PROGRAMME REVIEW REPORT

Bachelor of Science Honours in Agribusiness Management

Faculty of Agriculture

University of Ruhuna

Site Visit Dates: 03rd to 06th February 2020

Review Panel: **Dr. H. S. R. Rosairo (Chair)**

Prof. Prasadini Gamage

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The Quality Assurance Council

University Grants Commission, Sri Lanka

University   : University of Ruhuna

Faculty   : Faculty of Agriculture

Program   : BSc Honours in Agribusiness Management

Review Panel   :

Name	Signature
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Dr. A M Wasantha Senevirathna (Member)	

Date: 18. 02. 2020

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List of Abbreviations

ABM	Agribusiness Management
CGU	Career Guidance Unit
CQA	Center for Quality Assurance
DAE	Department of Agricultural Economics
ELTU	English Language Teaching Unit
FoA	Faculty of Agriculture
ICT	Information and communication technology
ILOs	Intended Learning Outcomes
ISAE	International Symposium on Agriculture Extension
IT	Information Technology
LMS	Learning Management System
MIS	Management Information System
MoU	Memorandum of Understanding
OBE-SCL	Outcome Based Education &Student-Centered Learning
OGPA	Overall Grade Point Average
QA	Quality Assurance
SER	SelfEvaluation Report
SGPA	Semester Grade Point Average
SLQF	Sri Lanka Qualification Framework
SP	Study Program
TARE	Tropical Agricultural Research and Extension Journal
UGC	University Grants Commission
UoR	University of Ruhuna

Section 1: Brief introduction to the study program

This section serves to provide a brief explanation of the study program (SP), its background and effectiveness in fulfilling the needs of the beneficiaries, the undergraduates. The University of Ruhuna, a leading university in the state university system in Sri Lanka, was established in the year 1978. It consists of ten faculties *viz* Agriculture, Sciences, Management & Finance, Fisheries & Marine Science and Technology, Humanities & Social Sciences, Medicine, Engineering, Technology, Allied Health Studies, and Graduate Studies.

The Faculty of Agriculture (FoA) is a pioneering center in agriculture education and research in the country. At present, it operates with seven academic departments of study namely, Agricultural Biology, Agricultural Economics, Agricultural Engineering, Animal Science, Crop Science, Food Science & Technology, and Soil Science. The FoA is located in Mapalana, Kamburupitiya, which is around 19km from the city of Mathara. The FoA offers three undergraduate degree programs *viz* BSc Honours in Agricultural Resource Management and Technology, BSc Honours in Green Technology and BSc Honours in Agribusiness Management. The Department of Agricultural Economics (DAE) is largely responsible for conducting the study program under this review and this report is based on the review undertaken on the study program of BSc Honours in Agribusiness Management.

A student should complete 121 credits to qualify for the degree. The FoA offers 65 different courses, some of which are electives, for the benefit of the SP. However, bulk of the courses of the SP are offered by the DAE. The Faculty has obtained the services of eminent personnel in the field of agriculture to enrich the SP.

According to the sources at the FoA, the SP was launched in the year 2012 and the first batch of students was recruited in the year 2014. Two batches of students have graduated since then. There are around 600 students currently studying at the FoA of which 170students are following the degree program reviewed. Details of student enrolment in the degree program is given in Table 1.1 below. Students are recruited directly to the BSc Hons in Agribusiness Management degree program through a separate window from the University Grants Commission (UGC) at present. The degree program is conducted entirely in the English medium. Although the Faculty is located quite far away from the main university, it offers students and staff with modern facilities and modern technology to facilitate the conduct of the SP.

Table 1.1: Details of the student population within the FoA at present and the degree program under review

	Year I	Year II	Year III	Year IV	Total
Faculty of Agriculture	250	216	153	211	830
BSc Hons in ABM	54	49	28	39	170

The degree program of four academic years comprises of 121 credits. Students are offered common courses as well as specialized courses during the first two years of the program. Students will specialize in the field of Agribusiness Management during the second half of the degree program. A vast majority of the courses in the degree program are compulsory courses and some optional (elective) courses are also offered. Majority of the taught courses of the SP are offered by the DAE while the others are offered by other departments and units of the Faculty. Therefore, the Department of Agricultural Economics is the key department involved with conducting the degree program with generous support from the six other academic departments of the Faculty. It has been observed that around 50 percent of the subjects (48 percent of the credits) of the degree program are taught by the Department of Agricultural Economics. The seventh semester of the four-year degree program comprises of an Industrial Training program of six-week duration and assigned two credits. Final semester of the program includes an independent Research Project of 24-week duration and assigned six credits. Both these are compulsory components of the program and are included to enhance the employability and research skills of the students, while providing hands on experience in the sector.

The FoA claims to have a well-qualified and a skilled academic staff that includes 20 Senior Professors/Professors/Associate Professors. Majority of the academic staff of the Faculty possess postgraduate qualifications. A panel of visiting lecturers who are eminent personnel in the fields of Agriculture and Agribusiness Management who are equipped with the right qualifications and skills is serving the FoA. In addition, the Faculty has established a large number of student and staff exchange, and collaborative research programs with reputed foreign and local universities and other institutes to complement its academic program.

The Faculty is equipped with modern facilities to provide a good quality teaching and learning environment coupled with a sound evaluation system. Laboratories are well-equipped. There is no doubt that the SP has benefitted from these facilities. The library has around 25,000 books and periodicals and is open daily (depending on the time of the semester) between 8.00 am and 8.00 pm. This facility is fully automated and conducts workshops for students and staff throughout the year. The library conducts one-to-one sessions for students to facilitate their learning experience. The computer laboratory has reasonable number of computers (taking into consideration that many of the students have their own computing devices) with an internet facility and various software packages. The Computer Unit runs a computer repair service as well. The Faculty has a Learning Management System (LMS) that can aid academics to upload teaching materials for students. The LMS that has been started in 2007 is even accessible to the community away from the Faculty.

The Faculty provides a range of support services for students. These include study rooms with facilities for self-learning, a Career Guidance Unit which has a program lined-up to help students to shape their careers, research farm, Management Information System (MIS) for the Faculty, Career Guidance Unit with career counselors visiting the Faculty every Wednesday, students counselling programs, mentoring programs, Examinations Unit, services offered by the Gender Equity and Equality Center, Medical Center that offers health facilities and awareness programs, English language assistance, facilities for social activities with the surrounding village, hostel facilities, cafeterias, facilities for aesthetic activities, welfare committee to take care of welfare matters, and facilities for sports. The academic staff is also supported with a quota of research grants. There is an active Staff Development Center which conducts development programs for academic, administrative, technical and non-academic staff members. The Department has been supporting students to enhance their skills through clubs and societies such as the Literary Society that provide students with opportunities to develop their skills.

