no information to prove the availability of reports and surveys in affecting the continuous improvement in curriculum.
- ❖ Evidence provided on Standard 1.18 is not adequate to convince that a clear procedure on programme approval and implementation has been followed.
- ❖ Under standards 1.20 and 1.21, no documentary evidence found for nationally and internationally funded research projects/ MOU and agreements reached during the period

of review. Inadequate evidence provided to prove the participation of academic mentoring and training programs.

## 5.2 Human and Physical Resources

### **Strengths:**

- ❖ With the new building of the faculty, the physical resources are satisfactory. WUSL is located with an attractive environment with ample land extent. WUSL has a state of art auditorium with 1000 seats, students centre with Wi-Fi and seating facilities, medical centre, open theatre, 3 canteens and hostels for males and females. There is a separate QA cell within DBM. In addition to above WUSL has a physical education centre, gymnasium and a playground.
- ❖ The DBM has adequate human resources for designing, development and delivery of academic programmes and courses, and to undertake associated functions such as research, innovations, counselling and outreach activities.
- ❖ The DBM has young, motivated and enthusiastic academic staff with excellent communication and PR skills. Their competencies and capabilities to be capitalized.
- ❖ All newly recruited academic staff follow an induction programme organized by the Staff Development Centre.
- ❖ 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 students are provided with training opportunities to acquire ‘soft skills’/‘life skills’ required to succeed in the ‘world of work’ through regular career guidance programmes conducted by the Career Guidance Unit (CGU) in the inception and during the study period 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 coming from diverse backgrounds.

### **Weaknesses:**

- ❖ The number of staff with PhD qualifications should be increased. There is no professors in the DBM. We strongly recommend that junior staff members to obtain their postgraduate qualification other than the WUSL preferably in overseas to obtain an international exposure from different countries to have diverse experience to cater the emerging needs in higher education. Staff members should be encouraged to have an academic mobility at least within the country. Administration should explore the possibility of providing financial assistance for human resource development.
- ❖ Report on the usage of library facilities by the students is not available and no stakeholder reports are available for review.

- ❖ 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.
- ❖ A comprehensive performance appraisal system for staff has not been implemented.
- ❖ Under standards 2.7, no feedback has been obtained from stakeholders to justify the OBE- SCL approach.
- ❖ Wi-Fi facilities are not available across 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 recommended to use in the long run to a state university.

### 5.3 Programme Design and Development

#### **Strengths:**

- ❖ All programmes are conducted entirely in English since inception of DBM.
- ❖ Graduate profile is clearly described in the handbook together with programme goals. All course units of the DBM enable with LMS platform. Academic staff upload lecture material and use the same for student assessments.

#### **Weaknesses:**

- ❖ The degree course provided by DBM is partially aligned to SLQF guidelines. Inadequate credit bearing for industrial placement and final year research project (both course units are bearing 6 credit value) was observed. Accepted norm in the Sri Lankan University system of considering research project and industrial placement are as two separate course units for honours degrees.
- ❖ No fall-back options are available.
- ❖ Programme evaluation reports are not available for study programme.
- ❖ Curriculum development committee minutes are partially available.
- ❖ Industry inputs in programme design and development are inadequate to explore current developments in the business management discipline. Feedback forms from employers were lacking in clarity.
- ❖ There is no clear evidence to delineate of implementing OBE and SCL for students. Existing curriculum does not contain either optional or auxiliary course units to go for mild specialisation and therefore not provided opportunity for students to select course modules which will lead to focused career destination.

## 5.4 Course / Module Design and Development

### Strengths:

- ❖ Course outline has been prepared showing ILO's aligning with the programme ILO's.
- ❖ Since 2017 the IQAU put in place a clear process for course design and development and approvals within the university before submission to the Faculty Board and the University Senate. This is known as Academic Development & Planning, Scholarships & Ethics Committee. This is helpful and is aimed to achieve consistency among courses, programmes and departments of the FBSF.
- ❖ The ILOs were present in all courses of the DBM which is given to students at the start of a course. A detailed course outline is given to students in the beginning of the semester lecture sessions.

### Weaknesses:

- ❖ While there is no doubt that the DBM had revised its curricula (minor revisions) and obtained approval through the official procedures that has been established by the university and faculty, the evidence for doing so between 2013 and 2017 were not easily seen by the reviewers. The process of curriculum revision updates were long delayed to implement.
- ❖ Some courses did not show the ILOs for the period under review. 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 in the DBM of course evaluation and use of feedback for further 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 partners when curricula are revised/new course units introduced.

## 5.6 Teaching and Learning

### Strengths:

- ❖ Academic staff are enthusiastic about their teaching and have 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 execute the programme.
- ❖ There is an established ICT-based platform (i.e. LMS) to facilitate multi-modal teaching and 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 as a part of the teaching and learning strategy; students are encouraged to disseminate the findings of such research through oral presentations.
- ❖ Internship training programme for final year students is well planned and coordinated by the director appointed by the DBM.
- ❖ There is no student journal or a regular forum to present and publish their work. The international conference organized by the FBSF is a forum, but it does not appear to have research publications from many students.

#### **Weaknesses:**

- ❖ No external examiners' reports on teaching and learning and assessments were available during the period of review.
- ❖ Lack of evidence to prove that teachers used the information gained from assessment of student learning to improve teaching and learning.
- ❖ 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 to participate in the national and international research conferences. They should be encouraged to contribute to national and international activities and 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 LMS activity reports and records must be used to improve course effectiveness, teaching and learning strategies.
- ❖ Absence of records of staff work load hinders the evaluation of performance of academic staff.

### **5.7 Learning Environment, Student Support and Progression**

#### **Strengths:**

- ❖ The students are satisfied with the existing learning environment especially with current facilities.

- ❖ A group of students represented from first to final year met by the reviewers and are satisfied with the degree programme. Reviewers were also satisfied with the ability of students of DBM to speak in English. The students were articulated 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’.
- ❖ Students stated that there were no serious problems with ragging or physical violence within the faculty.
- ❖ Soft skills were improved through various programmes run by the career guidance and department soft skills development initiatives. Students were optimistic that they could find suitable jobs after graduation.
- ❖ Career counselling staff were positive and appeared to contribute much to improve career prospects for the graduates.
- ❖ Induction programme has been regularly conducted annually by the Staff Development Centre and it is comprehensive and commendable.
- ❖ IT unit of the FBSF offers a Diploma on Business Computer Applications for internal students. This is in high demand.
- ❖ The DBM releases results on stipulated time period which is commendable.

#### **Weaknesses:**

- ❖ The department obtains students’ feedback semester wise. However, evidence was available only mainly for recent years (2016 and 2017). 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 programme.
- ❖ Insufficient information on alumni association and their role in the programme. Some intervenes were mentioned at a meeting but alumni interventions should be further developed. Evidence to show close interaction and active participation by alumni in programme activities was not available.
- ❖ There is no fall-back option for students who did not complete the degree programme within the stipulated time.
- ❖ No evidence for effective student counselling and activity plan. None of the counsellors has been trained at the SDC to empower them in students’ progression.
- ❖ DBM has not regularly monitored and documented the employment rates of its graduates. Evidence to prove benefits to the society through outcome surveys and progress towards advanced studies (lifelong learning) were not available.

## **5.7: Student Assessment and Awards**

#### **Strengths:**

- ❖ 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 are well established.

- ❖ 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 methods 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 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 and field-based training.
- ❖ The faculty adopts a well-defined mechanism to ensure that the degree awarded complies with the SLQF (120 credits). 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. We advise the faculty/department to adopt a 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.
- ❖ The faculty/ department should develop a mechanism to ensure that students are provided with evidence of achieving the ILOs of each lesson of the courses.
- ❖ Inadequate evidence to show that assessment strategies and regulations are periodically reviewed and amended as appropriate to the programme.  
Records are insufficient about the knowledge of the staff on the manual of examination procedures and their competency to carry out their role in assessing the students effectively. End semester examination carries 60 percent and 40 percent is given to continuous assessments. There is no FBSF approved document to justify this marks allocation. All course units apply the same assessment system.

## 5.8 Innovative and Healthy Practices

### **Strengths:**

- ❖ LMS is established and used in teaching and learning. OERs are used by teachers and students.
- ❖ The DBM obtains students feedback on every semester and executes relevant analysis for decisions.
- ❖ A quite number of fee levying courses in the DBM and the faculty which could provide support to develop department resources.
- ❖ 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 higher 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 internship training and field visit as a part of the teaching and learning strategy; it is operationalized through well designed and effective partnerships with industries.
- ❖ The study programme also consists of a research project to encourage students in applying the theory and obtaining hands on experience and skills.
- ❖ 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, and regional/ national level competitions.

