



**PROGRAMME REVIEW REPORT**  
**Faculty of Agriculture and Plantation Management**  
**Wayamba University of Sri Lanka**  
**Bsc in Agriculture**  
**5-8 November, 2019**



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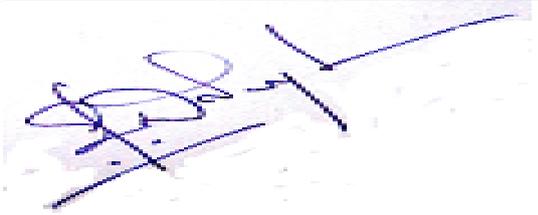
**The Quality Assurance Council**  
**University Grant Commission, Sri Lanka**

**University:Wayamba University of Sri Lanka**

**Faculty: Agriculture and Plantation Management**

**Program: B. Sc. In Agriculture**

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**Date: 2 January 2020**

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## Section 1.Introduction

The Faculty of Agriculture and Plantation Management (FAPM) was established at the inception of the Wayamba University of Sri Lanka (WUSL) in 1999. It commenced its activities on 01<sup>st</sup> October 1999, by Government Notification in the Extraordinary Gazette No.1093/8 of Tuesday, 17<sup>th</sup> August 1999 as per the Act No. 16 of 1978. The faculty has grown to become the second-largest in WUSL, contributing to expand and modernize agricultural education in the country.

The main campus of WUSL is located in Kuliypitiya, not far from the commercial capital, Colombo. The Faculty, along with the neighbouring Faculty of Livestock, Fisheries and Nutrition, is located in a natural environment, very close to an industrial zone and the Department of Agriculture station at Makandura, about 20 km away from the main campus.

FAPM comprises five Departments; Agri-business Management (ABM), Bio-systems Engineering (BSE), Biotechnology (BT), Horticulture and Landscape Gardening (HLG) and Plantation Management (PM) and various functional units: Career Guidance Unit (CGU), Staff Development Centre (SDC), English Language Teaching Department (ELTD), Information & Communication Technology Centre (ICTC), External Affairs Unit (EAU), Business Incubation Centre (BIC) and Business Research and Development Centre (BREAD).

FAPM has introduced five committees: Curriculum, Teaching-Learning Environment & Ethics (CTLEE), Internal Quality Assurance and Staff Welfare (IQASW), Research, Higher Degrees and Outreach Programs (RHDOP), Student Advisory, Welfare and Discipline Management (SAWDM), Physical Teaching-Learning Environment Development (PTLED). All program quality related matters are addressed and followed up by these five committees. The contribution of every academic staff member has been assured by assigning a member to at least one committee so that they are practically involved in maintaining the quality of the program.

At present, there are 38 academic staff members, 25 academic supportive staff members, an assistant registrar, and 48 non-academic staff members in the faculty (Table 01).

**Table 1. Human Resources Profile of FAPM**

<b>Staff Category</b>	<b>Post</b>	<b>Count</b>	<b>Highest Qualifications</b>
<b>Academic</b>	Senior Professor	02	Ph.D.
	Professor	07	Ph.D.
	Senior Lecturer (Grade I)	07	Ph.D.
	Senior Lecturer (Grade II)	10	Ph.D.
	Lecturer (Confirmed)	05	M.Phil.
	Lecturer (Probationary)	11	M.Sc.
	Lecturer (Visiting)	09	Ph.D.
<b>Academic Supportive</b>	Asst. Lecturer/ Demonstrator	25	B.Sc.
<b>Non-Academic</b>	Assistant Registrar	01	M.Sc.
	Farm Manager	01	B.Sc.
	Management Assistants	10	Diploma
	Technical Officers	06	NCIT/ B.Sc.
	Other N/A Staff	30	

On average, 150 students are enrolled for the program annually. Table 2 gives the number of undergraduates enrolled for the degree program and graduation rates from 2012-2018 (Academic Years 2012/2013 – 2017/2018). The students to staff ratio is 3.89:1 at present.

**Table 02: Undergraduates enrolled for the B.Sc. Agriculture Degree Program**

<b>Academic Year</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
2012/2013	36	104	<b>140</b>
2013/2014	40	120	<b>160</b>
2014/2015	43	95	<b>138</b>
2015/2016	36	102	<b>138</b>
2016/2017	31	129	<b>160</b>
2017/2018	40	114	<b>154</b>

An academic year consists of two semesters of 15 weeks each. First and second years are devoted for the core program and from year 3 onwards students will specialise in one area out of seven possible areas of specialisation. In Year 4 Semester I, students carry out a research project under the supervision of a supervisor/s and in Year 4 semester II, they undergo 'in-plant training' program. A student should follow 124 credits *via* 51-56 courses offered in order to obtain the degree.

