

PROGRAMME REVIEW REPORT

Bachelor of Science Honours in Aquatic Resources Technology

Faculty of Animal Science and Export Agriculture

UvaWellassa University

2nd - 5th December 2019



Review Panel: Prof. J.M.P.K. Jayasinghe
Prof. V. Sivalogathan
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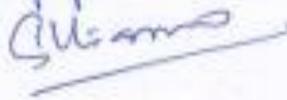
The Quality Assurance Council
University Grants Commission, Sri Lanka

University : Uva Wellassa University

Faculty : Faculty of Animal Science and Export Agriculture

Program : BSc (Hons) in Aquatic Resources Technology

Review Panel :

Name	Signature
Prof. J.M.P.K. Jayasinghe (Chair)	
Prof. V. Sivalogathan (Member)	
Prof. S. Sutharsan (Member)	

Dates : 5th December 2019

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Section 1. Brief Introduction to the Programme

1.1 The university

UvaWellassa University is the 14th national University in the National University System and is situated in Badulla.

1.2 Faculty of Animal Science and Export Agriculture (FASEA)

FASEA is one of the pioneering Faculties of the University and was started together with Faculty of Management and Faculty of Science & Technology with the vision of being the center of excellence in value addition to national resources base.

The FASEA aims to achieve excellence in agricultural education with special emphasis on the value addition to the local agricultural and aquatic resources.

The mission of the Faculty is to support its degree programmes to excel in research and learning with a strong emphasis on value addition to the animals, crops and their produce through modern, scientific and technological approaches for development within undergraduate, postgraduate specialty. The faculty comprises of two Departments: Department of Animal Science (DANS) and Department of Export Agriculture (DEAG).

Five study programmes are offered by FASEA: Bachelor of Animal Science Honours and Bachelor of Science Honours degree programmes in Aquatic Resources Technology, Export Agriculture, Tea Technology and Value Addition, and in Palm and Latex Technology and Value Addition.

1.3 Department of Animal Science

Department of Animal Science is one of the two Departments which belong to FASEA. It was commenced as one of the pioneer Departments in the University. The Department aims to provide specialized knowledge and skills on farm animal production, aquatic resources technology and value addition to national resources by producing competent and skillful graduates. At present, the Department offers two programmes of study aligned with the Department's aim: Bachelor of Animal Science Honours and Bachelor of Science Honours in Aquatic Resources Technology.

1.4 Academic staff

The teaching, learning and assessment of Bachelor of Science Honours in Aquatic Resources Technology are executed by internal academics of the Department of Animal Science and other Departments of the University together with other visiting professionals. Qualifications, experience and areas of specialization of the staff attached to Department of Animal Science is given in Table 1.1 while the similar information on the academics who contribute to the degree programme from the other Departments of the University are summarized in Table 1.2.

Table 1.1. Profile of academic staff in the Department of Animal Science, who contribute to the BScHons (Aquatic Resources Technology)

Name	Qualification	Area of Specialization	Years of Experience
Prof. S.C. Jayamanne	BSc (Sri J'pura), PDA (Thailand), MPhil (Sri J'pura), PhD (Stirling, UK)	Estuarine Biology and Ecology, Aquaculture	11 Years
Mr. N.P.P. Liyanage	BSc (Ruhuna), MPhil (Ruhuna)	Zoology and Aquaculture	09 Years
Prof. D.K.D.D. Jayasena	BSc (Peradeniya), MSc (Peradeniya), PhD (South Korea)	Meat Science	13 Years
Dr. E.D.N.S. Abeyrathne	BSc (Peradeniya), MSc (Peradeniya), PhD (South Korea)	Bio-modulation	12 Years
Ms. P.B.A.I.K. Bulumulla	BSc (Peradeniya), MPhi (Peradeniya),	Animal Science	12 Years
Ms. A.M. Samaraweera	BSc (Peradeniya), MPhi (Peradeniya),	Animal Science	10 Years
Dr. K.M.D.C. Mudannayake	BSc (Peradeniya), MSc (Australia), PhD (Uni. Melb, Australia)	Food Chemistry, Food/ Dairy Microbiology	12 Years
Mr. J.A. Athula	BSc (Ruhuna), MPhil (Kelaniya)	Fisheries and Aquaculture	04 Years
Ms. G.G.N. Thushari	BSc (Ruhuna), MSc (Thailand)	Zoology and Aquatic Resources Management	07 Years
Ms. M.K. Ranasinghe	BASc (UvaWellassa), MSc (India)	Food Science	07 Years
Dr. N.M.N. Nambapana	BSc (Sabaragamuwa), MSc (Peradeniya), PhD (Peradeniya)	Monogastric Nutrition, Animal Feed Resources & Processing	10 Years
Ms. W.N.M.N.M. Wijesundara	BSc (Peradeniya), MSc (Peradeniya), MSc (Canada)	Food Science	06 Years

Dr. D.P.N. De Silva	BVSc (Peradeniya), MSc (Japan)	Diseases and Health Management	07 Years
Ms. T.S.R. Fernando	BASc (UvaWellassa), MSc (Peradeniya), MSc (AIT, Thailand)	Animal Biotechnology	06 Years
Ms. A.M.N.L. Abesinghe	BSc (Peradeniya), MSc (Peradeniya)	Dairy Science	07 Years
Ms. R.M.G.N. Rajapaksha	BSc (Rajarata)	Environmental Science	06 Years
Ms. B.V.A.S.M. Bambaranda	BSc (Ruhuna), MSc (Peradeniya), PhD (Thailand)	Botany	06 Years
Ms. I.U. Wickramaratne	BSc (Kelaniya), MSc (Kelaniya)	Zoology, Fisheries Management	06 Years
Dr. M.S. kurukulasuriya	BVSc (Peradeniya), MSc (Peradeniya), MPhil (Peradeniya)	Animal Science	06 Years
Ms. R.M.H. Tharangani	BSc (Peradeniya), MSc (Peradeniya)	Animal Nutrition	06 Years
Mr. J.D.M. Senevirathna	BSc (Ruhuna), MPhil (Ruhuna)	Aquatic Biotechnology	04 Years
Ms. K.P.G.K.P. Guruge	BSc (Ruhuna)	Oceanography and Marine Geology	04 Years
Mr. A.S. Mahaliyana	BSc (UvaWellassa)	Aquatic Resources Technology	03 Years
Ms. J.M.D.R. Jayawardana	BSc (Peradeniya), MSc (Peradeniya)	Biostatistics	03 Years
Mr. J.M.P. Jayasinghe	BASc(UvaWellassa)	Agrostology	02 Years
Ms. A.P. Abeygunawardena	BSc (UvaWellassa)	Aquatic Ecology and Environmental Science	02 Years
Ms. A.C.W.W.M.C.L.K. Coswatte	BSc (Rajarata)	Fisheries and Aquaculture Management	02 Years
Mr. P.C.B. Dias	BSc (UvaWellassa)	Fisheries Management	01 Year