### **Weaknesses:**

- ❖ Steps should be taken to increase the national and international collaborations including staff and student exchange programmes.
- ❖ The staff should engage in more collaborative research activities with renowned higher educational institutions.
- ❖ A reward system has not been implemented to encourage the academic staff for achieving excellence in research and outreach activities.
- ❖ Lack of evidence related to monitoring of curriculum development and design mechanism through stakeholder consultation during the span of review.
- ❖ We would suggest, 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.
- ❖ To improve the lives of students who have not completed the programme an exit mechanism needs to be established.

## **Section 6: Grading of overall performance of the programme**

The overall score achieved by the programme is 75%. Actual criterion wise score for all eight criteria were more than the relevant weighted minimum score (See Table 6.1 for details).

**Table 6.1 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>	<b>115</b>
02	<b>Human and Physical Resources</b>	<b>50</b>	<b>75</b>
03	<b>Programme Design and Development</b>	<b>75</b>	<b>106</b>
04	<b>Course / Module Design and Development</b>	<b>75</b>	<b>129</b>
05	<b>Teaching and Learning</b>	<b>75</b>	<b>103</b>
06	<b>Learning Environment, Student Support and Progression</b>	<b>50</b>	<b>72</b>
07	<b>Student Assessment and Awards</b>	<b>75</b>	<b>118</b>
08	<b>Innovative and Healthy Practices</b>	<b>25</b>	<b>36</b>
	<b>Total on a thousand scale</b>		<b>754</b>
	<b>%</b>		<b>75</b>

### **Grade: B - Good**

The total score on a thousand scale was 754 and each of 8 criterion did score more than the minimum weighted score. Therefore the programme is awarded a Grade B which is considered as “Good” level of accomplishment of quality expected of a programme of study; which requires improvement in a few aspects.

## **Section 7: Commendations and Recommendations**

### **7.1 Commendations**

- a. From the Vice Chancellor of the Wayamba University of Sri Lanka, down through the Acting Dean of the FBSF/Head of DBM, academic, administrative and non-academic staff and students, there was a very good support for this programme review. The attitudes were most courteous, polite and helpful with all academics of the study programme 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 experience from all state universities as is the experience of the reviewers. It is highly commendable and 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 appreciated. It is the correct attitude that should be taken in programme reviews.
- b. The DBM programme made every possible effort to provide evidence pertaining to the review standards. However, for most of the evidence it was found that what was available for viewing by the review team was between 2017- 2018. As the SER of this programme 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 2004.
- c. All categories of academic staff are well aware on review standards and the location of relevant evidence. Staff commitment, their positive attitude and interest as well as their group cohesiveness during the review process was commendable.
- d. IQAC of the WUSL has inculcated strong quality culture through formulating several policies from 2018 which is commendable and will reap benefits in the future.
- e. The DBM signed a few MOU's to develop partnerships and collaborations with the industry and professional bodies. These measures are commendable in terms continuous improvement of the quality of the degree programme.
- f. Each and every academic staff member bears the responsibility of one or several activities in the DBM is positive sign for growing academic department.
- g. Provision of internship opportunities for all final year students is commendable.

### **7.2 Recommendations**

- a. Recommend DBM to prepare an action plan that to be aligned with the corporate plan of the university and the faculty and to have a progress review meeting in every quarter to monitor the progress of accomplishment of activities proposed.
- b. Recommend to implement a clear policy to have a five year regular curriculum revision cycle.

- c. Inclusion of second examiners other than the staff of DBM should be considered as this is much connected to maintenance of quality of student assessment and quality of the programmes/
- d. Academic staff should be encouraged to participate in overseas conferences in order to enhance quality of teaching and learning as well as to promote research among young academic staff.
- e. Staff members to be encouraged to experience academic mobility especially exploring overseas scholarship/grant scheme opportunities to earn PhD's.
- f. Recommend to initiate academic collaboration with sister universities offering similar programmes to benchmark best practices available in the field of Business Management.
- g. Reward scheme for excellent teaching and research should introduce to motivate staff.
- h. A Curriculum Revision Committee, as a sub-committee of the Faculty Board should be established with Standard Operational Practices (SOP) with the representation of external stakeholders.
- i. Recommend to introduce more SCL and OBE teaching and learning methods to improve relevance of higher education provision to the world of work. Recommended to invite industry experts to compliment class room lecture sessions.
- j. Recommend to split existing internship and research project into two separate distinct course units with adequate credit bearing for both course units.
- k. Recommended to implement peer evaluation practices and properly maintain the records for decision making.
- l. Recommend to prepare course outlines aligning with the SLQF requirements to achieve all categories learning outcomes such as subject/theoretical knowledge, practical knowledge and application, communication, teamwork and leadership, creativity and problem solving, managerial and entrepreneurship, information usage and management, networking and social skills, adaptability and flexibility, attitudes, values and professionalism, vision for life, updating self/lifelong learning to develop socio-emotional skills of students.
- m. The department should take steps to contribute to the society by conducting more outreach programmes.
- n. Conduct student satisfaction surveys and used such information to improve the quality of the degree programme.
- o. Encourage academic staff to use open course ware such as Kahoot, Gosoap, etc. to facilitate SCL and OBE. Implement tailor made training programmes for academic staff to train the use of technology for the delivery of courses.
- p. Allocate suitable place in the department/faculty for students to meet student counsellors.
- q. Encourage academic excellence through research and provide required facilities for the staff.
- r. It is advisable to introduce study guides in printed form or e-version mode for course units.
- s. Recommended to implement qualification descriptors (to introduce fall back option) along with the next cycle of curriculum revision.

- t. Review Team observed that consultation hours of the academic staff are not incorporated in the timetable to delineate workload of the academic staff.
- u. Recommended to implement exit survey of DBM graduates and to execute regular employment survey to get aware of DBM's graduate destination.
- v. Improve academic atmosphere in lecture halls through commissioning wide scale white boards, speakers and placing wide screens to make visible lecture facilitation to last row seated students.
- w. Recommend to group students in common lecture series by dividing large class sizes to small class size in order to implement and to achieve authentic outcome of SCL and OBE.
- x. The work norms and duty lists, codes of conducts for all categories of staff should be formulated.
- y. Recommend to implement effective performance evaluation system for academic and non-academic staff.
- z. There is no strong alumni association as such to ascertain employment destination and lifelong learning of passed out graduates. No strong alumni profile made available for the review. However, being a new university DBM was able to call a few passed out graduates for the discussion. They all are employed and two of them found to be entrepreneurs.



## Section 8: Summary

Programme Management was overall in a good status as the University of WUSL and the FBSF had established guidelines, By-laws and other forms of mechanisms to carry out its functions as a major state university confirming to the University Grants Commission and other governmental rules and regulations and frameworks. Programme provides information to all incoming students about curriculum specifications, learning resources, support services, By-laws, disciplinary procedures etc. and faculty accommodates student representation in the Faculty Board and Welfare Committees.

University IQAU is well organized and functions in coordination with Faculty Quality Assurance Cell (FQAC). Infrastructure to provide facilities for students and differently abled students is appreciated. Library facilities provided for students are adequate. DBM conducted Business Management degree programme in English medium since its inception. Faculty encourages students to engage in multicultural programs and thereby developing their organizing ability and other soft skills. Services of ELTD, Initiatives of CGU, training programmes conducted by the CGU/SDU are commendable. DBM offers three fee levying programmes and earned funds are utilized for improvement of infrastructure of the faculty. Staff keeps open door policy and easily approachable to students.

The positive attitude of the students about the degree programme is commendable. They all stated that they have confident about securing a prospective employment opportunity. No HRD policy is in place. Human resource profiles are not matched with international norms and benchmarks.

The FBSF and DBM should formulate clear policy on curriculum revision and development. In this context, it is important to conduct awareness sessions for academic staff on SLQF. The DBM recognizes the value of exposing students to the ‘world of work’ during their undergraduate career.

The study programme contains an ‘industrial’ training and field visits 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 linkages with industries, improves their entrepreneurship abilities and exposes the students to world of work.

Work norms and duty lists need to be revisited and revised. There is a need for HRD policy to FCBF. Major curriculum revision is inevitable along with SLSF guidelines. Staff should be encouraged to engage in more research work and promoting international collaborations are important for the Business Management discipline.

Continuous assessment system needs to be revised to incorporate separate evaluation mechanisms and marks allocation for theory and practical subjects separately. Internship and research dissertation needs to be decomposed. Use of Learning Management System for teaching

and learning process is commendable. Reward scheme for outstanding students in the form of scholarship, gold medals is important to be introduced.

It is commendable that quality culture created among young academics of the DBM and progressive actions taken to improve overall quality aspects of the degree programme in the recent past.