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

According to the SER, the letter of intent was submitted to UGC for reviewing the study program on Agriculture and Plantation Management on 30.09.2018 by the Dean of the Faculty. An initial TOR on writing self-evaluation report was discussed at the Faculty board held on 6<sup>th</sup> October 2018. The steering committee consisted of the Dean, Coordinator of the Faculty Quality Assurance Cell (FQAC), senior academic staff and the Assistant Registrar of the faculty. Working group leaders were appointed for each criterion so that eight working groups were created with leaders for writing the SER.

A meeting to create awareness of the SER writing process was held on 01.01.2019 with the SER writing committee. A draft version of the SER was adjusted for coherence on 13.03.2019 and presented to the Faculty Board on 14.03.2019. Several revisions were made on 20,25,31 March 2019. The final SER was submitted to the Quality Assurance Council [QAC] of UGC for evaluation.

The review team observed that both academic staff and the non-academics are aware of the program evaluation and PR manual and realized that SER report writing team has been given adequate support from all categories of staff of the department. All the academic, non-academic members, alumni and students were highly cooperative with the review team during the review process.

The SER was compiled as per the instructions given by the PR manual and a comprehensive SWOT analysis was incorporated in the SER. Much of the evidence listed in the SER were relevant to the PR manual instructions. All the evidence collected by the Faculty staff in line with the SER were checked by the review team during the site visit. However, the review team was faced with a major difficulty in their effort to study documentary evidence related to the degree programs because the relevant documents were not initially arranged in one location, in a manner convenient to the reviewers, to peruse them efficiently in the limited time frame given. Many documents had to be checked at the departmental, unit and center visits. Rest of the documents was brought to the reviewers' room upon request. It should be stated that, subsequently, the staff became immensely cooperative in bringing the requested documents to the reviewers' room for checking. The review team endeavored to provide a comprehensive report which will eventually help the Faculty in further improving their teaching learning mechanisms.

### Section 3.Review Process

The Review Team comprised of three reviewers; Professor V. A.Sumanasinghe from Faculty of Agriculture, University of Peradeniya [Chair], Professor G.A.S. Ginigaddara, Faculty of Agriculture, Rajarata University and Dr. N. Kengatharan from Faculty of Management, Jaffna University.

The review team completed the desk review individually and submitted the overall evaluation to the QAC. Having prepared a tentative program for the site visit according to the guidelines provided by the Director, QAAC and after several communications, the Faculty of Agriculture, and the review team finalized the program.

The site visit for review of study program on B.Sc. in Agriculture and Plantation Management (FAPM) took place from 05<sup>th</sup> to 08<sup>th</sup> November 2019. The review team met with the Director, IQAU, and the Coordinator of the Faculty Quality Assurance Cell, at the FAPM on the very first day morning at 8.50am. The IQAU director described the history and progress of the quality assurance work of the whole university and way forward paying special attention to the quality of the FAPM Program which is under review. He also elaborated on the activities of the SER writing process by academics and the awareness sessions.

The review team then met the Dean of the FAPM, and the academic staff at the Faculty Board Room. The Dean made a comprehensive presentation about the faculty and the five departments. He also explained the different undergraduate and postgraduate degree programs offered by the Faculty and the synchronized nature of the different degree programs, staff strengths, management system in the faculty, examination system, employability rates and entrepreneurship culture of the Faculty, research culture in the university and strategy of managing the faculty activities through five management committees. Furthermore, he explained the human resource development plan of the Faculty and the career development activities of the staff and the undergraduates. The enormous preparation for the review process under the guidance and the purview of the former dean of the Faculty should be commended since the new dean had been appointed very recently.

The review team then visited the department of Agribusiness Management. The Head of the Department (HoD) explained the staff strength of the department, research and development activities, blended teaching and learning strategy, peer evaluation process and the online student feedback system. The department's initiative on publishing policy brief was explained by the HoD. Furthermore, the Center for Agribusiness Studies (CABS)'s role in student activities, the Applied Economics and Business Journal published by the department, involvement of the Agribusiness Management Alumni in the departmental activities and the student society named as 'Ag-biz Society' and involvement of ABM students in the societal activities and the one-year Diploma in Food Business and Marketing offered by the department were explained by the HoD.