Mr. H.M.T.N.B. Herath	BSc (Ruhuna), MSc (Norway)	Fisheries and Aquaculture	01 Year
Mr. E.P.D.N. Thilakarathne	BSc (Ruhuna), MSc (Belgium)	Marine and Lacustrine Science	01 Year
Mr. K.K.T.N. Ranaweera	BASc (UvaWellassa)	Ruminant Nutrition	01 ear

Table 1.2. Profile of academic staff from other Departments of the University who contribute to the BSc Hons (Aquatic Resources Technology)

Name	Qualification	Area of Specialization	Years of Experience	Department
Ms. N.S. Withanage	BSc (Ruhuna), MPhil (Peradeniya)	Agricultural Engineering	10 Years	Export Agriculture
Ms. A.G.A.W. Alakolanga	BSc (Peradeniya), MPhil (Peradeniya)	Chemistry	05 Years	Export Agriculture
Dr. (Ms.) K.W.S.N. Kumari	BSc (Sri J'pura), MSc (Peradeniya), PhD ((University of Brunei Darussalam)	Financial Mathematics and Applied Statistics	13 Years	Science and Technology
Ms. Y. Mehendran	BSc (UvaWellassa)	Image Processing, Machine Learning, Soft Computing	02 Years	Computer Science and Technology
Dr. H.M.W.M. Herath	BA (Kelaniya), MPhil (Kelaniya), PhD (Kelaniya)	Media and Communication	13 Years	Management Sciences
Ven. P. Wachissara	BA (Kelaniya), MSc (India)	Psychology and Sinhala Language	08 Years	Management Sciences
Ms. S.F. Fasana	BBM (UvaWellassa), MBA (Peradeniya)	Entrepreneurship Behavior and Well Being, Innovation and Commercialization, Organizational Psychology, E-Business	07 Years	Management Sciences

Mr. C.J.P. Kulathilake	BA (EUSL), MA (Kelaniya)	Social Media Marketing, Marketing Communication, Exploratory Documentary Advertising	07 Years	Management Sciences
Ms. T.G.A.H.C. Amarawansa	BBM (UvaWellassa)	Entrepreneurship, Marketing Management, Entrepreneurial Marketing	01 Year	Management Sciences
Ms. S. Gamage	BBM (UvaWellassa), MBA (Colombo)	Entrepreneurial Knowledge, Gamification, Marketing Management, Human Resources Management	01 Year	Management Science
Dr. H.R.N. Peiris	BA (Kelaniya), MA (Kelaniya), MPhil (Kelaniya), PhD (Kelaniya), PhD (Kelaniya)	Buddhism and Ethics	14 Years	Public Administration
Mr. T.M.P.S.I. Tennakoon	BA (Peradeniya), MPhil (Kelaniya)	History	14 Years	Public Administration
Dr. M. Rubavathanan	BA (Peradeniya), Dip Journalism (SLCJ), MPhil (Peradeniya), PhD (China)	Tamil Language	14 Years	Public Administration
Mr. G.H. Abeyweera	BA (Sabaragamuwa), PG Dip TELL (Sri J'pura), MA (India)	English Language, English Literature and Linguistics	14 Years	English Language Teaching
Ms. K.M.R. Siriwardana	BA (Sabaragamuwa), MA (Kelaniya)	Applied Linguistics and ESL Teaching	10 Years	English Language Teaching
Ms. J.M.P.V.K.	BA (Hons.) Languages	Applied Linguistics,	08 Years	English Language

Jayasundara	(Sabaragamuwa) M.A. Linguistics (Kelaniya)	Psycholinguistics		Teaching
Dr. J.P.R.C. Ranasinghe	BSc (Rajarata), Post Graduate Diploma (Rajarata), MBA (Rajarata), PhD (China)	Tourism Planning & Management, Tourist Destination Marketing, Cultural and Heritage Tourism, Hospitality Management	10 Years	Tourism Studies

Academicians of DANS includes Professors, nine Senior Lecturers, three Lecturers and 17 Probationary Lecturers. They get involved in 3 pillars of services: Lecturing & mentoring, Research and Corporate Social Responsibilities (CSR) by enabling the students to blend their knowledge and multidisciplinary skills to become well-rounded graduates.

The staff has demonstrated and proved their research capacity and skills. Their contribution to research has been well recognized at National and International level and their contribution in CSR activities are commendable.

1.5 Student intake/ staff ratio

Student staff ratio has been calculated at 7.5 together with the contribution from the staff of other Departments of the University as well.

Table 1.3. Number of students enrolled, no of student graduated during academic years 2008/2009 to 2013 /2014 academic year.

Academic Year	Year Graduated	No Enrolled	No Graduated
2008/2009	2013	48	43
2009/2010	2014	42	41
2010/2011	2015	40	38
2011/2012	2016	36	32
2012/2013	2018	44	40
2013/2014	2019	38	36

Faculty of Animal Science and Export Agriculture has initiated the BScHons Aquatic Resource Technology degree programme in 2009 and first batch of students has graduated in 2013. A recent curriculum revision has been finalized in 2018, and the first batch for this new curriculum has been recruited during the year 2019. The degree programme has the capacity

to enroll 60 students. Number of students enrolled, no of students graduated during academic years 2008/2009 to 2013 /2014 academic year are given in Table 1.3. When considering recent trends, it appears that more and more students are enrolled to the degree programmes.