Section 2: Review team's observations on the Self-Evaluation Report

The FoA of University of Ruhuna made copies of the Self-Evaluation Report (SER) prepared on the SP for the review team in advance. The Quality Assurance Council (QAC) of the

University Grants Commission conducted pre-visit workshops and the review team members were requested to submit their desk evaluations to be considered at the workshop. It was noteworthy that the scores allocated by team members for the standards under the eight criteria at the desk evaluation coincided quite well with the scores given at the end of the visit.

It was noted that the Director of the Center for Quality Assurance (CQA) of the University of Ruhuna is Professor NSBM Atapattu who is an academic staff member of FoA. The Coordinator / Internal Quality Assurance Cell (IQAC) of the Faculty, and the SER writing team have been formally appointed by the Faculty Board. This team had representation from all the academic departments of the Faculty. Evaluation of the Faculty and the writing tasks have been satisfactorily divided among the writers. The responsibility of handling the eight assessment criteria were clearly assigned to senior academic staff members from all the departments showing a good solidarity. The Faculty has organized several report writing workshops through a Quality Assurance Consultant. The DAE has been largely responsible for preparing the SER.

The SER has been prepared according to the guidelines stipulated in the Manual for Review of Undergraduate SPs of Sri Lankan Universities and Higher Education Institutes prepared by the UGC. The SER included four sections and 11 annexes that provided a clear indication and insight into FoA's quest to deliver a high-quality SP. The evidence has been presented alongside the standards and criteria in the SER. The SER team members were aware of the interpretations and discussions on the criterion they were assigned to. Members of the writing team understood and knew the file management and coding of the evidence. A brief description of the SER is given below.

Section 1 provided a brief introduction to the SP under review. This section presented the arrangements made to enhance the quality of the SP. This also presented the inception of the degree program and the graduate profile. The special abilities that have to be nurtured, the intended learning outcomes of the SP, and structure of the academic program were also included in this section. The expected annual student intake was 50 per batch. The SP has received students from the UGC for the last five years, with a filling percentage of over 85 percent of which around 65 per cent were female students. The student community of the SP consisted of a majority of Sinhalese students and a minority of Tamil and Muslim students. Details of academic and other staff details were presented in this section. The Learning Resource System and details of student support were also briefed. The SWOT analysis of the program included in this section was a fair evaluation. The strengths identified were that the academic staff was equipped with required qualifications and competencies, a relatively new but dynamic SP, possession of decent infrastructure facilities including lecture halls and well-equipped laboratories, being located in an agricultural area, possession of active MoUs for international, student and staff exchange, and collaborative research for the benefit of the SP,possession of private-public partnerships and strong links with the industry to enhance skills and job opportunities for students, active student-focused clubs, well-equipped sports facilities, a business-centered curriculum with a wide spectrum of course modules that can enhance entrepreneurial behaviour of students, and motivated staff and students.

The weaknesses acknowledged were inefficient administrative procedures, hierarchical organizational structure, long duration of examinations, outdated examinations strategy which is more suited for a teacher-centered education, the reluctance to undertake a major overhaul in the examination procedure, lack of opportunities for staff training, lack of internet and web-based learning facilities, less flexibility for students in selection of some courses, lack of formal rewarding for teaching and institutional development and underutilized technical staff.

The threats identified in the SER were, the deviation of agriculture graduates towards non-agriculture employments, poor funding for agro-based higher education, increase in the importation of agricultural commodities, and mushrooming of alternative higher education opportunities.

Section 2 of the SER presented an overview of the process of preparing the SER. This included a detailed account on the appointment of a SER writing committee, and the formal assignment of key responsibilities. The IQAC has initiated familiarization programs for this purpose. The writing process and associated problems have been discussed at staff meetings and the Faculty Board. The allocation of various associated tasks including collation of evidence among the several groups of staff for the writing of the SER has been done on formal basis. A clear activity schedule has been laid-out. Report-writing workshops have been organized by the IQAC with the presence of the external QA consultant.

Section 3 which is the core of the report elaborated on the compliance of the SP with the criteria and standards. It presented information on the compliance of the SP on the eight criteria specified. This information on the internalization of best practices and the level of achievements of quality standards, and the presence of documentary evidence and codes of the relevant documents have been presented in tabular format. A summary has been provided under each criterion for the ease of readability. Assessment of compliance with the Program Management (Criterion 1) has been elaborated under 27 standards and the relevant evidence from multiple sources have been presented. According to the SER, strategic direction of the SP has been supplied by the University at large and the FoA in particular. Relevant Acts, circulars, policy statements, long-term, medium-term and short-term action plans, various systems such as student information, student support and learning management, and program approvals were described as evidence.

The section on Criterion 2, Human and Physical Resources, reflected on the human and physical resources and best practices under 12 standards. Staff profiles, details on staff development work, competence of staff, employment procedures, details of student multi-cultural programs and numerous physical assets were elaborated in this section.

The section on Criterion 3, Program Design and Development, elaborated under 24 standards on the SP being consistent with the mission, goals and objectives of the University and the FoA. It also presented important information about Action Plans of FoA, the curriculum development and review process of the SP.

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The section on Criterion 4 which is Course / Module Design and Development was explained under 19 standards. This highlighted that the development process was participatory. This also explained the alignment among Intended Learning Outcomes (ILOs) with the course contents, and teaching, learning and assessment strategies. Documentary evidence related to development of course outlines, work done on the LMS etc. have been enlisted.

The section on Criterion 5, Teaching and Learning, reflected on the best practices adopted through 19 standards. Teaching and learning strategies were identified in the SER to be based on the mission, goals and objectives of the University and the Faculty and also on the learning outcomes of the curriculum. A good blend of research and teaching by academic staff was documented. The SER also elaborated on the procedure for the performance evaluation and promotions of academic staff. It also suggested evidence for the use of ICT facilities to enhance the teaching-learning experience at the Faculty.

The section on Criterion 6, Learning Environment, Student Support and Progression, was elaborated through 24 standards. The FoA has been geared to provide a student-friendly learning environment. Evidence has been lined-up to display the availability of facilities for extra-curricular activities such as sports, aesthetic activities, various societies and student union activities within the Faculty.