# **APPENDIX 1**

## **PROGRAMME REVIEW MARKING TEMPLATE**

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

### *Criterion 1- Programme Management*

Scope –The following aspects directly related to study programme management are assessed: organizational structure, governance and management procedures; strategic/action plan and implementation; management capacity and procedures; by-laws relating to examinations, disciplinary procedures, student unions; duty lists and Codes of Conduct for staff and Charter for students; curriculum development and internal quality assurance mechanism and procedures; curricula revision process, and adherence to national guidelines / reference points; teaching and learning and assessment procedures; adherence to OBE-SCL approach in education provision; academic counseling, student counseling, welfare mechanisms and procedures; national and international partnerships and national and international visibility; provisions for accommodating and assisting students with special needs; measures to promote gender equity and equality, by-laws to deter any sexual and gender-based harassment; and measures and strategies to adopt the policy of zero-tolerance to ragging.

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

No.	Standards	Example of Source of Evidence	Score Guide				Justification for Marks Allocation	Missing Information/ Evidence Requested
			0 - Inadequate	1 - Barely Adequate	2 - Adequate	3 - Good		
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.	0 □	1	2	3 x		

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
1.2	The Faculty/Institute Action Plan is up to date and aligned with the University's/HEI's Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly.	University's /HEI's Corporate/Strategic Plan; Faculty Action Plan and Annual Plans; minutes of Action Plan Implementation and Monitoring Committee; list of new initiatives promoted through the Action Plan.	0    1    2    3 □            x    □	Minutes of action/annual plan activities implementation and new initiatives promoted through the action plan is not available.	
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.	0    1    2    3 □            □    x		
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	0    1    2    3 □    x		

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								
		student participation in decision making process; 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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>		x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>		x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>			x		
0	1	2	3										
<input type="checkbox"/>			x										
1.7	The Faculty/ Institute makes available a Study Programme	Study Programme Prospectus; Study	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x										

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								
	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.	Programme Curriculum and Course Curricula/Syllabi of courses; Examination by-laws.											
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td>x</td><td></td></tr></table>	0	1	2	3	<input type="checkbox"/>		x		Web site is not updated to delineate current trends.	
0	1	2	3										
<input type="checkbox"/>		x											
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.	Institutional mechanism of conducting induction /orientation programme; outline of the contents of the orientation programme; feedback received from participants.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x										
1.10	The Faculty/Institute securely	Description of data collation	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr></table>	0	1	2	3	Partially					
0	1	2	3										

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
	maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	and handling procedures.	<div><div><input type="checkbox"/></div><div>x</div><div><input type="checkbox"/></div></div>	available evidence	
1.11	The Faculty/Institute uses an ICT platform and applications for all its key functions and maintains an updated data base which is linked to the university Management Information System (MIS).	Inventory of ICT facilities; Evidence of adoption of ICT- based tools in management such as MIS; evidence of adoption of ICT tools for teaching and learning; evidence of installation and operation of LMS.	<div><div><div>0</div><div><input type="checkbox"/></div></div><div><div>1</div><div></div></div><div><div>2</div><div>x</div></div><div><div>3</div><div><input type="checkbox"/></div></div></div>	There is no clear record of inventory ICT facilities. Absence of MIS	
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	Documentary evidence of existence of Student Code of Conduct/Student Charter and modes of communication and checking for compliance.	<div><div><div>0</div><div><input type="checkbox"/></div></div><div><div>1</div><div><input type="checkbox"/></div></div><div><div>2</div><div></div></div><div><div>3</div><div>x</div></div></div>		



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								
	promoted.												
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	Monitoring mechanism is not clearly evident.	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>										
1.14	The Faculty/Institute implements the performance appraisal system prescribed by the University/HEI; performance of staff is enhanced through training and rewarding high performers.	Guidelines and formats of Performance Appraisal System; sample of Annual Appraisal Reports; CPD programmes planned & conducted and follow up action taken; reward scheme that is in place and names of recipients over the past 3 years.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3			x	<input type="checkbox"/>	Lack of clarity with relevant to the performance appraisal system. CPD programmes planned and conducted & and follow up actions taken were not clear enough. No reward scheme.	
0	1	2	3										
		x	<input 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	Documentary and physical evidence as regard to existence of IQAC; by-laws and operational procedures manual; minutes of the IQAC and IQAU meetings;	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3			x	<input type="checkbox"/>	Documentary evidence related to IQAC and EQA procedures are available in 2017 and 2018.	
0	1	2	3										
		x	<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								
	with the Internal Quality Assurance Unit (IQAU) of the University/HEI and implements internal quality enhancement system.	evidence of implementing internal quality enhancement system; reports of implementation of the recommendations of EQAs previously concluded.											
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td>x</td><td></td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	x		<input type="checkbox"/>	Minutes of the meetings of CDC/alternative committee meetings are not available. Feedback received from stakeholders and remedial measures undertaken over the past 4 years are not available. Lack of evidence related to availability of reports of employability surveys/	
0	1	2	3										
<input type="checkbox"/>	x		<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
				graduate tracer studies.	
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 on OBE-SCL methods; stakeholder feedback.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x <input type="checkbox"/>	Evidence is partially available.	
1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.	Evidence of mechanism adopted in implementing new curricula and in discontinuation of an on- going programme.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> x <input type="checkbox"/>	There is no evidence related to the implementation of new curriculum and discontinuation of the old curriculum during the review period.	
1.19	The Faculty/Institute monitors	Evidence of monitoring	<b>0</b> <b>1</b> <b>2</b> <b>3</b>	Evidence of	

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 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.	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 learning and assessment methods.	<input type="checkbox"/> x	the use of feedback reports and surveys in affecting the continuous improvement of curriculum, teaching and learning and assessment methods are not available.									
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x		Evidence are insufficient to prove collaborative partnerships focusing nationally and internationally funded research projects.	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	x											
1.21	Faculty/Institute operates academic mentoring, student counselling and welfare	Institutional mechanism of student and academic/mentoring,	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>		x	<input type="checkbox"/>	Partially available evidence.	
0	1	2	3										
<input type="checkbox"/>		x	<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								
	mechanisms and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.	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 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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>		x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>		x										
1.24	The Faculty/Institute adopts and practices University/HEI approved by-laws pertaining to examinations, examination offences, student discipline, and student unions; the	Documentary evidence of existence and adoption of by- laws for examinations, student discipline and student unions.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x										

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								
	adopted by- laws are made widely available to both staff and students.												
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>		<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>		<input type="checkbox"/>	x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>		x	<input type="checkbox"/>	GEE and anti-SGBV policies are recently implemented.	
0	1	2	3										
<input type="checkbox"/>		x	<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	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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>		x	<input type="checkbox"/>	Lack of evidence in report format on the past activities geared to prevent ragging and punishments.	
0	1	2	3										
<input type="checkbox"/>		x	<input type="checkbox"/>										

No.	Standards	Example of Source of Evidence	<b>Score Guide</b> <b>0 - Inadequate</b> <b>1 - Barely Adequate</b> <b>2 - Adequate</b> <b>3 - Good</b>	Justification for Marks Allocation	Missing Information/ Evidence Requested
	harassment and intimidation.				

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

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

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

The scope of this criterion is captured in the following Standards:					
No.	Standards	Example of Source of Evidence	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.	0    1    2    3 □    □        x		
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	HRD policy; Report on the recent recruitments; current HR Profile; Report comparing the expertise available with the national and international norms/	0    1    2    3 □    x        □	No HRD policy. Human resource profiles are not matched with international norms and	



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



	reprography, internet, inter-library loan etc., and provides a user-friendly service.							
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.	<b>0</b> <input type="checkbox"/>	<b>1</b>	<b>2</b> x	<b>3</b> <input type="checkbox"/>	Usage of ICT facilities is not available. No stakeholder feedback.	
2.10	The Faculty ensures the students are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work through a well- resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC).	Physical evidence of operation of ELTU/ELTC at the Faculty; staff strength; records of activities related ESL.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b>	<b>3</b> x		
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	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	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> x	<b>3</b>	Evidence for regular soft/life skills of programmes and student’s participation before 2017 are not adequate.	

	Guidance Unit (CGU) of the University.	offered by the CGU to students and evidence of student participation.				
2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	Evidence of a coordinating mechanism to promote multicultural activities; records of past events conducted.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> x

***Criterion 3 - Programme Design and Development***

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

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

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

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

***Criterion 3 is evaluated in the following ‘Standards’:***

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.	0    1    2    3 		

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								
				curriculum development.									
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x			
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	x											
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>		<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>		<input type="checkbox"/>	x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	There is no Senate approved curriculum design policy. Partially available evidence to delineate the adoption of SLQF/SBS to the process.	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>										
3.6	Programme design and	Faculty policy documents	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr></table>	0	1	2	3	No curriculum					
0	1	2	3										

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 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 enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external reference points such as SLQF, and SBS.	on programme design and development; programme/ course specification template approved by the faculty; curriculum development committee meeting minutes indicating the adoption of the procedures.	<div><div><input type="checkbox"/></div><div><input checked="" type="checkbox"/></div><div><input type="checkbox"/></div></div>	development committee meeting minutes indicating the adoption of the procedures.	
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.	<div><div><div>0</div><div>1</div><div>2</div><div>3</div></div><div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input checked="" type="checkbox"/></div></div></div>		
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	<div><div><div>0</div><div>1</div><div>2</div><div>3</div></div><div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div><input checked="" type="checkbox"/></div><div></div></div></div>	Evidences are partially available on external stakeholder feedback.	