1.6Resources

The UvaWellassa University provides outstanding hostel facilities for all the first year, third year and fourth year undergraduates, upon their request. Hostel facilities are available inside and outside the University premises. Internal Hostels are equipped with bed rooms, computer clusters and study halls shared by students.

All University students have access to medical care, free of charge, under the guidance of the University Medical Officer (UMO). The University Medical Center is further strengthened with a qualified nurse and a pharmacist. An air-conditioned facility has to be established for storage of drugs.

Quality food and beverages and restaurant facilities are provided for all staff and students at two cafeterias situated within the University premises.

The students have access to sports activities in the University Physical Education Unit headed by its Director. Students have adequate indoor (Gymnasium) and outdoor facilities for sports. The gymnasium and playground provide opportunities for students and staff to improve and engage in sport activities.

At present, the Library provides different services such as lending, photocopy facility, Research Support Service (RSS), bibliometrics, theses deposit, E-document delivery, UGC-CONSAL service and open access scholarly service. Online Public Access Catalogue (OPAC) is another facility of UWU library. The library is automated using KOHA open source Integrated Library Management (ILM) software.

Online Document Delivery Service is available for the research purposes of students and staff members. Full research papers from various journals and scholarly databases can be accessed through article's URL/DOI.

The Centre for Gender Equity and Equality has a strong background with a solid Policy Framework to guide the University in integrating Gender Equity and Equality (GEE) in all staff and student activities.

The vision of CGU is to produce well-rounded graduates to become Entrepreneurial Managers. Its' mission is to facilitate the undergraduates to develop skills, capabilities and positive attitudes to become Entrepreneurial Managers. The CGU helps to develop relations between University and Employment Sector in a mutually beneficial way, to choose and proceed on an optimal career path based on the student's ability, desire and available opportunities, to help undergraduates obtain an orientation to the employment sector and develop Transferable Skills.

The main role of the University Business Linkage Unit is to coordinate and act as the interface with private sector by developing the University Business Linkages giving more emphasis on the Small and Medium Enterprises (SME) of Uva region.

The UWU International Collaboration Center (UWU-ICC) works on building up collaboration with local and international Universities, research centers, research institutes, and industries in respect to teaching, research, patenting and entrepreneurial activities. It also establishes a platform for the exchange of local and international academia, research scholars and students. Promoting and coordinating the registration for postgraduate programmes of international students and facilitating international research conferences, training programmes, and seminars in the University are other functions.

Degree programmes of the Faculty already maintain their own unique Alumni Associations for maintaining interactions between University and graduates. Alumni provide several benefits such as scholarships, employments, training opportunities and fund raising for the undergraduates. Alumni organizes several events annually with the participation of academic staff members, undergraduates and graduates for enhancing the synergistic collaboration and interaction.

1.7 Sustainability of the degree programme

Effective and efficient organization management system, conducive teaching and learning environment, comprehensive induction programme for new entrants, qualified and experienced staff members to develop and deliver the study programme, well designed, credited BGE, ESD and other interdisciplinary & multidisciplinary courses, well established IQAC, CGEE, CGU, FHDC, UWU-ICC, UBL, SDC, DELT and Research Committee, organizing annual International Research Symposium and facilitating publications, bi-annual issue of peer reviewed Journal of Agriculture and Value Addition are some of the strengths with regards to delivery of the degree programme.

To enhance the sustainability and to improve the effective delivery of the programme, the Department needs suitable land areas to establish an outdoor farming facility, more income generating activities, strengthening the research capacity, dissemination of research findings to relevant end-users, facilities to get involved in post graduate diplomas and post graduate degree programmes, publicity programmes for the degree offered and strategies to retain the registered students are suggested.

There have been no previous reviews conducted for the Faculty or for the Department of Animal Science.

Section 2. Review Team's Observation on Self-evaluation Report (SER)

2.1 General Observation

The Program Review Team was happy to note that the SER was well prepared according to the guidelines of the Program Review Manual of the QAC-UGC. The SER was well organized and provided the required information. The Program Review Team also noted that the SER was prepared by adopting participatory approach where the members provided with Term of References (TOR). The Program Team also noted that the functions / duties of the Director / SDC, Director / ODL, Senior Student Counsellor were also performed by the faculty staff members, in addition to their academic activities, mentoring services and student counsellor services. Further, it was also noted that all stakeholders (academic staff, non-academic staff and students) were very happy with their duties and life (as UVA family) at this institution. The good arrangements of the physical evidence of the relevant documents, photographs and videos facilitated easy observation and validation. The Program Review Team was very happy about the review visit and review process organized by the Faculty of Animal Science and Export Agriculture.

2.2 SWOT Analysis

The SWOT analysis was properly performed and included in the SER as follows.

Strengths

1. Positive image on the University
2. Effective and efficient organization management system
3. Conducive teaching and learning environment
4. Mentoring system, academic counseling, good student support and welfare facilities
5. Comprehensive induction programme for new entrants
6. Facilitating induction programme and CPD Programmes for staff members
7. Successful performance and achievement of students and staff
8. Qualified staff members to develop and deliver the study programme
9. Disciplined cooperation by the students in academic and extra-curricular activities
10. Participatory approach in study programme management
11. Unique degree programmes aligned with SLQF level 6 and the University vision
12. Teaching, learning and assessment strategies are aligned with course ILOs
13. Well designed, credited BGE, ESD and other interdisciplinary & multidisciplinary courses
14. Graduation of students within the stipulated time period
15. Strong national and international collaborations for training, research and CSR activities (E.g.: Chungman National University, NAQDA, Ceylon Fresh Sea Foods, ITI, NARA)
16. Widearray of co-curricular and extra-curricular activities
17. Well established IQAC, CGEE, CGU, FHDC, UWU-ICC, UBL, SDC, DELT and Research Committee
18. Regularly updated website and student handbooks
19. Organizing annual International Research Symposium and facilitating publications

20. Bi-annual issue of Peer Reviewed Journal of Agriculture and Value Addition
21. Fallback option for undergraduates following AQT degree programme

Weaknesses

1. Absence of suitable land for establishing an agricultural farm within the University premises
2. Inadequate promotion of degree programme to increase student enrollment
3. Lack of ToRs of Standing and Ad-hoc Committees
4. Absence of HRD policy or plan
5. Limited scholarships for needy students
6. No mechanism to identify champions of teaching excellence at present
7. Limited income-generating activities