The section on Criterion 7, Student Assessment and Awards, was presented in the SER through 17 standards. Assessment at the SP was highlighted with the continuous assessments and the end-semester examinations. According to the SER all details regarding the assessments were communicated clearly to all students at the beginning of the degree program during the Orientation Program conducted by the Faculty. It also highlighted the transparency and consistency in holding examinations and the punctuality in releasing the results. This also stressed the accuracy and the confidentiality of the system.

The section on Criterion 8, Innovative and Healthy Practices, was dealt with through 14 standards. This section elaborated the policies, practices and processes that augment the quality of the academic program. It also elaborated on how the SP facilitated the learning experience during the transition from theory-based first two years into more skill and practice-based latter two years of the degree program.

A summary has been presented at the end of each of the eight criteria. This made the SER easily readable and understandable. Summaries presented at the end of each criterion helped the reader to glance through each criterion rapidly and to get a complete overview about the compliance achieved by the SP with relevant quality standards.

Section 3: A brief description of the review process

This section is dedicated to how the review process was undertaken and some of the facts revealed at the discussions that the review team took part in.

The reviewers for this review were Dr. H. S. R. Rosairo (as the Chairman) from the Sabaragamuwa University of Sri Lanka, Professor Prasadini Gamage from the University of Kelaniya and Dr. A. M. W. K. Senevirathna from the UvaWellassa University.

The review was for the BSc Honours in Agribusiness Management degree program administered by the DAE, FOA of the Ruhuna University. The review team was provided in advance, with copies of the SER by the QAC, UGC, which was prepared by the Faculty for its SP. The Quality Assurance Council (QAC) of the University Grants Commission conducted pre-visit workshops. The reviewers performed desk evaluations on the SER and submitted their desk evaluations to the QAC at the workshop. It was noteworthy that the scores allocated by team members for the standards under the eight criteria at the desk evaluation coincided quite well with the scores given at the end of the visit.

The site visit by the review team was undertaken within a four-day period between 03rd and 06th February 2020. The review process commenced with a meeting of the review team with the Vice Chancellor of UoR, Senior Professor SujeewaAmarasena. The Vice Chancellor emphasized the importance of establishing a quality culture within the University in general and the steps that have been taken towards instilling such a culture. Quality assurance processes have been established and monitored with the support of the Staff Development Center. Extra-curricular activities have been given prominence with the assistance of the Sports Advisory Committee taking care of sports. The University has a very vigorous and a swift anti-ragging approach. He mentioned that the UoR has taken maximum effort to take an institutional approach towards quality within the institution and a commitment to institutionalize a quality culture within the University.

The Dean of FoA, Professor S. D. Wanniarachchi provided a brief overview of the Faculty. He explained the academic and administrative activities of the FoA in his brief presentation to the review team. He also explained the commitment of the Faculty towards quality through aspects such as duration for degree completion, details of graduates completing postgraduate qualifications, graduate employability, industrial training program and students' research details, research by academic staff, outreach programs and external engagements, extra-curricular activities by students, various schemes to promote outstanding performance of students, and QA processes and activities within the Faculty. He mentioned about some of the areas where the Faculty needs improvement.

The review team had the opportunity to meet the Director – Center for Quality Assurance, Professor N.S.B.M. Atapattu. He briefly explained various important steps taken to internalize the quality measures and to instill the quality aspect within the University/Faculty and in all their SPs. The FoA has established an IQAC and formally appointed a Coordinator, Dr. ChamilaWijekoon, to take care of all QA functions within the Faculty. He mentioned that an experienced QA consultant was appointed to (1) identify best practices of quality, (2) introduce novel ideas and practices and (3) guide the Faculty towards high quality SPs. The BSc Honours in Agribusiness Management was one of such degree programs that received special attention. The Active Citizenship Program was also functioning well at the FoA.

Healthy student exchange programs were goingon at the Faculty. He mentioned that the student evaluations have been formalized. Further, he emphasized that there are a number of other activities in place to elevate the quality aspect of the whole university.

The review team met the academic staff of the Faculty which was the driving force of the SP with the view to collect useful data about the Faculty and the DAE's commitment towards a high-quality SP and best practices through the eight QA criteria.

The preparation of the SER seems to have been done by the very enthusiastic academics and it was a concise document. However, in certain criteria, the team observed some minor inadequacies that did not affect the final decisions by the review team. The evidence has been presented in the SER report. A comprehensive and honest SWOT analysis was incorporated into the SER. Team members of the SER writing were aware of the interpretations and discussions on the assigned criterion. Members of the writing team had a good understanding and knowledge of file management and coding of the evidence. The review team was pleased with the way the staff at the Faculty facilitated the review process providing their fullest cooperation. All the necessary documents were coded and methodically presented both as paper copies and as well as e-copies. When reviewers request further evidence, the staff arranged to provide the necessary information and documents as earliest as possible. A documentation room has been dedicated for this purpose.

The meeting with the non-academic staff revealed information about their contentment and willingness to contribute towards QA in higher education through various means. They explained that the Faculty has facilitated commitment and high performance through routine training programs and continuing professional development programs organized by the Faculty. A model on academic accountability and workload has been put into formal practice through a circular since 2016. They highlighted their maximum support towards the SP.

The technical staff of the Faculty were checking all facilities including the facilities in lecture halls,to ensure smooth functioning. The technical staff elaborated the importance of training programs to update and develop their technical skills. The meeting with the administrative staff was attended by the Deputy Registrar, Assistant Registrar, Assistant Bursar, Curator and the Farm Manager. They briefed the review team about the commendable practices and processes within the Faculty. They explained about the confidentiality of examinations and the procedure for timely release of results. It was revealed that the profit and loss accounts of the farm has been prepared by the Agribusiness Management students. This is a commendable practice. All the administrative staff have been included into the SER teamwork appropriately which is regarded as a good practice to assure quality within the SP.

The meeting with a group of alumni of the SP revealed that some of them were employed in various capacities by a wide range of reputed employers. Some of them were entrepreneurs and some were pursuing their higher studies in MPhil and PhD programs at the Faculty itself. They mentioned that the FoA and the DAE has been actively getting their input for the enhancement of quality of the academic program, with the view to produce highly

employable graduates. They confirmed that the SP was able to develop important skills in them during their tenure at the Faculty. They confirmed the value of the student exchange programs that the Faculty has been able to establish. The academic staff was taking a student-centered approach to a considerable level in delivering the SP.