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
		assessment cycle.			
3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	Evidence of regular training programmes on OBE and SCL; guidebooks on OBE and SCL; curricula of programmes/ courses; students' feedback.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/>	No constructive alignment of programme outcomes aligning to delineate adoption of OBE/SCL.	
3.10	The programme design accommodates supplementary courses such as vocational, professional, semiprofessional, inter-disciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.	Handbook/guidebook/prospectus; Curriculum of the programme; Programme/course specifications.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x <input type="checkbox"/>	Lack of interdisciplinary and multi-disciplinary courses in the curriculum to enrich the generic skills of students.	
3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are	Faculty policy on curriculum development; Handbook listing combination of courses;	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> x <input type="checkbox"/>	No clear evidence to prove the integration of diverse courses	

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
	integrated into the curriculum, where relevant.	evidence of integration of diverse courses in the curriculum of programmes; stakeholder feedback on programme evaluation; university calendar.		in the curriculum. No optional courses or auxiliary course units offered.	
3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.	Programme specification; university calendar; evidence of core and elective courses in the curriculum; student feedback on choice of courses.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x <input type="checkbox"/> <input type="checkbox"/>	As above.	
3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	Curriculum matrix showing courses at different levels layered according to demands in the skills; progression rates data; student feedback.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x <input type="checkbox"/>	There is no curriculum development model/matrix available or student's progression rates/data.	
3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which	Graduation rates, employment rates, admission rates to advanced degree programmes, and participation rates in fellowships, internships, and	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> x		

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
	are used to monitor the implementation and evaluation of the programme.	special programmes.			
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.	0    1    2    3 □    □    x    □	Evidences are partially available.	
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.	0    1    2    3 □    □    x    □	Evidences are partially available.	
3.17	The principles to be considered when programmes are designed and developed (balance of the programme;	Evidence adopting principles of programme design in programme specification; evidence of	0    1    2    3 □            □    x		

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
	award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.	dissemination of programme design guidelines to relevant 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.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> x	ILO's of the internship is not clearly articulated within the curriculum.	
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.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x <input type="checkbox"/>	No programme evaluation reports over 3 years.	

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
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.	Documentary and physical evidence of IQAC; minutes of IQAC meetings; reports of IQAC.	<div>0</div> <div><input type="checkbox"/></div> <div>1</div> <div><input type="checkbox"/></div> <div>2</div> <div>x</div> <div>3</div> <div></div>	Minutes of IQAC meetings were insufficient to prove that to ensure the adoption of internal monitoring strategies and effective processes to evaluate, review and improve the programme design.	
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.	<div>0</div> <div><input type="checkbox"/></div> <div>1</div> <div></div> <div>2</div> <div>x</div> <div>3</div> <div><input type="checkbox"/></div>	Paucity of internal/external review reports and feedback from stakeholders.	
3.22	Faculty/Institute uses the outcomes of programme monitoring and review to	Evidence of incorporating inputs from survey results.	<div>0</div> <div><input type="checkbox"/></div> <div>1</div> <div></div> <div>2</div> <div>x</div> <div>3</div> <div><input type="checkbox"/></div>	Evidence are partially available.	

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								
	foster ongoing design and development of the curriculum.												
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.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>		x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>		x										

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

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

***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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td><input 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>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not clearly discernible evidence related to availability of faculty CDC.	
0	1	2	3														
<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
4.2	The courses are designed to meet the programme objectives and outcomes and reflect	Programme specification; course specifications; evidence of course design showing course ILOs aligned	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>			x						
0	1	2	3														
<input type="checkbox"/>			x														

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
	knowledge and current developments in the relevant field of study/ subject areas.	with the programme ILOs.			
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 regulatory bodies.	Course specification; evidence of compliance with SLQF and SBS/ professional bodies; policy and procedures on course design.	0    1    2    3 □            x    □	Evidences are partially available.	
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	0    1    2    3 □            x    □	No faculty approved template in course design.	
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	Graduate profile of the Programme; senate approved documents on teaching learning strategy and assessment strategy and its alignment with	0    1    2    3 x            □	No senate approved documents on teaching learning strategy and assessment	



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 programme outcomes (constructive alignment).	course/programme ILOs.		strategy available and its alignment with course/programme ILOs.	
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.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x		
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.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> x		
4.8	Course design specifies the credit value, the workload ( notional learning hours) as per SLQF, broken down	Evidence of possessing and using SLQF; course specifications of the programme of study; Evidence of the above in	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> x		

No.	Standards	Example of Source of Evidence	<b>Score Guide</b> <b>0 - Inadequate</b> <b>1 - Barely Adequate</b> <b>2 - Adequate</b> <b>3 - Good</b>	Justification for Marks Allocation	Missing Information/ Evidence Requested
	into different types of learning such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, clinical work, industrial training etc.	Handbook/Prospectus, Lecture schedule and time table.			
4.9	Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.	Faculty course design policy and procedures; minutes of course development committee; course specifications; student feedback; course evaluation reports over 3 years.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x		
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	Faculty course design policy and procedures; minutes of course development committee; course specifications; student feedback; student satisfaction survey data and	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x		

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								
	course as inclusive as possible.	reports.											
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>		<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>		<input type="checkbox"/>	x										
4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.	Faculty course design policy; minutes of course development committee; course evaluation reports; evidence of use of SLQF; Dropout rate.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3			<input type="checkbox"/>	x		
0	1	2	3										
		<input type="checkbox"/>	x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3			<input type="checkbox"/>	x		
0	1	2	3										
		<input type="checkbox"/>	x										
4.14	The staff involved in instructional design and development have been trained for such	Training schedules of staff development center; feedback from staff; evidence of training been	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3			<input type="checkbox"/>	x		
0	1	2	3										
		<input type="checkbox"/>	x										

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								
	purposes and undergo regular training.	conducted; evidence of using the training in instructional activities; student feedback; peer observation records.											
4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.	Minutes of the Faculty Board and the Curriculum Committee; Minutes of the finance committee meetings indicating allocations; evidence of Faculty using its generated funds (if applicable); Faculty budget estimates with evidence of requests.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>		x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>		x										
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	Faculty/ Institute criteria for course approval process; minutes of course approval committee; minutes of curriculum development committee with evidence of implementing approval process.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3			x	<input type="checkbox"/>	Minutes of curriculum development committee with evidence of implementing approval process of the existing curriculum is not available.	
0	1	2	3										
		x	<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
	specification.				
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.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x <input type="checkbox"/>	No evidence related to the communication to all academic staff about approval criteria.	
4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course design and development, and course approval processes.	Evidence of internal QA policies and plans and mechanisms communicated to all staff; documentary and physical evidence of IQAC; minutes of IQAC meetings; regular previous reports of IQAC.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
4.19	Courses/modules are evaluated at the end of each course/module with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback used	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 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 for Marks Allocation</b>	<b>Missing Information/ Evidence Requested</b>
	for further improvement of the course.				

### ***Criterion 5 – Teaching and Learning***

Scope –Teaching and learning are inherently intertwined and this necessitates a holistic approach. Goal of quality teaching learning is to improve the quality of learning experience of students that would enable them to achieve the intended learning outcomes. The teaching and learning process should be student-centred in keeping with outcome-based education (OBE). Choice

of different teaching methods may even be of greater significance to what students learn than the content that is being taught. Faculty should match students' needs with multiple learning opportunities using teaching techniques to engage students actively in the learning process. This would ensure that students are successfully equipped with the knowledge, skills, attitudes and values required after they exit. Teaching learning strategies, assessments and learning outcomes are closely aligned so that they reinforce one another. Quality teaching is informed by feedback loops that provide measures of success and proactive measures to overcome difficulties that are identified.