Opportunities

1. Prospective to function as the center for knowledge on Agriculture being the only national university in the Uva Province
2. Since the UWU is one of the youngest Universities, certain opportunities (e.g. funding, training, etc.) arise with some favors.
3. Positive demand from industry/institutions for students' training and research opportunities
4. Demand for laboratory services (soil and water quality analysis, tissue culture) from the community and other institutes in the region
5. Demand for external courses (Short courses, Diplomas, Postgraduate programmes etc.) and training programmes
6. Demand from national and international institutes for collaborations on community based projects and research projects
7. Demand for community outreach activities

Threats

1. Peripheral location of the University made it difficult to access resources (e.g. HR/Physical)
2. Low dynamism and development in the province/city blunt the competitiveness and vigorousness of students and staff
3. Since the UWU is one of the youngest Universities, it confronts relative disadvantages in competing with the pioneering universities (e.g. competitive grants, research opportunities, etc.)
4. Growing competition from other Universities having similar degree programmes for career prospects
5. Lack of opportunities for acquiring professional qualifications for students and staff
6. Inadequate accommodation facilities in surrounding area for students and staff
7. Lack of entertainment and social activities/events/places for students, staff and their families to comfort their lives in Badulla.

Section 3. Brief Description of the Review Process

The desk review of the SER submitted by the Faculty of Animal Science and Export Agriculture for the study program of BScHons degree in Aquatic Resources Technology was completed and subsequently at the pre-site visit workshop organized by the CQA of the UGC on 02nd August 2019, Program Review (PR) members discussed the observations made by individual members and consensus were reached. The tentative dates for site visit was agreed upon; however, it was later re-scheduled due to unavoidable circumstances. Therefore the site review visit was conducted in accordance with the guidelines prescribed in the PR Manual at the Faculty of Animal Science and Export Agriculture for the study program of BScHons Degree in Aquatic Resources Technology, University of UvaWellasa, Badulla from 2nd to 5th December 2019. The finding of the Program Reviewers were validated by observing the evidences and confirmed with more clarification at the stake holder discussions.

The Programme Review was focused on the following eight criteria as prescribed in the PR Manual.

1. Programme Management
2. Human and Physical Resources
3. Programme Design and Development
4. Course/Module Design and Development
5. Teaching and Learning
6. Learning Environment, Student Support and Progression
7. Student Assessment and Awards
8. Innovative and Healthy Practices

The review team arrived the Faculty of Animal Science and Export Agriculture and were received by the staff members. The team appreciates their arrangement of all the meetings and site visits which helped us to conduct the Program Review process.

The schedule followed is annexed.

Section4. Overview of the Faculty's approach to quality and Standards

The Internal Quality Assurance Unit (IQAU) of the UWU was established in 2015 in accordance with the UGC circular in this regard. All faculties of the UWU also established the Faculty Internal Quality Assurance Cells (IQAC) to conduct and monitoring quality assurance activities in the respective faculties. QA policy frame work and by laws were developed and approved by senate and council. The UWU established By-Laws for governing Internal Quality Assurance Unit /Cell (IQAU and IQAC) in 2018.

The Faculty has established the Internal Quality Assurance Cell (IQAC), under the Internal Quality Assurance Unit (IQAU) of the University which had conducted several awareness programmes. The Vice Chancellor provides leadership to the quality assurance programme. The administrative and academic staff were aware about the IQAU process and they provide their support and work towards to improve the quality culture. A new QA monitoring committee has been set up recently to ensure implementation of the quality practices which includes two University council members as members. The monitoring committee is yet to be approved by the Council of the University. Faculty Coordinators have been appointed with the establishment of IQACs. The Registrar stated that the master plan has QA component as a main goal. However the unfilled cadre posts are a major challenge to progress in the university. There is no ERP system and the University is planning to move towards implementation of an ERP system currently as this is an essential component for ensuring quality.

The staff members of the Department are well aware of the QA process and they work towards maintaining the high academic quality of the degrees offer by the department. In order to inculcate a quality culture within the institution and promote continuous quality improvement in degree programs, it is very necessary to create awareness among all stakeholders (academic staff/administrative staff/ nonacademic staff/ students) in the institution by conducting awareness program according to their level. The review team noticed that UWU needs to provide much attention to this point and come out with sustainable mechanism to create awareness, especially among nonacademic staff and students regarding the importance and outcome of the QA practices and the impact of QA activities to the student's progression.

As the UGC planned to conduct Programme Review (PR) in 2019 on the Faculties of Medicine, Allied Health Sciences, Dental Science, Veterinary Science, Agriculture and Indigenous Medicines of State Universities, the DANS agreed to conduct SER separately for Animal Science and Aquatic Resources Technology degree programmes. Chairperson for SER writing for AQT Degree was appointed by the approval of 86th & 87th Faculty Boards. SER writing team for 08 sub-committees as representing all levels of the staff members including academicians, administrative officers, non-academic members, and directors of cells/units for all criteria in the manual was appointed with approval of 87th & 88th Faculty Board (Annex 4). Composition and responsibilities of working teams and leaders appointing for different criteria for SER denotes in Annex 4. According to the 91st and 92nd meeting of Faculty of Animal Science & Export Agriculture, Faculty Board agreed to submit the SER for 3

degree programmes including BScHons (Aquatic Resources Technology), in agreement with the request of QAC of UGC and consent was conveyed to the UGC on 25th September 2018. Following actions were followed to complete the SER writing and activity.

- Participating SER writing team and stakeholders for the workshops on PR manual, SER writing & SWOT analysis organized by the IQAC of FASEA, IQAU of UWU and QAAC of UGC for familiarization with the process. Workshop details are denoted in Table 4.1.
- Discussion on guidelines and relevant criteria provided by the “Manual for Review of Undergraduate Study programs of Sri Lankan Universities and Higher Education Institutions” with SER team to be familiarized with PR manual.
- Assigning different tasks and duties for sub-committee members in each team
- Analysis of standards, claim of the degree of internalization of Best practices and level of achievements of standards, collection of documentary evidence as supporting the claim, formulation of appropriate code number by sub-committees
- Checking and validation of the collected data & evidence, analysis and synthesis as supporting the standards of criteria during internal meetings
- Compiling sections (section 1, 2, 3 & 4 and annex) into the final report by the Chairperson after detailed discussion with the VC, Dean of the Faculty, Head of Department, team leaders, members and scrutinizing board committee through workshops and meetings
- Discussion on compiled draft report with SER team and incorporating their suggestions into the report as appropriate
- Scrutinizing drafted report for finalizing the report by the SER writing team & scrutinizing board members prior to the submission to QAC of UGC.