The review team had an informative discussion with a group of students representing all four years of the degree program and all ethnicities. It was a large sample drawn from the student population of the SP. Students were pleased about the formality of the orientation program conducted by the Faculty. In general, students were pleased about the conduct of the academic program in such a way that students could achieve their objectives,obtain student support including English language and IT,have accessibility to societies and sports facilities for them to engage in extra-curricular activities,the method of evaluations and timely release of results and the availability of research opportunities with academic staff. Students were pleased about the healthy support they received from the alumni. They were also satisfied with the physical facilities such as the condition of classrooms, sports facilities and the IT laboratory that were available for them. Students commended the support provided by the Career Guidance Unit (CGU). The review team had the opportunity to observe a lecture. There were some steps taken towards providing individual attention. Students were pleased with the support provided during the business start-up program. They were also provided with facilities and resources to have a healthy interaction with the surrounding village community.

In addition, the review team paid visits to the IT and other laboratories, Library, CGU, ELTU, cafeteria, hostels, arts facilities, researchfarm and research plots, and the Medical Center where attractive facilities have been provided for the benefit of the students and staff. The review team paid visits to the Examinations Unit as well. It was a good facility that delivered a commendable service.

Section 4: Overview of the Faculty's approach to Quality and Standards

This section provides an overview of various approaches and processes in place at the FoA to have a high-quality SP.

The Center for Quality Assurance (CQA) of the UoR has been established as per the guidelines set by the UGC in 2015. Both the CQA and the IQAC of FoA are fully functional with necessary manpower, from their designated offices located in Wellamadama and Kamburupitiya, respectively. The review team expects the IQAC and its office to be maintained and continued in future as well. The CQA holds regular meetings and reports directly to the Vice Chancellor and the IQAC of FoA meets monthly (or more often as and when necessary) and reports to the Senate through the Faculty Board of FoA. QA has been a compulsory item in the agenda of the FB lately.

A QA consultant has been hired to enhance and guide the internal quality aspect of the whole university and the internalization of QA activities has been effective. The Curriculum Development Committee of the Faculty has been responsible for ensuring that the QA is embedded into the curriculum. Director/CQA Prof N.S.B.M. Atapattu mentioned that his appointment as the Director has been done recently but he confirmed that the best practices in QA at the FoA will be given full attention.

The FoA conducts a compulsory two-week Orientation Program followed by a one-week Active Citizens Program for freshers. An orientation committee is set-up every year to conduct the program smoothly. Coordinators from all the departments of the Faculty have been included in this committee and in the program. While providing the opportunity for freshers to meet each other, it also helps them get accustomed to the new environment they were in. According to the students, these programs helped them with the transition between the Advanced Level and the life at the university. The program included introductions to the Faculty and the departments, student support and other facilities available for the students, and social activities. This program introduced new students to services and facilities provided by the Faculty such as the Business Communication Unit, IT Laboratory, Examinations Unit, the Library, Career Guidance Unit, Student Support Center, Medical Center, sports and physical education, prayer room, and hostel facilities. It also covered various aspects of living and studying at the Faculty. Students endorsed that the program has been done to assist them in their new life and that it has been done to make their life at the Faculty a worthwhile experience.

The Faculty adopts a student-friendly academic and administrative environment and technical support systems that ensure an encouraging environment for all of its students including those in the SP under review. All the students were provided with a student handbook and the student orientation program document at the time of registration. They include all the necessary details on the academic program, rules and regulations governing the administration of the academic program, academic departments, staff details, awards and medals, Library and IT facility, learning resources, examination and evaluation procedures as

well as details of technical support and extracurricular activities. The Student Handbook is a comprehensive document that also includes details about student counselling and welfare services, career guidance, and student union and societies. There are a large number of societies established within the Faculty such as sports, art, media, natural environment, explorers and so on. Therefore, students were provided with a range of opportunities in extra-curricular activities that could shape their undergraduate life at the Faculty.

Arrangements have been made to get the services of qualified external examiners, and to incorporate a final year research project and industrial training components into the degree program. There was evidence for a high degree of facilitation and student care by the Faculty which is made readily available for the particular SP. Also, these initiatives have the ability to enhance the quality and standard of the SP. Further, the student evaluation of teachers (student feedback) has been formalized and conducted regularly during the recent past. However, analysis and summarizing the results of student evaluations should have been done regularly and the feedback should have been used for staff development activities. Meeting with the academic staff and members of the Higher Degrees Committee mentioned about a lack of research funds. Therefore, the academic staff had to rely more on external research funding which was very competitive. However, academic staff members have come up with many inventions and secured a large number of patents The Faculty publishes the Tropical Agricultural Research and Extension (TARE) Journal regularly. This journal has provided the opportunity for academics and students to publish their research findings and innovations. Therefore, it was evident that there has been a healthy research culture developed within the Faculty.

The review team feels that the staff of the Faculty has a very positive approach towards maintaining quality in the SP and that they will have the necessary experience to enhance the quality of it in the future. The review team is of the view that the University, Faculty and the DAE have taken a progressive and commendable effort in incorporating measures into the SP that would elevate and maintain the quality of the BSc Honours in Agribusiness Management degree program in the future.

Section 5: Judgments on the eight criteria of program review

This section presents the judgment of the review team as to the level of accomplishment of quality of the degree program, under each of the eight criteria. The review team arrived at these judgments through a careful evaluation of evidence gathered from document review, studying the e-evidence presented, observations, meetings and discussions held with different individuals and groups listed in Section 3 of the report. The summary of assessment by the review team is given in Table 6.1 in Section 6.

5.1 Criterion 1: Program management

The formal organizational structures in the University and the Faculty were helpful in effective management and execution of their core functions. Therefore, the institutional processes functioned well to achieve the organizational mission, goals and objectives. The Strategic Plan of the university has been reviewed and updated at regular intervals and the quality concepts have been institutionalized quite well. A quite effective student information system was in place. The SP provided all the necessary information about the curriculum, By-Lawsgoverning the academic program, disciplinary procedures and facilities offered by the program to all students at the commencement of the program, through the StudentsHandbook made available to all the freshers.

Long-term plans of the Faculty arealigned with the Corporate Plan of the University. It was evident that the degree program and the Faculty follow a participatory and an inclusive approach in governance and management. Stakeholder views were obtained in curriculum development, teaching, learning and assessments. The Faculty Board has student representation and student welfare matters are regularly discussed. The SP obtained student feedback regularly. However, the feedback should be incorporated into the curriculum development and staff development processes. The SP has established its own links, partnerships and collaborations with local and foreign institutions of excellence for research, and student and staff exchange. Stakeholder feedback should be analyzed regularly and the output should be incorporated into the curriculum development process. Key strengths of the program and the improvements proposed are as below.