***Criterion 5 is captured in the following 'Standards':***

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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3			x	<input type="checkbox"/>		Evidence to show that timely communication to students. Student feedback. Course evaluation reports.
0	1	2	3										
		x	<input type="checkbox"/>										

5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	Course specifications; student evaluation; Peer review reports; external examiners' reports.	<b>0</b> <input type="checkbox"/>	<b>1</b> x	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	No external examiner reports.	Peer review reports. External examiners' reports.
5.4	Teaching learning strategies offered are also appropriate and accessible to differently abled students if the programme caters for such students.	Evidence of infrastructure and human resource facilities to assist differently abled students; evidence of their accessing them in their learning; course evaluation reports; student satisfaction survey reports.	<b>0</b> <input type="checkbox"/>	<b>1</b>	<b>2</b> x	<b>3</b> <input type="checkbox"/>		Evidence of infrastructure and human resource facilities to assist differently abled students.
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.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> x	<b>3</b>	Partially available evidence for course evaluations and student feedback on the use of blended learning methods.	
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.	<b>0</b>	<b>1</b>	<b>2</b> <input type="checkbox"/>	<b>3</b> x		
5.7	Teachers engage students in self-directed learning, collaborative learning, relevant contexts, use of technology as an instructional	Course specifications; course development committee minutes; student feedback; course evaluation reports.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b>	<b>3</b> x		



	aid while being flexible with regard to individual needs and 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.	0 □	1 □	2 x	3 □	Evidence are partially available.  <

	activities are monitored routinely for their appropriateness and effectiveness.	instruments; data; monitoring reports; student feedback; student satisfaction survey reports; course specifications implementation; LMS records.	<input type="checkbox"/> <input type="checkbox"/> x	monitoring reports, student feedback and implementation of course specifications.	available.
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"/> x	Partially available evidence.	
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"/> x		Course specifications. Course development committee minutes. Direct teaching practice observation reports.
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"/> x <input type="checkbox"/>	Lack of evidence to encourage students in active learning and student satisfaction reports.	
5.16	The teachers use appropriate tools to obtain regular feedback on the effectiveness and quality of teaching from students, and peers through a	Physical and documentary evidence of the presence of coordinated mechanism and tools to obtain feedback on effectiveness of teaching;	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> x <input type="checkbox"/>	Evidence are insufficient to judge the effectiveness of regular feedback	Tools to obtain feedback on effectiveness of teaching.

	coordinated mechanism for improvement of teaching learning.	evidence of regular internal monitoring by IQAC; minutes of IQAC; evidence of using results of feedback for improvement.		obtain to improve quality of teaching.	
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> <input type="checkbox"/> <b>1</b> x <b>2</b> <input type="checkbox"/> <b>3</b> <input type="checkbox"/>		Course evaluation reports for the past 3-4 years. Teacher appraisal reports as evidence of improvement. Student performance statistics and reports. External examiners reports.
5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	Documents on work norms and work load of staff; staff feedback.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> x <b>3</b>		
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> x <b>2</b> <input type="checkbox"/> <b>3</b> <input type="checkbox"/>	No such reports are available.	

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

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

***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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td><input 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>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
0	1	2	3														
<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>														
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>														
6.2	The Faculty/Institute identifies	Need analysis data and use	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr></table>	0	1	2	3	Lack of evidence on									
0	1	2	3														

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 support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.	of it in strengthening the support service for students; physical and documentary evidence of conducive environment; student feedback; student satisfaction survey reports.	<input type="checkbox"/> <input type="checkbox"/> x <input type="checkbox"/>	need analysis, student feedback and survey reports.	
6.3.	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centred learning, outcome based education and technology based learning.	Programme plan of SDC; induction and orientation programmes of the Faculty for students; career guidance programme plans; evidence of students attending the programme; evidence of possession of By-laws by students.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> x		
6.4	The Faculty guides the students to comply with the Code of conduct for students (Student Charter), discharge their rights and responsibilities and utilize services available in a prudent manner.	Physical and documentary evidence of Student Charter (Code of Conduct); evidence of distribution to students; student feedback; student satisfaction survey reports.	0 1 2 3 <input type="checkbox"/> <input type="checkbox"/> x <input type="checkbox"/>	Evidence are partially available.	
6.5	The Faculty/Institute guides	Evidence of student centred	0 1 2 3		

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 students to optimally use the available student support services and empower learners to take personal control of their own development (self-directed learning).	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.	<div><div><input type="checkbox"/></div><div><input type="checkbox"/></div><div>x</div></div>		
6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.	Documentary evidence of monitoring mechanisms; monitoring committee reports; evidence of monitoring outcomes being used for improvement of the system; student satisfaction survey reports.	<div><div><div>0</div><div><input type="checkbox"/></div></div><div><div>1</div><div></div></div><div><div>2</div><div>x</div></div><div><div>3</div><div><input type="checkbox"/></div></div></div>	Evidence to this standard is partially available.	
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	<div><div><div>0</div><div><input type="checkbox"/></div></div><div><div>1</div><div></div></div><div><div>2</div><div>x</div></div><div><div>3</div><div><input type="checkbox"/></div></div></div>	Student satisfaction survey reports and Staff performance appraisal reports are not sufficient.	

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.											
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>			x		
0	1	2	3										
<input type="checkbox"/>			x										
6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently abled students.	Faculty policy, strategy and activities aimed at students with special needs.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3			<input type="checkbox"/>	x		
0	1	2	3										
		<input type="checkbox"/>	x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3			x	<input type="checkbox"/>	No evidence discernible to judge on ICT policy, infrasture and usage of ICT by students in the library.	
0	1	2	3										
		x	<input type="checkbox"/>										
6.11	The teachers in partnership with library and information resources personnel ensure	Programme/course specification; library training /orientation schedules;	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3		<input type="checkbox"/>	<input type="checkbox"/>	x		
0	1	2	3										
	<input type="checkbox"/>	<input type="checkbox"/>	x										

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
	that the use of library and information resources are integrated into the learning process.	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.			
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.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> x <input type="checkbox"/>	Evidence are partially supported.	
6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.	Evidence of scheduled social events in the Faculty programme facilitating interaction between staff and students; student feedback; student satisfaction survey reports; Prospectus; Student Charter.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> x		
6.14	The Faculty/Institute recognizes and facilitates academic interaction between	Evidence of scheduled meetings between students and academic staff; student	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> x		



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 peer helpers/ mentors/ senior guides and students.	feedback; Prospectus; Student Charter.			
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the Faculty, and contribute to social and cultural dimensions of the educational experience.	Handbook; Prospectus; curriculum of individual programmes; corporate plan/strategic plan.	0      1      2      3 □              x		
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.	0      1      2      3 □      □      x      □		
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.	0      1      2      3 □              x      □	Feedback from service providers is lacking.	
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.	0      1      2      3 □      x      □      □	No strategies and action plans to justify the implementation.	

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
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/ courses offered and support services and the information is used in improvement.	Student satisfaction survey instrument and evidence of gathering data; evidence of use of findings of feedback survey.	0    1    2    3 <input type="checkbox"/> <input type="checkbox"/> x		
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.	0    1    2    3 <input type="checkbox"/> x <input type="checkbox"/>	Evidence is partially available	
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.	0    1    2    3 x <input type="checkbox"/> <input type="checkbox"/>	No fallback option available for students.	

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.	0    1    2    3 □            x    □	No evidence of admission to advanced studies by students.	
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.	0    1    2    3 □    x    □    □	Lack of minutes of student disciplinary committee.	
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.	0    1    2    3 x            □    □	Minutes of alumni committee is lacking.	

### ***Criterion 7 – Student Assessment and Awards***

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

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

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

confidentiality and integrity. Mechanisms are operated to monitor and review Faculty's academic provision in relation to assessment.

***Criterion 7 is captured in the following 'Standards':***

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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x		Lack of evidence related to outcome based program design and course specifications.	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	x											
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>		x	<input type="checkbox"/>	There is no exit survey reports available.	
0	1	2	3										
<input type="checkbox"/>		x	<input type="checkbox"/>										
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes (incorporating all aspects of training including industrial	Evidence of policy on assessment strategies, Minutes of review meetings; by-laws rules and regulations; curriculum evaluation committee minutes; senate minutes; council minutes.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>		x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>		x										

	training, clinical training etc) and awards.						
7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	Minutes of review meetings; amended by-laws, rules and regulations; curriculum development committee minutes.	0	1	2 x	3 <input type="checkbox"/>	Dearth of Curriculum development committee minutes.
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.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2	3 x	
7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.	Policy documents on appointments of external examiners; by-laws of examinations; senate minutes; appointment letters to examiners.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 x	3	External examiners have not appointed. No ToRs.
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.	0 <input type="checkbox"/>	1	2	3 x	
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.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 x	3	Curriculum development committee minutes are not convincing enough to prove authentic efforts taken to

				revise curriculum during the period of review.	
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.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> x <b>3</b>	Evidence are partially available	
7.10	Appropriate arrangements/adjustments/ facilities are made available by the Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.	Faculty policy of dealing with differently abled students; evidence of making facilities available to them.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> x <b>3</b> <input type="checkbox"/>	Evidence are partially 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.	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <b>3</b> x		
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,	Manual of examination procedures; by-laws on examinations; records of complying with the above; staff feedback; student feedback; sample answer scripts and mark sheets;	<b>0</b> <input type="checkbox"/> <b>1</b> <input type="checkbox"/> <b>2</b> <input type="checkbox"/> <b>3</b> x		

	fairness and consistency.	evidence of second marker's reports.						
7.13	Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.	By-laws on examinations; manual of procedures; sample transcripts; student feedback	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> x	<b>3</b>	Evidence are partially available	
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.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> x	<b>3</b> <input type="checkbox"/>	Evidence is not available on students receiving transcripts at graduation.	
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.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b> x	<b>3</b> <input type="checkbox"/>	Evidence are partially available	.
7.16	The Faculty ensures that the degree awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements and competency levels (level descriptor) detailed in the SLQF.	SLQF in possession; evidence of staff awareness and use of SLQF during course development; programme/course specifications.	<b>0</b> <input type="checkbox"/>	<b>1</b> <input type="checkbox"/>	<b>2</b>	<b>3</b> x		
7.17	The Faculty/Institute ensures the implementation of	Examination by-laws; evidence of Faculty staff and	<b>0</b> <input type="checkbox"/>	<b>1</b>	<b>2</b> x	<b>3</b> <input type="checkbox"/>	No faculty policy on	.