Table 4.1: Major workshops conducted with respect to SER writing

No.	Title of the Workshop	Resource Person	Date and Venue	Target Group
01.	SER writing	Prof. B.D. Nandadeva	20/06/2018 E block/ UvaWellassa University	Academic, administrative, academic supporting, non-academic staff members and Directors of Units/Cells
02.	Introduction to SER preparation & SWOT analysis	Prof. J.L. Ratnasekara Vice Chancellor, UvaWellassa University	27/11/2018/ Capital City Hotel, Badulla	Academic, administrative, academic supporting, non-academic staff members and Directors of Units/Cells
03.	SER writing	Resource	22/01/2018/	Chairperson and team leaders for

	for PR in state Universities	persons from QAC, UGC: Prof. Deepthi C. Bandara Dr. N.Pallewatta	UGC, Colombo	SER writing
04	Discussion on standards & claims of criteria in drafted SER report	Prof. J.L. Ratnasekara Vice Chancellor, UvaWellassa University	30/01/2019/ Capital City Hotel, Badulla	Academic, administrative, academic supporting, non-academic staff members and Directors of Units/Cells
05	Discussion & finalizing on drafted SWOT		28/02/2019 & 12/03/2019 Senate Building & Language laboratory, UvaWellassa University	Chairperson and team leaders for SER writing
06	Discussion on drafted SER		15/03/2019 Language laboratory, UvaWellassa University	Academic- (includingSERteam), administrative, academic supporting, non-academic staff members and students
07	Scrutinizing & editing the final report		18/03/2019 Language laboratory, UvaWellassa University	Scrutinizing Board appointed by Faculty Board

Section 5. Judgment on the eight criteria

Criterion 1. Programme Management

Organizational structure, governance and management procedures; strategic/action plan and implementation, management capacity and procedures, by-laws relating to examinations, disciplinary procedures, student unions; and Charter for students which are related to programme management are well in place at the UvaWellassa University. Although the Faculty makes a handbook available to new students, information given in this book is inadequate. The handbook should be prepared in the form of a guide to be used throughout the study period by students.

The participatory approach adopted by the Faculty in its governance and management has enabled student representation on faculty committees. While providing access to health care services, cultural and aesthetic activities; recreational and sports facilities, the Faculty adheres to the annual academic calendar to ensure that the students complete the Study Programme and graduate at the stipulated time. The Faculty adopts University approved by laws pertaining to examinations, examination offences, student discipline, and student unions and the adopted bylaws are made and available.

Strengths:

- The Faculty has an appropriate organizational structure and adopts a participatory approach for effective governance and management of its core functions.
- Required Information are readily available for new students through student guide at the beginning of programme
- Faculty runs programs on annual academic calendar without delay
- The university offers an integration program for all new students to facilitate students' transition from school to university
- The institution has established an Internal Quality Assurance Cell with well-defined functions and operational procedures
- The faculty adopts procedures on program approval and implementation so that students can complete their education without any disruption
- The faculty has signed MOUs with national and foreign universities/institutes as well as other educational and industry partners.
- Required facilities for health care, sports, cultural and aesthetic activities are ensured within the university premises.
- There are appointed mentors and adequate student counsellors for the study program.

Weaknesses:

- The faculty web site does not provide up-to-date information about student hand book, staff details, department activities etc.

- Even though documents are available, no evidence was available on the implementation of work norms and codes of conduct for all categories of staff
- The SDC has not conducted adequate training programs on SLQF, OBE and SCL
- Continuous monitoring on teaching and learning process is done mainly through the student feedback, which includes questions to assess lecturers' performances. But insufficient evidence was available with respect to monitoring the implementation of the curriculum
- The faculty does not have a comprehensive system in place for identifying performance and rewarding staff

Criterion 2. Human and Physical Resources

Human and physical resources management of the FASEA is in a satisfactory stage as a result of progressive steps taken by the UvaWellassa University. Many academic staff members of the department have undergone a satisfactory level of staff training under the SDC. Many of them have gained their highest academic qualification while others are reading for their highest qualification. It shows the level of motivational factors work among the academic staff members. Simultaneously, non-academic staff members are engaged in improving their capacity by doing various academic and technical qualification programmes.

Professor, Senior Lecturers and as well as Lecturers (Probationary and other) representing each study programme are involved in designing, developing and delivering of study programmes. Also, visiting lecturers, consultants, visiting local and international research fellows are appointed to enhance the quality of the degree programmes. However, it was observed that visiting lecturers of the study programme come from far away. While adequate infrastructure facilities are made available to the students, workshops and training programmes are conducted locally and internationally at regular intervals to improve the human resource profile of the academics. Similarly, a number of programmes have been introduced to enhance the graduate profile of the students including the English language, ICT and soft skills of the students. Further, cultural and religious festivals are held to enhance the social harmony and cohesion among different ethnic and religious groups.

Strengths:

- A well-resourced library is available within the university premises
- Teaching Lecture halls and Labs with furnished are sufficient to run the study programs smoothly

Weaknesses:

- There is one computer technician for the faculty and wi-fi bandwidth is insufficient. Lack of training opportunities for supportive staff.
- Neither CGU nor the core curriculum provide sufficient opportunities to enhance students' soft skills (marks allocation for assignments to achieve higher order learning outcomes is not sufficient)

- Even though the university encourages students to engage in multicultural programs, students are divided according to their ethnicity.
- Evidence of adoption of ICT tools for teaching, assessments and other operations like result processing and VLE usage is not sufficient.
- There is a need to develop at least one accredited laboratory to familiarize students with quality management procedures.