Strengths

1. Well-established organizational structure within the Faculty and University.
2. The SP provided information on all necessary By-Laws, disciplinary procedures and facilities offered by the program to all students, at the Orientation Program at the commencement of the program. The student information system is effective.
3. There are a number of active committees such as Research Committee, and other ad-hoc committees that can address specific issues at the Faculty.
4. Graduation time,which was three years and 11months, was very healthy compared to the other national universities.
5. Guided Media Unit and a Facebook page are available.

Improvements proposed

1. Obtain formal approval from the Council of the University be obtained for the alignment of the degree with SLQF, its formal title, abbreviated title and the title page of the final year theses.
2. Analyze stakeholder and student feedback regularly and incorporate feedback from the outputs into the curriculum development process.
3. Obtain feedback from graduates six months after graduation and used as indicators wherever relevant.

5.2 Criterion 2: Human and physical resources

The Faculty possesses academic staff of high caliber with healthy profiles to support the SP to produce quality graduates. They are trained in teaching and learning and outreach activities. However, the review team understood that there was a lack in the staff who have higher qualifications in Business Management. It also has a panel of well qualified (both academically and professionally) visiting staff and external examiners.

The administrative, technical and non-academic staff members in the Faculty also were very committed. The administration of the Faculty and students have been cooperative and able to obtain maximum output from the non-academic staff. Technical staff offers a good service towards the upkeep of physical facilities of the laboratories and elsewhere in the Faculty. However, the review team was of the opinion that the technical staff should be utilized more efficiently. Classrooms were equipped adequately for smooth functioning of the SP. The fully automated library with a collection of around 23,000 books and periodicals, and ample reading room space for students and staff served the Faculty efficiency. The key strengths of the program and the improvements proposed are as below.

Strengths

1. The Faculty has well-maintained physical facilities including laboratories for the benefit of the study program.
2. A well-resourced library is available for the study program.
3. A decent IT facility is in place for the benefit of the staff and students. All staff have been provided with IT facilities within the Faculty.
4. The Faculty premises and all areas are very attractive. The premises are relatively free of students' posters. A good working environment has been created for students and staff.
5. The prayer room for students provides an encouraging environment for social harmony.
6. Well-qualified, experienced and skillful academic staff is an asset to the SP.

Improvements proposed

1. The DAE which is mainly responsible for administering the SP lackspermanent academic cadre in the area of Business Management,New Venture Creation and Entrepreneurship.

The Study program should overcome the lack of relevant academic staff with academic and professional qualifications by securing permanent cadre positions.

2. It is proposed to improve the IT laboratory with more hardware.
3. The Faculty premises has been covered with Wi-Fi facility. It is suggested to cover the other areas such as hostels as well, to make it a better facility.

5.3 Criterion 3: Program design and development

The BSc Honours in Agribusiness Management Degree Program comprises of 121 credits. Students are offered common courses as well as specialized courses during the first two years of the program. A vast majority of the courses in the degree program are compulsory courses and some optional (elective) courses are also offered. The degree program is aligned with the requirement prescribed by the SLQF. The Program design and development has been carried out by a Curriculum Planning and Development Committee. The review team observed that there is evidence for the use of student, employee, and stakeholder feedback and views in program and course curricula development to a certain extent. However, the curriculum of the program is logically structured with gradually increasing skills, knowledge, conceptualization and learner autonomy at higher levels to promote student progression.

The Faculty facilitates the organization of various events to maintain intercultural harmony among students. Another unique practice of the Faculty is appointing an Industrial Placement Officer to coordinate the industrial training program. However, the duration of the current internship program is not sufficient at all. The Faculty should pay attention to introduce a fall back option for the students who are unable to complete the degree.

Strengths

1. The curriculum has been developed collaboratively with the participation of the Curriculum Development Committee and the experts from the industry.
2. The degree program is consistent with the mission, goals and objectives of the UoR.
3. Several course units include industry visits and workshops.
4. The Faculty conducts various events to maintain intercultural harmony, diversity, ethical values, gender issues etc.
5. An Industrial Placement Officer has been employed to coordinate the industrial training program between the Department of Agricultural Economics, industry and students.
6. The degree is in line with SLQF level 06.
7. The Business Start-up project offered for the 3rd year will help students to develop various skills such as creativity, teamwork, leadership etc.
8. The Faculty has established an IQAC with well-defined functions and operational procedures.
9. The Computer Unit should be expanded with more computers and facilities.

Improvements proposed

1. Provide exit pathways for students who are unsuccessful at the degree level.

2. Make the internship program (industrial training component) longer (i.e., 4-6 months) and move it to the final semester of the study program.
3. Develop a curriculum matrix showing courses at different levels layered according to demand in the skill.
4. Develop evidence on incorporating comments of stakeholders to develop the study program.
5. Develop a faculty policy to support students with disabilities.

5.4 Criterion 4: Course/ module design and development

Course design and development has been carried out by a Curriculum Planning and Development Committee. Course curricula and specifications have been developed in a satisfactory manner by defining / listing specified objectives, ILOs, detailed course contents, credit value, assessment methods and recommended reading.

Use of student feedback, stakeholder feedback and external stakeholder feedback for the design and implementation process is practiced to a certain extent, but it is recommended to incorporate feedback from stakeholders. The review team felt that it is imperative to add more business related and IT related subjects to the curriculum. The team observed that the current peer review process should be formalized. Use of external and internal examiner's reports for designing and evaluating courses is not practiced. The Faculty should introduce a strategy to encourage a majority of the students to use the LMS.

Strengths

1. The course design and development has been done by a team including both academics and the experts from the industry.
2. The staff has taken all the initiatives to map the graduate attributes by aligning ILOs at program and module level.
3. Student-centered teaching/learning strategies have been adopted for course design and development.
4. The students are provided with an undergraduate student handbook which includes all the relevant information, at the orientation program.
5. Course design and development integrates appropriate learning strategies to develop self-directed learning, creative and critical thinking, team work etc.
6. Workshops are conducted by the Staff Development Center to train staff on instructional design and development.

Improvements proposed

1. A formal process to incorporatestudent, alumni and staff feedback into course design and development is recommended.
2. Obtain feedback from the external and internal examiners for course design and development.
3. Obtain approval for the course outline template from the Faculty Board and Senate.
4. Consider increasing ICT related subjects to fulfill the demands in the job market (out of 121 credits, only 04 credits are allocated for compulsory ICT related subjects).