	examination by laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.	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.		release of results within 3 months.	
--	--	--	--	-------------------------------------	--

### ***Criterion 8 – Innovative and Healthy Practices***

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

Examples of such practices are stated here: use of ICT-platform to facilitate multi-mode delivery and student-centered learning; use of Open Educational Resources (OER) to complement undergraduate teaching; institutional mechanism to promote faculty engagement in research, innovation and postgraduate research, and its contribution to enhance quality of undergraduate training; performance appraisal system and reward mechanisms for staff, international collaborations and exchange of students and staff; student participation in co- curricular activities and institutional national level competition in sports, aesthetic activities and innovations; faculty-industry linkages and use of work-based and industry placement as a part of learning for undergraduates; adoption of policy and practice of credit transfer mechanism; strategies adopted for maintaining academic

standards of the study programme; organizational arrangement to promote community and industry engagement/social mobilization programmes, and income generation initiatives to diversify sources of funds.

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

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

The scope of this criterion is captured in the following Standards :													
No.	Standards	Example of Source of Evidence	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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>		x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>		x										
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 st.udents.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>		<input type="checkbox"/>	x		
0	1	2	3										
<input type="checkbox"/>		<input type="checkbox"/>	x										

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								
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	Document reflecting Faculty policy and strategy on R&D; report on the benefits accrued for undergraduate training from R&D; records on institutional and national recognitions received by academics.	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td><input type="checkbox"/></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	No records on R & D activities.	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>			x		
0	1	2	3										
<input type="checkbox"/>			x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x		No award scheme for academic excellence.	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	x											
8.6	The study programme contains an undergraduate research project as a part of the teaching and learning	By-laws/guidelines relating student research project management; sample of student projects conducted	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>		x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>		x										

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								
	strategy and encourages students to disseminate the findings.	and students theses submitted; evidence of publication of student project 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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td><td>x</td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>		x		
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>		x										
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><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>x</td><td></td></tr></table>	0	1	2	3	<input type="checkbox"/>	<input type="checkbox"/>	x		Lack of academic and research collaborations.	
0	1	2	3										
<input type="checkbox"/>	<input type="checkbox"/>	x											
8.9	The Faculty/Institute has	List of income generating	<table><tr><td>0</td><td>1</td><td>2</td><td>3</td></tr></table>	0	1	2	3						
0	1	2	3										

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
	diversified its sources of income to complement the grants received through Government by engaging in income-generating activities.	activities conducted; Reports on the benefits accrued through such activities; Physical verification of income generating activities.	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>		
8.10	The Faculty/Institute practices a credit-transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/ Institute or submit credits earned from another Institute to the Faculty concerned.	University approved policy and guidelines/by-laws regarding credit transfer; evidence of students making use of this option.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	No credit transfer policy is available.	
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 supported with physical, financial and human resources.	Documentary evidence of institutional mechanism to promote and facilitate co-curricular activities; report on the co-curricular activities conducted.	<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"/>		
8.12	Faculty/Institute encourages student participation at	Faculty Board approved policy and guidelines relating	<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
	regional/national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.	to granting permission to participate at outside competitions; reward mechanism to give recognition to outstanding performers.			
8.13	The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.	Institutional procedure for curricula development, approval, and monitoring mechanism; by-laws relating to examinations; mechanism of appointing external examiners; list of external examiners.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> <input type="checkbox"/> <input type="checkbox"/> x	There is no Senate accepted curriculum development procedures available.	
8.14	The Faculty/Institute implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).	University approved policy and guidelines on fallback option; evidence of implementing fallback option.	<b>0</b> <b>1</b> <b>2</b> <b>3</b> x <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	No fallback option.	



## **APPENDIX 2**

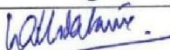
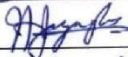
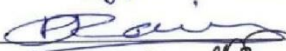

### **LIST OF MEETINGS AND ATTENDEES DURING THE REVIEW**



Programme Review – 2018  
Department of Business Management

Meeting with Dean of the Faculty

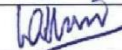
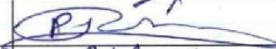
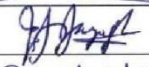
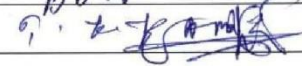
12.11.2018

	Name	Designation	Signature
1.	Prof. Lal Thidakeralthe	Chair	
2.	Dr. J M J K JAYASINGHE	Member	
3.	Prof. P. PANIROJAN	Member	
4.	T. K. Karandakathazh (PHD)	HOD/ Dept. of Business Mgt (Acting Dean).	
5.			
6.			

Programme Review - 2018  
Department of Business Management



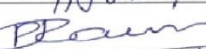
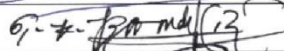


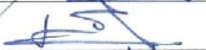



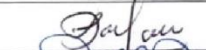

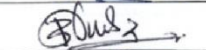
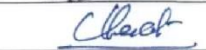

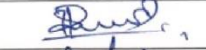
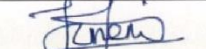
**Meeting with Head of Department**

**12.11.2018**

	Name	Designation	Signature
1.	Prof. Lal Chelakuram	Chair	
2.	Prof. P. RAVI RAO	Member	
3.	Dr. JMTL JAYAWANTH	Member	
4.	T. B. Karandekar	HOD/ Senior Lecturer	
5.			
6.			

Programme Review - 2018  
Department of Business Management  
Meeting with Academic Staff Members

12.11.2018

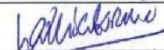

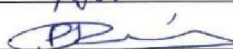







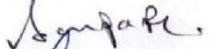


	Name	Designation	Signature
1.	Prof. Lal Pulakurathine	Chair	
2.	Dr. J.M.J. Jayasinghe	Member	
3.	Prof. P. Ravirajan	Member	
4.	T.K. Karandakotiya (PhD)	HOD/Dept. of Business Mgt	
5.	K.A.M.S. Kodisinghe	S/Lecturer	
6.			
7.	W.D.S.M. Tennakoon	Senior Lecturer	
8.	A.R.D.N. Dissanayake	Senior Lecturer	
9.	W.D.S.M. Wijetunge	Senior Lecturer	
10.	B.M. Wijesena	Senior Lecturer	
11.	A.R.M.I. Ariyapperuma	Lecturer (Probationary)	
12.	D.M.T.D. Dissanayake	Lecturer (BM)	
13.	P.A.B.H. Amarathunga	Lecturer	
14.	W.D.M.B.K. Dissanayake	Lecturer (Prob.) - BM	
15.	U.C. Herath	Lecturer (Prob) BM	
16.	K.K.A.H. Kumarasinghe	Lecturer (Temp)	
17.	S.M.N. Praveeni	Lecturer (Temp)	
18.	W.J.A.M. Lasanthika	Lecturer (Temp)	

Programme Review - 2018

Department of Business Management

Meeting with Administrative Staff / Support staff & Other Non Academic Staff

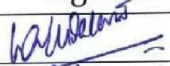


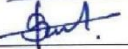
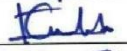


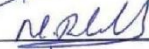

12.11.2018

	Name	Designation	Signature
1.	Prof. Lal Thilakeralme	Chair	
2.	Dr. J.M.J.K. Jayasinghe	Member	
3.	Prof. P. RAVIRAJAN	Member	
4.	S.A.A.K. Jayarath	AR/FBSR	
5.	es H Zayd	B.S.N	
6.	JASR Dilrukshi	work Aid	
7.	K.W.J.A. Hemapala	CAA	
8.	<del>K.A.P.</del> K.D.H.T. Katugampala	C.A.A.	
9.	S.H.M. Wickramaratne	S.H.M.	
10.	GAMKA Jayasinghe	C.A.A.	
11.	A.S.S. Raj Kumar	L.A	
12.	H.G.T.K. Gunarathna	CAA	
13.	R.A.I. N. Sayawardane	TO	

Programme Review - 2018  
Department of Business Management

Meeting with Students Union

12.11.2018

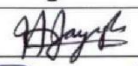
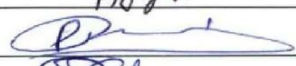