Criterion 3. Programme Design and Development

Strengths:

- Established a curriculum development committee and have a policy of curriculum development committee.
- The key stages of the curriculum development: program planning, design and development and review, have been conducted with the support of external and internal stakeholder's participation.
- The University and the Faculty have established the IQAC and adopts internal monitoring system.
- Availability of detailed report on graduate employability survey.

Weaknesses:

- Programme evaluation reports for the last three years are not available.
- Faculty and Senate approval are not available.
- Number of electives in the programmes are not sufficient.
- No evidence of fall back option established to be applied when the need arises for the program under review.
- Credit transfer system has not been introduced to the study programme.
- Stakeholder feedback is not available, no need survey instruments, non-relevant documents
- Course structure is not aligned with SLQF; SLQF workshop or documentation are not available
- No evidence of regular training programme on OBE and SCL
- University calendar and progression rates data are not available.
- No tracer studies, no survey reports, no internal/external review reports

Criterion 4. Course / Module Design and Development

Strengths:

- Examination by-laws are included in the Student Handbook.
- ICT course units and English courses have been incorporated to the programme.
- Student feedback has been obtained and evaluation reports are provided.
- Established internal QA policies, together with plan and mechanism for IQAU and IQAC
- ICT facilities available.

- Course design and development integrates appropriate learning strategies for self-directed learning and collaborative learning

Weaknesses:

- Faculty course design and approval policies and procedure, approved course design templates are not available.
- Senate approved new curriculum, graduate profile are not available.
- No evidence of policies and regulations in the Faculty governing the appointment of external examiners with clear TORs.
- The course design specifies the credit value. However, only the teaching time is explicitly given. As required by SLQF, a break down on different types of learning such as direct contact hours, self-learning time, assignments, and assessments etc. are not provided.
- No student satisfaction survey, no evidence of student feedback on course content, no Curriculum development committee.
- By laws of the programme are not structured to include all elements.

Criterion 5. Teaching and Learning

Strengths:

- Corporate plan (2014 – 2018) and action plan is available and programme objectives are in line with the faculty mission and vision.
- Course specifications are available for the majority of courses
- There are some elective courses providing flexibility in selection.
- Field visits are available to expose students to the relevant real environment.
- Religion and culture related separate cultural events are available
- A policy framework on gender equity is available
- CGU is available, but appears to be relatively inactive
- Peer and student evaluation of academic staff is operationalized from last year
- There is a document on accepted work norms for staff

Weaknesses:

- Action plan monitoring scheme is not available.
- Not all courses have course specifications communicated to students in a timely manner as per student comments
- No curriculum matrix for a bird's eye view of the curriculum to see sequencing and connectivity
- There is no blue printing matrix to align learning outcomes with assessments.
- The moderators' questionnaire does not address whether outcomes are achieved through assessments.
- Interactive active online Learning Management System is not available for blended learning, although Power point slides could be downloaded from email correspondence with academic staff

- Student use of relevant and current research developments in the subjects is minimal. No specific direction to use data bases.
- Self-directed learning opportunities provided to students are not adequate considering the programme outcomes
- There are no external examiner reports on certain assessments
- There are no course evaluation and appraisal reports by academic staff based on assessment results
- There are no mixed cultural events outside the programme, but individual cultural events which keeps the students separated in their respective cultural domains
- Group activities that promote collaborative learning are not adequate.
- Although teachers are evaluated, there is no specific survey on the effectiveness and appropriateness of the course at the end of a semester
- No relevant videos or interactive quizzes or role plays are used for teaching as innovative pedagogy
- There are no student survey reports on adequacy and quality of services offered by CGU
- There is no real time data on adherence by staff to work norms and work load
- There is no scheme for recognition of excellence in teaching

Criterion 6. Learning Environment, Student Support and Progression

Strengths:

- The students have an adequate orientation programme on enrollment.
- The student charter by UGC is distributed to students at enrollment
- Regular training programmes on ICT, library services are available to staff and students through SDC and CGU
- The library has multiple databases that are useful for self-directed learning
- There is peer learning/ senior student guided learning facilitated by staff.
- Student grievances are addressed to some degree

Weaknesses:

- There is no student help desk or information desk in the faculty.
- Most cultural events organized by students are not attended by fair percentage of staff
- There are insufficient student surveys on learning environment needs and their satisfaction need analysis of student needs
- The counselling center is not very student friendly
- The student support services are not monitored.
- Professional training programmes related to the degree programme as provided by the CGU are not adequate.
- The students are not aware of most of the available data bases
- There are no remediation programs for students who perform poorly at examinations

- The aesthetic activities are conducted separately by students as per their religious and cultural denominations and poor integration
- Although there is a gender policy framework, the facilities are not conducive for equal participation by both males and females which is not consistent with gender equality and equity policy (E.g., hostel closure times are different for boys and girls hostels, no female coach, no female nurse in medical center, Counselor's gender balance, sports types are predominantly male gender biased as allocation is used for developing such sports, staff knowledge on gender is negative)
- The gender cell does not have adequate facilities.
- No fall back option available for the programme under review.
- Data on retention rates, progression rates, employment rates are not sex disaggregated
- Current collaboration with alumni needs strengthening.

Criterion 7. Student Assessment and Awards

Strengths:

- Policy for pre-determined mechanism for weightage relating to different components of assessment is available
- Competent staff group was witnessed in conducting the program
- The feedback on formative assessments were communicated in a timely fashion to the students
- Complete and adequately descriptive transcripts were made available for the students after the graduation

Weakness:

- Though a policy document on appointment of external and internal examiners is available, the implementation mechanism is not clear
- No evidence was available for students on detailed course specifications and assessment strategy at the beginning of the program.
- Other than model answers for the question papers, there was no evidence for open and blind marking and the marking schemes

Criterion 8. Innovative and Healthy Practices

Strengths:

- FASEA operates ICT-based platforms to facilitate multi-mode teaching, delivery and learning and to organize research symposium through VLE and Microsoft CMT.
- Staff members are regularly trained on "ICT Tools for Teaching" and "VLE Usage".
- UWU has a well-established research committee, research policy, an Annual Research Awards scheme.