5. Encourage students to use the LMS at a satisfactory level.
6. Adopt a more formal peer review process.

5.5. Criterion 5: Teaching and learning

Generally, the teaching and learning strategies, and assessment methods are aligned to meet the program requirements. A variety of delivery methods such as lectures, assignments, practical, projects, field visits, research, group work and presentations etc. were adopted to promote student engagement in the study program and to improve their knowledge and skills. Initiatives such as business startup encouraged students for innovative thinking, product & process development and to gain hands on experience on such products. Further, promotion of student-centered learning strategies would uplift the quality of graduates produced for the agricultural sector.

Strengths

1. A handbook with required the information on course outlines, description of departments, facilities available, awards, examination rules and regulations, student counselling and welfare facilities, Act to eliminate ragging and other forms of violence, is made available to all students.
2. The University offers an 'Active Citizenship' program to all students registered, as a part of the 'Orientation Program' offered by the Faculty.
3. Teaching and learning strategies, and assessment methods are aligned to meet program requirements. A variety of delivery methods such as lectures, assignments, practical, projects, field visits, research, group work and presentations are adopted.
4. The business start-up program encourages students to engage in new product development and business ventures.
5. Aligned with the Mission, Action Plan and curriculum requirements of SLQF, the Department /study program practicesthe OBE-SCL approach, by providing staff and students with required resources and provisions.
6. Academic staff work norms and workload are submitted online to the Head of Department through the 'Academic Accountability Model' prepared by the University. This ensures greater number of contact hours.
7. Students are encouraged to publish /present their research findings in symposia i.e. ISAE, which includesan undergraduate forum.
8. All students are required to undertake an Industrial Training and Research Project with a dissertation. These programs are being executed effectively through MOUs and networks built with local and foreign institutes / industries.
9. Wednesday afternoon is free for students to engage in co-curricular and extracurricular activities.
10. Thesis preparation cost of Rs. 1000/= is granted for students who submit the final bound copy of their final year theses within the stipulated period. This has encouraged students to submit theses early and to qualify for graduation.
11. Students are awarded with gold medals, Vice-Chancellor's awards and certificates for best performance.

Improvements proposed

1. Develop Teaching and learning strategies further to cater to differently abled students.
2. Conduct student satisfaction surveys regularly and incorporate into the teaching and learning strategies.
3. Online student feedback reports revealed some inconsistencies (i.e. scale 1-5 is different from report to report).
4. Incorporate teacher evaluations into teacher rewards.

5.6. Criterion 6: Learning environment, student support and progression

The Faculty hasthe required facilities such as lecture halls, laboratories, computer laboratory and agricultural farm with necessary equipment & tools for different modes of teaching and learning activities to be performed. Also, the academic, administrative and technical staff are supportive, providing a conducive environment for teaching and learning. Use of the LMS in teaching and learning should be improved for further strengthening.

Strengths

1. Student friendly administrative, academic and technical support are available with required facilities.
2. Orientation Program and Active Citizenship Program designed to adapt students to the new environment.
3. Professional (Psychological) counsellors are available in addition to Senior Student Counsellor and Student Counsellors, for consultation.
4. Has an active Research Farm with many facilities where many practicals, experiments and research are conducted in open and controlled environments.
5. Student exchange programs are active and students have opportunities to carryout research and training in foreign institutes based on their academic performance.
6. The Faculty has active sports programs for students to participate in.
7. Good understanding and support towards students with disabilities.

Improvements proposed

1. Student satisfaction surveys were done recently. It is suggested to continue this practice with improvements using the LMS.
2. Improve online education resources and encourage students to use them at the library.
3. An Alumni Association with all past graduates should be formed and registered.
4. Expand the Computer Unit with more computers and facilities.
5. Expand Wi-Fi facilities to cover the hostel areas as well.

5.7 Criterion 7: Student assessment and awards

Assessment of student learning is an imperative aspect of program design and in the learning environment of the students. The Faculty has considered assessment strategy as an integral part of program design. The weightage of the different components of assessments are specified in the program and are informed to students at the beginning of the lecture series. The Faculty has taken steps to amend the assessment strategies from time to time in order to meet the requirements. The review team observed that external examiners have been appointed only for a few subjects.

The Faculty adopts a well-defined marking scheme for doing first and second marking successfully. Further the review team observed that the duration of conducting end semester examination is too long and necessary action should be taken to reduce the time duration. 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. A detailed certificate is made available stating the level of achievement for each courseand OGPA is another unique feature of the degree program.

Strengths

1. Assessment strategy of student learning is considered as an integral part of the program design.
2. The Faculty has adopted procedures for designing, approving, monitoring and reviewing the assessment strategies.
3. Assessment strategies are clearly stated and communicated to students at the beginning of the program.
4. Students are given feedback and they have been informed about the re-scrutiny process.
5. Marking schemes are prepared with the question papers.
6. A detailed certificate is made available stating the level of achievement for each course, SGPA and OGPA.
7. The name of the degree complies with the qualification descriptor and credit requirements as described in the SLQF.
8. Examination By-Laws have been established.

Improvements proposed

1. Use external examiners more often and for all the possible modules.
2. Attempt to reduce the duration of end-semester examinations   which seem too long.
3. Establish a business incubator to give students necessary support.

5.8 Criterion 8: Innovative and healthy practices

This is the only degree related to both specializing Business and Agriculture offered by a Sri Lankan university. The majority of the graduates will get job opportunities soon after completing their degree and the employability rate is very high. Moreover, the Faculty has

developed strong links with the different stakeholders locally and internationally and giving students an opportunity to get exposure is commendable The Faculty has established and operates an ICT- based platform (LMS) to facilitate multi- mode teaching delivery and learning and also the Faculty encourages the staff and students to use OER to supplement teaching and learning. The Faculty recognizes complementarity between academic training, research and development (R&D), innovation, and industry engagement as core duties of academics. The review team observed that there is no policy to recognize excellence of teaching of academic staff. It is recommended to establish a business incubator to facilitate students who engage in a business startup project.

Strengths

1. The Faculty has established and operates a Learning Management System since 2008 and workshops were conducted to train both students and the academic staff.
2. The academic staff and the students use OER to teach and learn.
3. The Faculty has initiated a number of activities to coordinate and encourage research work and engage in community-centered projects.
4. The study program consists of undergraduate research project which carries 06 credits.
5. The Faculty has signed many MoUs with foreign institutes for academic exchange programs and has also developed links with government and non-government local bodies.
6. The Faculty utilizes its resources to generate income such as Master's degree programs.
7. The Faculty encourages students to participate in various regional and national level competitions.