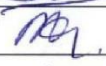
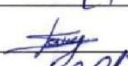
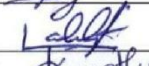
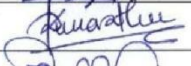
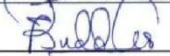
	Name	Designation	Signature
1.	Prof. Lalitha Lakshmi	Chair	
2.	Dr. JIMLI JAYASINGH HB	Member	
3.	Prof. P. RAVIRAJAN	Member	
4.	B.G.G.G.P.S. Premasiri	Secretary (Student Union)	
5.	A.H.K.M. Kumara	Member " "	
6.	D.A.M. Sanjaya Kumar	Member " "	
7.	M.M.P. Mallawaarachchi	President (Student Union)	
8.	W.A.N. Rukshika	Member " "	
9.	B.G.L.H.P. Samaraweera	Member	



Programme Review – 2018  
Department of Business Management

**Meeting with Student Counsellors**

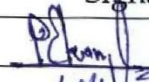


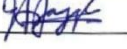
**13.11.2018**

	Name	Designation	Signature
1.	Dr. JIMIK JAYASINGHE	Member	
2.	Prof. P. RAVIRAJAN	Professor	
3.	Dr. VGIN Vidanagama	Senior Student Counsellor	
4.	Dr. RAMS Kodisinghe	Student Counsellor	
5.	Ms. RSL Jayarathne	Student Counsellor	
6.	Mr. A.G.D.L.K. Gunardena	Student Counsellor	
7.	Ms. U.G.V.D.D. Gunarathne	Student Counsellor	
8.	Ms. P.A.B.H. Amarathunga	Student Counsellor	

Programme Review - 2018  
Department of Business Management

Meeting with Vice Chancellor

13.11.2018

	Name	Designation	Signature
1.	Prof. EMP Ekaraipke	Vice-Chancellor	
2.	Prof. DM Chandakathur	Chair	
3.	Prof. P. Raviprasad	Member	
4.	Dr. SMJC Jaganathan	Member	
5.			

Programme Review - 2018  
Department of Business Management

Meeting with Students

13.11.2018

	Name	Designation	Signature
1.	Dr. J.M.J. TAYASIN G.H.K.	Member	
2.	Prof. P. RAVIRAJAN	Member	
3.	D.A. Pate	Student	
4.	C.L.P. Iddamalgoda	Student	
5.	P.H.K.R. Hennayaka	student	
6.	S.M.P.K. Sooriyabandara	student	
7.	W.M.N. Fernando	Student	
8.	T.K.D. Gunathunga	Student	
9.	D.K.M. Kalansooriya	student	
10.	W.M. Wanniarachchi	student	
11.	F.A.S. Gunasekara	student	
12.	N.R.H.N.K. Karunaratna	Student	
13.	N.D.S.P. Senanayake	student	
14.	J.A.R.V. Jayaweera	Student	
15.	K.A.C. Madushani	student	
16.	H.M.U.L. Dissanayake	student	
17.	D.B.N.D. Samarathunge	student	



18.	W.M.I.C. Keerthikumara	Student	<i>W.M.I.C.</i>
19.	H.M.R. Sandani	student	<i>@ashi</i>
20.	H.I. Rajapakse	Student	<i>H.I. Rajapakse</i>
21.	T.S. COONGHE	Student	<i>T.S. Coonghe</i>
22.	M.A.T. Costa	student	<i>M.A.T. Costa</i>
23.	D.S.M. Perera	Student	<i>D.S.M. Perera</i>
24.	K.A.D.T.P APPUHAMY	Student	<i>K.A.D.T.P. Appuhamy</i>
25.	M.Z.A. Irshad	Student.	<i>M.Z.A. Irshad</i>
26.	T.S.D. Thilakarathne.	Student.	<i>Shatika</i>
27.	H.M.A. Hansamali Thilakarathne	student	<i>H.M.A. Hansamali</i>
28.	H.R.T. Fernando	Student	<i>H.R.T. Fernando</i>
29.	C.D. D.R. de Alwis	Student	<i>C.D. D.R. de Alwis</i>
30.	H.J. Hewaratharona	Student	<i>H.J. Hewaratharona</i>
31.	R.G.M.P. Rajapakse.	Student	<i>R.G.M.P. Rajapakse</i>
32.	K.W.G.C.B. Moragas	Student	<i>K.W.G.C.B. Moragas</i>
33.	G.K.E.U. Lelwela	Student	<i>G.K.E.U. Lelwela</i>
34.	B.A.H.P. Senarathna	student.	<i>B.A.H.P. Senarathna</i>
35.	H.V.D.S. Madubhashini	student	<i>H.V.D.S. Madubhashini</i>
36.	D.S. Buddhika	Student	<i>D.S. Buddhika</i>
37.	D.A.Y. Codipily	Student	<i>D.A.Y. Codipily</i>
38.	A.N.L. Perera	student	<i>A.N.L. Perera</i>
39.	B.K.A.P. Biyanwila	Student	<i>B.K.A.P. Biyanwila</i>
40.	M.C.S. Silva	Student	<i>M.C.S. Silva</i>
41.	H.D.M.D. Handawala	Student	<i>H.D.M.D. Handawala</i>
42.	H.D.S. Gunawardhana	Student	<i>H.D.S. Gunawardhana</i>
43.	W.K.D. Fernando	Student	<i>W.K.D. Fernando</i>
44.	F.S.R. Silva	Student	<i>F.S.R. Silva</i>

45. D.V.L.S. Premaratna 144225  
 46. Erandi Hettiarachchi 144116  
 47. H.K.S.P. Gunapala 144088  
 48. G.A.T.D. padmasiri 144204  
 49. L.K.S. Perera 144213  
 50. R.B.C.P. Senarathne 144270  
 51. D.K.M. Gekkiyanage 144088  
 52. M.A.T.D. Fernando 144064  
 53. K.R.I.C. Umayanga 144306  
 54. M.P.H. Rathnayaka 144246  
 55. K.J.T. Ubhayaratne 144303  
 56. K.S.V. Gireva 144086  
 57. M.M.S. Fernando 144066  
 58. K.D.H. Premawardana 144229  
 59. I.H.M. Ishlaaq 144119  
 60. P.M.N.D. Kumari 144153  
 61. G.M. Hettiarachchi 144117  
 62. B.M.T.L. Bulasooriya 144019  
 63. S.R. Divyanjalee 144053  
 64. A.H.K. S.S. Perath 154140  
 65. S.B.N. Jayashan 154167  
 66. Gunaratna 154125

67. L.S.S.L. Jayaneththi 154163 *last*  
 68. H.C.D. Gunarathna 154123 *last*  
 69. J.K.K.N. Jayakody 154157 *last*  
 70. G.M.H.A. Mahesh 144176 *#*  
 71. M.M.S.R. Bandara 154028 *Sampath*  
 72. K.A.H.C. Siriwardhana 154384 *Chamara*  
 73. W.C.C. Fonseka 154113 *Chamara*  
 74. M.P. Weerasinghe 154433 *Chamara*  
 75. E.M.C.T. Edirisinghe 154088 *#*  
 76. A.A.H.S. Edirisinghe 174117 *#*  
 77. S.A.S.D. Suraweera 174477 *#*  
 78. H.M.N.P. Dissanayake 154079 *Nadeeka*  
 79. U.A.L.R.D. Lakshman 154216 *last*  
 80. H.A.A. Dilekshi 15406 *AS*  
 81. K.M.C.B. Rathnayaka 154329 *last*  
 82. G.G.M. Wijenayake 154452 *last*  
 83. R.M.D.R. Rathnayaka 154331 *last*  
 84. R.M. Ratha 154341 *last*  
 85. M.H.C.T. Perera 154289 *#*  
 86. W.M.S.S. Wanigasekara 154419 *last*  
 87. D.D. Gammampila 154117 *last*  
 88. L.H.D. Fernando 154096 *last*  
 89. D.A. Gajawera 154115 *last*  
 90. T.G.C. Ratshani 154339 *last*  
 91. N.K. Yasika 154469 *last*  
 92. B.G.L.H.P. Samaraweera 154347 *last*  
 93. N.M.U.S. Fernando 154101 *last*