- Faculty journal (JAVA), UBL Cell, and UADF encourage research and innovation and to promote community and industry engagement
- FASEA always encourages staff members to engage with outreach activities.
- Staff members have secured competitive research grants, prestigious research awards and quality publications in peer-reviewed indexed and non-indexed journals.
- Study programme contains compulsory research project and industrial training.
- FASEA encourages students to disseminate their findings at annual research symposium of UWU, other local and international conferences and in local/international peer-reviewed journals including JAVA.
- A sales center will be opened within the University premises under AHEAD project.
- Outstanding performers are rewarded.
- Separate Quality Assurance Cells established for Administration Division and the Library.

Weakness:

- Facilities are available for LMS, but usage by both students and staff was poor
- Facilities are available for use of OERs in teaching and learning process, but evidence was not there on using these resources either by academic staff or students
- Industrial trainings were evaluated by a diary and a report, but the evaluation was not a fair and unbiased judgment on the training. Presentation followed by viva-voce evaluation is recommended.
- No credit transfer policy is recognized
- Other than the Vice-Chancellor's awards, there were no recognized rewarding systems for performance of academic and non-academic staff
- Though there are few MOUs signed with the industry, proper mechanism of exposing students to world of work was not prominent
- A mechanism for use of generated funds was not available
- No evidence of regular curriculum revision, close monitoring, implementation and use of external examiners for moderation and second making.
- No fall back option for the programme under review.

Section 6. Grading of Overall Performance of the Programme

Table 6.1 shows the raw and actual criterion-wise scores of the study program for each criterion.

The overall score is greater than 80% and each criterion score is more than the weighted minimum score for all the eight criteria. The total percentage is 81.53.

Table 6.1. Raw and actual criterion-wise scores for each criteria of the study program

Criterion No.	Assessment Criteria	Weight	Raw Score	Converted Actual Score	Weighted Minimum Score	Above WMS (Y/N)
1	Programme Management	150	66	122	75	Yes
2	Human and Physical Resources	100	33	92	50	Yes
3	Programme Design and Development	150	61	127	75	Yes
4	Course/ Module Design and Development	150	45	118	75	Yes
5	Teaching and Learning	150	47	124	75	Yes
6	Learning Environment, Student Support and Progression	100	61	85	50	Yes
7	Student Assessment and Awards	150	38	112	75	Yes
8	Innovative and Healthy Practices	50	30	36	25	Yes
	Total Score	1000	381	815		
	Total Score (%)			81.53		
	Final grade			A		

Section 7. Commendations and Recommendations

The review of the BSc Hons in Aquatic Resources Technology of the Faculty of Animal Science and Export Agriculture of the Uva Wellassa University was completed in four days (from 2nd to 5th December 2019). The process was based on the agenda agreed between the review team and the Faculty and the University of Uva Wellassa. The review team completed all the meetings planned during the site visit, went through all documentary evidence provided and observed the facilities available at the Departments / Faculty / University and at the Service Centres / Units for the conduct of the programmes. The review team observed all documentary evidence provided by the faculty related to all 8 criteria listed in the PR manual of the UGC. Wherever important documentation was not available, the review team made an extra effort to locate them with the help of the staff. The Review Team had very interactive and positive meetings with academic staff, students, administrative staff and non-academic staff of the study programmes.

The preparation of the SER seems to have been done by the very enthusiastic academics and it is a very concise document. However, for certain criteria, documents provided were not relevant for the period under review. Based on all the evidence observed, the review team makes the following commendations and recommendations.

Commendations/ good practices

- Commitment and dedication of the leaders of the institute
- Effective and efficient organization management system
- Experienced, qualified, committed and enthusiastic academic staff and committed support staff.
- Conducive teaching and learning environment.
- Mentoring system, academic counseling, good student support and welfare facilities.
- Senior staff guiding junior staff is a very positive feature to improve professional competencies of young staff.
- Comprehensive induction programme for new entrants
- Facilitating induction programme and CPD Programmes for staff members.
- Well designed, credited BGE, ESD and other interdisciplinary & multidisciplinary courses
- Positive research culture, annual international research symposium and facilitating publications. Bi-annual issue of peer reviewed Journal of Agriculture and Value Addition
- Availability of funding to academic staff to conduct research.
- Well established IQAC, CGEE, CGU, FHDC, UWU-ICC, UBL, SDC, DELT and Research Committee.
- Wide-array of co-curricular and extra-curricular activities.
- Unique degree programmes aligned with SLQF level 6 and the University vision.
- Regularly updated website and student handbooks
- Strong partnership with the Industry.
- Graduation of students within the stipulated time period.

- Well organized induction programme for new comers.
- Workshops conducted by SDC on SLQF, examination procedures, course development etc. show positive approach by University on continuing professional development of the academic staff.
- Modest infrastructure facilities including sufficiently equipped laboratories for smooth conduct of study programme
- Strong Faculty alumni
- Support from other Departments in the University by offering subjects to deliver the study programme.
- Strong computer unit catering to the need of the entire University.
- Student centred learning methods and assessment methods
- Diversified students with blended learning
- MOUs signed between institutions
- Zero ragging concepts
- Sharing of resources among the university community
- Publications in indexed journals
- Well-resourced library and its extended facilities to students and staff with online facilities

Recommendations

- Introduce more optional modules to cater industry stakeholder requirements especially on Industrial training, research studies and soft skill development etc.
- Develop a mechanism to identify student attainment in ILOs' and Programme Outcomes at the end of the programme. Steps should be taken by the IQAC to introduce and utilize those evaluation reports for the improvement of the quality of the programme
- Peer reviews and student feedback on teaching sessions should be formalized and the outcomes should be used for quality improvement of the teaching & learning process
- Further strengthen the adoption of Gender Equity Practices.
- Pay more attention to further strengthen soft skills of students
- Release examination results on stipulated time given by the faculty.
- Consider accreditation of the degree programme with suitable International/ Professional bodies.
- Suggest the use of advanced MIS for examination branch.
- Consider introduction of student portfolio.
- Suggest conference marking system when student numbers are high in course modules (English, IT etc).
- Consider to accredit the laboratories and few selected test parameters with a suitable accreditation body.
- Make use of available laboratories to offer analytical /consultancy services.
- Consider development of facilities to cater to the differently abled students.
- Strengthen the Career Guidance Unit with more human resources to deliver more service to the students

Section 8. Summary

The site visit for review of the BSc Hons Aquatic Resources Technology programme offered by the Department of Animal Science, Uva Wellassa University, was completed in four days (from 2nd to 5th December 2019). The review team completed all the meetings planned during the site visit, went through all documentary evidence provided and observed the facilities available at the Departments / Faculty / University and at the Service Centres / Units for the conduct of the programmes. Meetings with the Director IQAU, Vice-chancellor, Dean of the Faculty, Heads of Departments, Faculty Coordinator IQAC and all relevant academic staff members, administrative officers, students, student support services, directors / programme coordinators of relevant units and centres, Librarian, Director/ Career Guidance Unit, student counsellors, and administrative staff of the Faculty, non-academic and Support Staff were conducted successfully.