Improvements proposed

1. Develop a scheme and a faculty level policy to recognize excellence in teaching.
2. Better use of modern techniques such as recordings, videos and interactive links in the Learning Management System.
3. Establish a business incubator to give students necessary support.

Section 6: Grading of overall performance of the program

Judgements on the eight criteria were given in the Section 5 of this report. Details of performance of the degree program based on the eight criteria and the overall performance along with the grading are as below (Table 6.1).

Table 6.1: Criterion-wise assessments, overall score and the overall grade

Criterion	Number of	Weighted	Maximum	Actual

	standards	minimum score	score possible	criterion-wise score
Program management	27	75	81	135
Human and physical resources	12	50	36	97
Program design and development	24	75	72	108
Course / module design and development	19	75	57	103
Teaching and learning	19	75	57	124
Learning environment, student support and progression	24	50	72	89
Student assessment and awards	17	75	51	135
Innovative and healthy practices	14	25	42	32
Total on a thousand scale			823	
Degree program score expressed as a percentage			82.34%	
Grading received by the degree program			**A**	
Performance descriptor			**Very Good**	

Therefore, this program review has concluded that the Faculty of Agriculture has teamed-up under the flagship of the UoR to achieve a high level of quality expected of a program of study in delivering its degree program, Bachelor of Science Honours in Agribusiness Management.

Section 7: Commendations and recommendations

The review team was of the opinion that the practices and processes adopted by the SP in order to deliver a high-quality academic program was above average. There were many commendable features of the SP reviewed. There were also many shortcomings that the team has identified and the team wishes to make some recommendations to improve such areas. The commendations and recommendations are listed as below.

Commendations

1. Experienced, qualified, and enthusiastic academic staff and committed administrative, technical and other non-academic staff has been a strength to the SP.
2. Supportive and inspiring senior academic staff and an energetic young staff.
3. Adequate and well-maintained technical and other facilities for teaching, learning and administering the SP.
4. Engagement in multi-cultural programs that have promoted harmony and cohesion among the student community.
5. Adoption of a right blend of teacher-directed but student-centered teaching-learning methodologies.
6. All end-semester examination results include classes and the semester GPA so that students can plan their future.
7. Active partnerships with local institutions and overseas universities that provided staff and students good opportunities.
8. A good examination process which was able to release results at the stipulated time is commendable. This process along with the other processes in the Faculty, has enabled the SP to keep the graduation time less than four years(three years and eleven months).
9. The business start-up program is very positive. It is recommended that the Faculty provides mentorship by entrepreneurs for the young undergraduate who are aspiring to be entrepreneurs.
10. Industrial Training program of the whole Faculty was handled centrally by persons dedicated for the task. As a result, this operation has become more efficient.
11. Payment of the thesis cost to final year students to encourage them to hand over their theses on time was regarded by the review team as a very innovative practice.

Recommendations

1. Obtain approval of the University Council for the title of the degree, and its abbreviation for its alignment with SLQF and for the title page of theses.
2. Some documentary evidence was prepared recently. This is a good response to quality concerns. It is suggested to maintain the trend as a sustainable practice.
3. Formalize peer reviews and student feedback surveys on teaching sessions and the analyses used for the improvement of quality of the teaching and learning process and staff development programs. Also, it is suggested to organize peer review workshops for academics to train them for effective peer review.

4. Add new business subjects such as Business Law, Strategic Management and (big) data analysis using IT etc. to the curriculum.
5. Conduct more training and workshops for administrative and non-academic staff to motivate and improve their efficiency.
6. Develop one or two well-equipped and modern classrooms for student-centered learning. Skills gained bystudents in such learning environments are very useful tools for their careers.
7. Explore the feasibility of extending the industrial training period to 15 weeks and also to offer this during the final semester of the degree program to make use of job opportunities at industrial placements.
8. Develop a business incubator to complement the business start-up program.
9. Examination procedures are satisfactory but the examination period can be made shorter by allocating more examination halls during the period. Some lecture halls can be converted to examination halls temporarily.
10. Optimize teaching and learning strategies to cope up with differently abled students.
11. Encourage staff and students to use the LMS more and more.
12. Expand Wi-Fi facilities to cover the hostel areas as well.

Section 8: Summary

The review process encompassed the Bachelor of Science Honours in Agribusiness ManagementDegree Program conducted by the DAE of the FoA, University of Ruhuna, Sri Lanka.The SER was comprehensive and compiled in accordance with the PR manual, covering the period 2014- 2018. The review process took place under two stages: desk evaluation followed by a site evaluation during the period 3rd to 6th February 2020.
During the site visit, the review panel had formal/informal meetings and discussions with stakeholders at different levels from the Vice Chancellor to students. Almost all discussions were satisfactory, with good attendance and active involvement. The documentary evidence was organized in a separate room with easy access, adequate facilities and proper directions enabling the review panel to complete the task in time.

The review panel also visited and observed several places, processes and facilities available for students, for physical verification of documentary evidence. Overall, a high level of enthusiasm was shown by the academic staff, Head of Department, SER Chairman, Faculty Coordinator - IQAC and Dean of the Faculty throughout the review process which is greatly admirable. The review process was successfully completed with great satisfaction of the review panel and possibly of the key stakeholders of the PR of the Faculty.

Around 50 students are allocated each year to follow the Bachelor of Science Honours in Agribusiness Management Degree Program under a separate window. The SP comprised of both compulsory and elective course units comparable with level 6 of the SLQF requirements. All students are offered common course units in the first and second years and from the third year onwards, specialized courses in Agribusiness Management.

The FoA produces quality graduates within a specified time frame, in compliance with SLQF requirements, By-Laws, rules and regulations, Action Plan and Corporate Plan. In this endeavor, students are provided with an attractive SP incorporating a research component and an industrial training towards the end of the SP.

Irrespective of difficulties encountered, the DAE has been in a strong position to produce well rounded graduates to cater to the demand from the industry and to excel as entrepreneurs, with the support of its dedicated competent academic staff and the industry involved, together with learning resources, facilities and services available at present. The positive attitudes, enthusiasm and dedication of academic staff and their impressive knowledge and experience would be the most imperative factors behind this success.

Also, activities performed by committees, units such as CGU, ELTU, student associations of the Faculty towards enhancing knowledge, skills, talents and attitudes of the students, are indispensable in this remarkable achievement. Moreover, the DAE has taken the most commendable initiatives by introducing a Business Start-up program that would generate students' innovative thinking and hence development of new products and processes.