Meeting with Tamil Students

13/11/2018

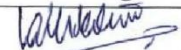
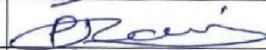
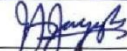
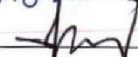
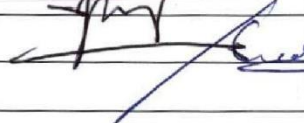
No.	Name	Index No	Level	Signature
01.	L.P. Ahamed.	174012	1 <sup>st</sup> year	<i>Ahmed</i>
02.	P. Yalini	174383	1 <sup>st</sup> Year	<i>Yalini</i>
03.	J. Diand.	174096	1 <sup>st</sup> year	J. Diana.
04.	S. Dhayalani	174094	1 <sup>st</sup> year	S. Dhayalani
05.	B. Banuja	174057	1 <sup>st</sup> year	Banuja
06.	M. Rishikeeshani	174415	1 <sup>st</sup> year	M. Rishikeeshani
07.	S. Madhuskan	174309	1 <sup>st</sup> year.	S. Madhuskan
08.	S. Reshanie	164377	2nd year	<i>Reshanie</i>
09.	v. Karthiga	164207	2nd year	<i>Kar</i>
10.	T. Dhivya	164081	2nd year	<i>T. Dhivya</i>
11.	P. Dharsika.	164080	2nd Year	Dharsika.
12.	I. M. Adnan	174011	1 <sup>st</sup> year	<i>Adnan</i>
13.	MF Zahir	174548	1 <sup>st</sup> year	<i>Zahir</i>
14.	M. Priyawathanan	174387	1 <sup>st</sup> year	M. Priyawathanan
15.	Dr JMJk SAGANWALA	-	-	<i>Saganwala</i>
16.	Prof. P. RAJIKAN	-	-	<i>P. Rajikan</i>

Programme Review - 2018

Department of Business Management

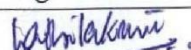
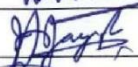

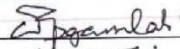
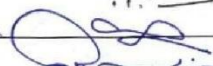

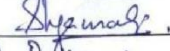
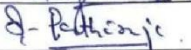
Meeting with IQAU Director / Chair - IQAC

14/11/2018

	Name	Designation	Signature
1.	Prof. Lalithakumari	Chair	
2.	Prof. P. RAVIRAJAN	Member	
3.	Dr. JMTK JAYARAJ	Member	
4.	Prof. Renuka Sharma	Director / Dean	
5.	W. D. S. M. Tennakoon	Chair - QAC-FBSF	
6.			
7.			
8.			



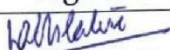
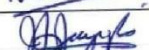


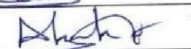


Programme Review - 2018  
Department of Business Management  
Meeting with Library Staff, IT Unit Staff  
14.11.2018

	Name	Designation	Signature
1.	Prof. C. L. Chakraborty	Chair	
2.	Dr. J. M. K. Jayasinghe	Member	
3.	Prof. P. Ravirajan	Member	
4.	W. G. P. Gamalath	Librarian	
5.	K. G. S. Jayawardana	Assistant Librarian	
6.	V. W. A. C. C. Ubbasingha	Cum. System Analyst	
7.	D. G. S. Malkanthi	SAL	
8.	S. Rathnayake	AR/LS	
9.	<del>IT unit staff meeting</del>		
10.	<del>Prof. C. L. Chakraborty</del>		
11.			
12.			

Programme Review - 2018  
Department of Business Management

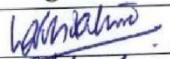
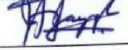
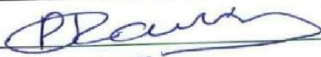


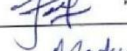
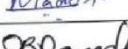
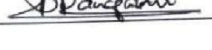
Meeting with IT Unit Staff

14.11.2018

	Name	Designation	Signature
1.	Prof. Lal Thilakaratne	Chair	
2.	Dr. JAMIL JAYASINGHE	Member	
3.	Prof. P. RAJ, RITAN	Member	
4.	Dr. VIGNESHDARAN	Director, LCPC-k.	
5.	H.M. A. S. Herath	Lecturer, DETC	
6.	A.G.D.L.K. Gunawardene	Lecturer - CBSS	
7.	A.C. Abeyaratne	Instructor - ICT	
8.			
9.			
10.			
11.			
12.			

Programme Review - 2018  
Department of Business Management  
Meeting with Alumni members

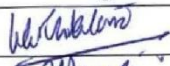
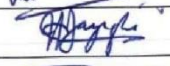
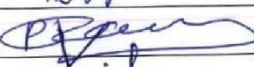
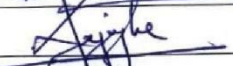

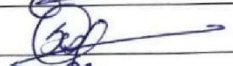


14.11.2018

	Name	Designation	Signature
1.	Prof. C. A. Thilakaratne	Chair	
2.	Dr. J. M. J. K. Jayasinghe	Member	
3.	Prof. P. R. R. Rajaratnam	Member	
4.	K. N. V. Herath	Former President S. Com.	
5.	E. W. E. D. Gnanasena	Member	
6.	J. M. D. K. Jayasinghe	Past Student	
7.	W. A. Maduni Hansika	Past Student	
8.	R. D. Nilanka Ranapala	Former President BSF Alumni	
9.			
10.			

Programme Review - 2018  
Department of Business Management

Meeting with CGU committee

14.11.2018

	Name	Designation	Signature
1.	Prof. Lal Mahipala	Chair	
2.	Dr. JMSIK JAYASINGHE	Member	
3.	Prof. P. RAVIRAJAN	Member	
4.	Dr. Bandara Gajanayake	Director / CGU	
5.	S.D. Gnanu. Jayasinghe	Career Advisor	
6.	Sanjeewa Jayasinghe	CFA	
7.	Dr. KMS Kodisinghe	Coordinator CGU	
8.	AKSHN SIVAKUMAR	Coordinator - Indu	

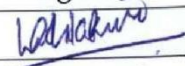
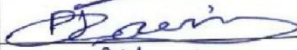


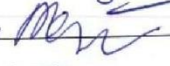



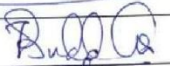
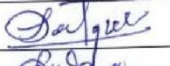
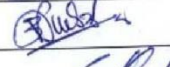

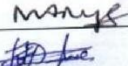
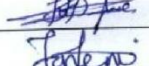
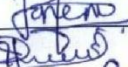
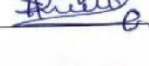
+value!



Programme Review - 2018  
Department of Business Management

Wrap up meeting

15.11.2018

	Name	Designation	Signature
1.	Prof. Lal Thakeralilme	Chair	
2.	Prof. P. RAJIKAN	Member	
3.	Dr. JMSK IYATHINGIR	Member	
4.	T.K. KARANDAKATTA (PHD)	HOD	
5.	K.A.M.S. Kodisinghe	S/Lecturer	
6.	K.D.D.S.M. Tennakoon	S/Lecturer	
7.	A.K.D.N. Disha	S/Lecturer	
8.	Prasad Wijetunga	S. Lecturer	
9.			
10.	P.A.B.H. Amarathunga	Lecturer	
11.	PMTD Dissanayake	Lecturer	
12.	W.D.M.B.K. Dissanayake	Lecturer (Prob.)	
13.	U. L Herat	Lecturer (Prob.)	
14.	A.R.M.I. Ariyapperuma	Lecturer (Prob.)	
15.	K.K.A.H. Kumarasinghe	Lecturer (Temporary)	
16.	WJAJM Lasanthika	Lecturer (Temporary)	
17.	SMN Praveeni	Lecturer (Temporary)	

**APPENDIX III**  
**SCHEDULE OF ACTIVITIES FOR SITE VISIT**

**Activity Schedule for Site Visit: Wayamba University of Sri Lanka**  
**B.Sc. (Special) degree in Business Management**

TIME	ACTIVITY
<b>Day 1: 12/11/2018</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 Head of Department
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	Reviewing documentary evidence
<b>Day 2: 13/11/2018</b>	
8.00 - 9.00 am	Observing teaching/learning sessions
9.00 - 9.30 am	Meeting with Administrative Staff/Support staff & other non-academic staff
9.30 - 10.00 am	Meeting with Student Counselors
10.00 – 10.30 am	Private meeting of the review team
10.30 - 10.45 am	<b>Tea break</b>
10.45 - 12.00 noon	Meeting with students (1 - 4 <sup>th</sup> years)
12.00 - 1.00 pm	Observing teaching and other physical facilities
1.00 - 2.00 pm	<b>Lunch</b>
2.00 – 4.00 pm	Reviewing documentary evidence
<b>Day 3: 14/11/2018</b>	
8.00 - 10.00 am	Observing teaching/learning sessions
10.00 – 10.15 am	<b>Tea break</b>
10.15 – 10.30 am	Meeting with Library staff, IT unit staff
10.30 – 11.00 am	Meeting with Alumni members
11.00 am - 1.00 pm	Reviewing documentary evidence
1.00 – 2.00 pm	<b>Lunch</b>
2.00 – 2.30 pm	Meeting with CGU committee/Collaborators for Internship programmes

2.30 – 4.00 pm	Reviewing documentary evidence
<b>Day 4: 15/11/2018</b>	
8.00- 10.00 am	Private meeting of the review team
10.00- 10.15am	<b>Tea break</b>
10.15- 11.00 am	Wrap up meeting
11.30- 12.00 am	Lunch
12.30	Departure