The review team observed all the documentary evidence provided by the DEA related to all 8 criteria listed in the PR manual of the UGC. Based on the all the evidence provided, the marks were given.

The Degree Programme scored 81.53 % percent and is equivalent to **A GRADE**.

On behalf of the Quality Assurance Council of the University Grants Commission, the members of the review team express their gratitude to the Vice Chancellor, Dean of the Faculty, Director IQAU, Head of Department, Faculty Coordinator IQAC and all relevant academic staff members, Administrative officers, Students, student support services: Directors / Programme and non-academic staff etc. for their support extended during the visit.

The members of the review team congratulate and wish the Head, academic staff and the students of the Department of Animal Science good luck for all their future endeavours.

Annex 1. Programme schedule for site visit

Day 02 - 3rd December 2019

Time	Activity	Participants	Venue
08.00 AM – 09.30 AM	Observing teaching session/s	Review Team /Facilitators/ Chair-SER	At respective lecture theatre/s
09.30 AM – 10.30 AM	Observing documentation <i>Working Tea</i>	Review Team/ Facilitators	Board Room (Administrative Building)
10.30 AM – 11.00 AM	Meeting with Technical Officers and Lab Attendants	All Technical officers and Lab Attendants	Board Room (Administrative Building)
11.00 AM – 11.30 AM	Meeting with Student Counselors & mentors	Senior Student Counselor and Student Counselors, Mentors	Board Room (Administrative Building)
11.30 AM - 12:00 PM	Meeting with the Director - IQAU	Director – IQAU	Board Room (Administrative Building)
12:00 PM - 01:00 PM	<i>Lunch</i>		
01:00 PM - 03:00 PM	Observing Physical Facilities: Computer Unit, Health Center, Cafeteria , Laboratories, Library, SDC, UBL, CGU, CGEE, FQAC, DELT, Hostels (wardens), Other student support systems <i>Working Tea</i>	Review Team/ Facilitators/Chair-SER/ SER Team Leaders/Directors/Officers of respective places	At respective places
03.00 PM – 04.30 AM	Observing documentation	Review Team/ Facilitators	Board Room (Administrative Building)

Day 02 - 3rd December 2019

Time	Activity	Participants	Venue
08.00 AM – 09.30 AM	Observing teaching session/s	Review Team /Facilitators/ Chair-SER	At respective lecture theatre/s
09.30 AM – 10.30 AM	Observing documentation <i>Working Tea</i>	Review Team/ Facilitators	Board Room (Administrative Building)
10.30 AM – 11.00 AM	Meeting with Technical Officers and Lab Attendants	All Technical officers and Lab Attendants	Board Room (Administrative Building)
11.00 AM – 11.30 AM	Meeting with Student Counselors & mentors	Senior Student Counselor and Student Counselors, Mentors	Board Room (Administrative Building)
11.30 AM - 12:00 PM	Meeting with the Director - IQAU	Director – IQAU	Board Room (Administrative Building)
12:00 PM - 01:00 PM	<i>Lunch</i>		
01:00 PM - 03:00 PM	Observing Physical Facilities: Computer Unit, Health Center, Cafeteria , Laboratories, Library, SDC, UBL, CGU, CGEE, FQAC, DELT, Hostels (wardens), Other student support systems <i>Working Tea</i>	Review Team/ Facilitators/Chair-SER/ SER Team Leaders/Directors/Officers of respective places	At respective places
03.00 PM – 04.30 AM	Observing documentation	Review Team/ Facilitators	Board Room (Administrative Building)

Day 03: 4th December 2019

Time	Activity	Participants	Venue
08.30 AM – 10.30 AM	Observing Documentation <i>Working Tea</i>	Review Team	Board Room (Administrative Building)
10.30 AM – 11.00 AM	Meeting with Students	Group of students (about 30) representative of gender, ethnicity, level of study programs	A-2 Lecture Theatre
11:00 AM - 11:30 AM	Meeting on research committees and other committees	Chairman / Research committee, Faculty representative members of research committee, Secretary /Chairman of the other committees (UCDC/FHDC)	Board Room (Administrative Building)
11:30 AM - 12:00 PM	Meeting with a cross section of academic support staff and non-academic staff	Representative group of academic support staff and non-academic staff	Board Room (Administrative Building)
12:00 PM - 01:00 PM	<i>Lunch</i>		
01:00 PM - 02:00 PM	Meeting with external stakeholders and Alumni members	Group of external stakeholders (employers, industry, private sector, representatives with link to or involvement with the University) and Alumni	Board Room (Senate Building)
02:00 PM - 04:30 PM	Observing Documentation <i>Working Tea</i>	Review Team	Board Room (Administrative Building)

Day 04: 5th December 2019

Time	Activity	Participants	Venue
08.30 AM – 09.00 AM	Meeting on HODs contributing to academic programme / DELT: English Teaching Unit	HoDs, HoD/DELT	Board Room (Administrative Building)
09.00 AM – 12.00 PM	Observing Documentation <i>Working Tea</i>	Review Team	Board Room (Administrative Building)
12:00 PM - 01:00 PM	<i>Lunch</i>		
01:00 PM - 03:00 PM	Private meeting of reviewers and report writing <i>Working Tea</i>	Review Team	Board Room (Administrative Building)
03:00 PM - 04:00 PM	Closing meeting for debriefing	Vice Chancellor/Dean/Director – IQAU/ HODs/ Coordinator – FQAC/Chair & The SER – Team	Board Room (Senate Building)