Based on the documentary evidence and findings of the review panel in relation to eight criteria, the Bachelor of Science Honours in Agribusiness Management Degree Program of the Faculty of Agriculture, University of Ruhuna was awarded an **'A' grade,** which reflects high level of accomplishment of the expected quality of the study program. Still, it is required

to upgrade infrastructure facilities and the human resource in order to expand the Degree Program and related activities in future.

Program Review Team

Dr. H. S. R. Rosairo (Chairman).
Department of Agribusiness Management,
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Dr. A. M. W. K. Senevirathna (Member)
Department of Export Agriculture,
Faculty of Animal Science and Export Agriculture,
UvaWellassa University.

University   : University of Ruhuna

Faculty   : Faculty of Agriculture

Program   : BSc Honours in Agribusiness Management

Review Panel   :

Name	Signature
Dr. H S Rohitha Rosairo (Chairperson)	
Prof. Prasadini Gamage (Member)	
Dr. A M Wasantha Senevirathna (Member)	

Date: 18. 02. 2020

Annexes

Annex 1: Site Visit Activity Schedule

Day 1 (Monday 3rd February)

Time	Activity	Venue	Participants
9.00 AM – 9.30 AM	Meeting with the Vice Chancellor	University of Ruhuna, Wellamadama	Vice Chancellor/ Dean, Director – CQA/ Coordinator – FQAC, Chair – SER Preparation
9.30 AM – 10.00 AM	Meeting with the Director - CQA *(Working Tea)*	CQA, University of Ruhuna, Wellamadama	Director – CQA
11.00 AM – 11.30 AM	Meeting with the Dean	Dean's Office, Faculty of Agriculture	Dean and Review Team
11.30 AM – 12. noon	Presentationaboutthe Facultyandthedegree programs	Conference Hall - Dean's Office, Faculty of Agriculture	Dean/Director- CQA/Coordinator FQAC/All HODs of the Faculty/ Chair and SER Team
12:00 noon -12.30 PM	Meeting with Student Counselors and Mentors	Conference Hall - Dean's Office	Senior Student Counselors, Student Counselors and Mentors
12.30 PM - 1:30 PM	*Lunch*		
1.30 PM – 3.30 PM	Observing Physical Facilities • LectureHalls • ExaminationHall • MedicalCentre • AdministrationDivision • FinanceBranch • Sub WardenOffice • Studentcounter • Career GuidanceUnit • English Language Training Unit • PrayerRoom	Around Dean's Office	Review Team/ Facilitators
3:30 PM – 5.30 PM	Observing Documentation *(Working Tea)*	Conference Hall - Dean's Office	Review Team/Facilitators
5.30PM	Returning to the hotel		

Day 2 (Tuesday 4th February)

Time	Activity	Venue	Participants
8.00 AM – 8:30 AM	Reviewers' group meeting	Conference Hall - Dean's Office	
8.30 AM – 11:30 AM	Observing Documents	Conference Hall - Dean's Office	Review Team/ Facilitators
11.30 PM – 12.30 PM	Meeting with external stakeholders, alumni members and other stakeholders	Conference Hall - Dean's Office	Group of external stakeholders (employers, industry, private sector, representatives with link to or involvement with the University) and Alumni
12.30 PM – 1.30 PM	*Lunch*		
1.30 PM – 5.30 PM	Observing Documents	Conference Hall - Dean's Office	Review Team/ Facilitators
5.30 PM	Returning to the hotel		

Day 3 (Wednesday 5th February)

Time	Activity	Venue	Participants
8.00 AM – 8:30 AM	Reviewers' group meeting	Conference Hall - Dean's Office	Reviewers
8:30 AM – 9.00 AM	Meeting with Academic Staff	Conference Hall - Dean's Office	Excluding HODs
9.00 AM –9.30 AM	Meeting with HODs contributing to academic program	Conference Hall - Dean's Office	HODs, Head/DELT/Coordinator Computer Unit
9.30 AM -10:00 AM	Meeting with Administrative Staff	Conference Hall - Dean's Office	DR/AB/FM/Curator
10.00 AM –10.30 AM	Meeting with Temporary Academic Staff	Conference Hall - Dean's Office	Temporary Academic Staff
10.30 AM – 10.45 AM	*Tea*		
10.45 AM – 11.00 AM	Meeting with Proctor, Deputy proctor and other Welfare People (Wardens, Medical Officer/s, Physical Education, Food Committees etc.)	Conference Hall - Dean's Office	Review Team/ Proctor/ Deputy Proctor/ Facilitators
11.00 AM – 12.00 PM	Meeting with Students	Auditorium of the Dept. of Agric. Economics	Review Team/Students
12.00 PM – 12.30 PM	Department Visits	Econ./ Soil/Food	Review Team/ Facilitators
12.30 PM – 1.30 PM	*Lunch*		
1.30 PM – 2.00 PM	Meeting with Technical Officers and lab Attendants	Conference Hall - Dean's Office	AllTechnicalofficersand labAttendants
2.30 AM - 3:00 PM	Meeting with Higher Degree Committee/Postgraduate Unit, UBL, Career Guidance Unit, GEE and Research Committee	Conference Hall - Dean's Office	Relevant Directors/Coordinators/Chair
3:00 PM – 4.30PM	Department visits and • Agro-MeteorologicalStation • Drip Irrigation Demonstration unit • StudentHostel • CompostUnit • StudentCanteen	Around Hostels	

Time	Activity	Venue	Participants
4.30 PM – 5.30 PM	Observing Documents *(Working Tea)*	Conference Hall - Dean's Office	Review Team/Facilitators
5.30 PM	Returning to the hotel		

Day 4 (Thursday 6th February)

Time	Activity	Venue	Participants
8.30 AM – 9.30 AM	Observing Teaching/Practical Sessions	Available Teaching/Practical Sessions	Review Team/Respective Staff Members and Students
9.30 AM –10.00 AM	Meeting with a cross section ofAcademicSupp ortStaffand Non-academic Staff	Conference Hall - Dean's Office	Representative group of academic support staff and non-academic staff (10)
10.00 AM – 12.00 PM	Observing Documentation, Private meeting/ Report Writing *(Working Tea)*	Conference Hall - Dean's Office	Review Team
12.00 PM - 1:00 PM	Closing meeting for debriefing	Conference Hall - Dean's Office	Dean/Director – CQA/ HODs/ Coordinator – FQAC/Chair & the SER – Team
1.00 PM	*Lunch*		
	End of the PR		

Fewaspects of merit