The team next visited the Department of Horticulture and Landscape Gardening. The HoD explained the human resource strength and the physical resources of the department by a comprehensive presentation. The research grants handled by the department, various product development activities through staff and students research projects, the activities of the students through Horticultural Society and the assessment of students' activities through portfolios were also elaborately explained by the HoD.

The review team next observed lectures and practicals conducted by the permanent academic staff of the faculty, by randomly selecting them from the time table. The team observed lectures in BT 32202, the practical sessions of plant nutrition and fertilizer management (PH 22082) and General Agricultural Microbiology (BT 22053). A lecture on Principles and application of food science (HC 22063) delivered by the temporary academic staff members of the Faculty was also observed.

Next, the review team visited the English Language Teaching Department. The Head of the Department explained the facilities, physical resources of the department and the way that the department handles the teaching of English Language at the two faculties at Makandura premises. Furthermore, he explained how they prepare students for the UTEL test by conducting WUTEL test and the program to teach English for the weakest students in each batch.

The last visit of the day was to the Staff Development Center which caters to the need for human resource development of the faculty staff. The Director, Staff Development Center, explained the training programs for the new recruits (both academics and non-academics) and the other various types of staff development activities conducted for the internal staff and other outreach fee-levying courses offered by the unit.

On the second day [6.11.19], the team visited the Department of Plantation Management. The HoD explained via a well-planned presentation, the human and physical resources of the department. The HoD explained the different courses offered to outside parties by the department, the contribution of the department to the external degree program and other contributions made by the department to national level development. The team visited the small tea, rubber and spice demonstration plots attractively maintained and the demonstration tea factory established near the demonstration garden which produces 'Wayamba Tea'.

Next the review team visited both girls' and boys' hostels. The wardens accompanied the team. The team next visited the Health Center and its facilities. The team also met the Medical Officer who assumed duties there that very day and discussed the medical services offered by the center. The team visited the student canteen, the kitchen and dining area and talked to students awaiting the meals as well as the canteen staff.

The review team then visited the Department of Biotechnology. The HoD delivered a comprehensive presentation about the human and physical resources of the department and its educational services for the faculty students. The HoD explained about the

Biotechnology Society and student activities conducted by the Society. The regular newsletter published by the Society and the student company-maintained BT Café was observed by the team.

Thereafter, the team met with students representing all the academic years, specialization modules, religious and ethnic groups. The team discussed quality related matters of the degree program.

Then, the team met with the non-academics to learn about their involvement in the program review process in different capacities.

Next meeting was with the Vice Chancellor, together with the administrative staff of the faculty and the entire university. The team discussed with administrative staff on their contribution to program review, faculty quality assurance and some matters related to administrative and financial management.

Then the team visited the common support unit (CSU) which caters to both faculties located in the Makandura premises and met with Senior Assistant Registrars and Assistant Bursars working on the unit. This unit provides administrative and financial management related support to the two faculties connecting with the main administrative offices located at Kuliypitiya.

Team also visited the indoor sports facility of the faculty and met with some students who were practicing there.

The team then visited the ICT center of the Faculty. The Director of the Center made a presentation explaining the human and physical resources of the center, teaching support offered by the unit, other academic services offered by the center and maintenance of LMS management system and faculty web page by the unit.

On the morning of the third day (07.11.2019), the team visited the Career Guidance Unit (CGU). The team met the former director of the CGU (since the newly appointed director could not be reached) and discussed as to how the CGU supports quality assurance of the degree program. The team observed the progress reports, student evaluation reports of the different CG programs conducted by the unit and annual action plans for last five years.

The next meeting was with academic staff of the faculty. The team discussed the involvement of academic staff in maintaining quality of the degree program and their involvement in the program review process. Then team met the temporary staff and invited suggestions for improvement of the degree program and the support given by the senior academic staff in their career development.

The next meeting was with Research, Higher Degrees and Outreach Program committee (RHDOP) of the Faculty. The chairman of the committee explained the activities undertaken by this committee.

At the meeting with student counselors, inquiries were made on the connectivity of the student counselors with the students and their involvement in counseling students. Though a gender cell was not established in the university, the coordinator had initiated awareness activities on gender equity and equality of the university.

The next meeting was with Student Advisory, Welfare and Discipline Management Committee (SAWDMC). Student counselors, proctor and the coordinator of the Gender Equity and Equality of the University also attended this meeting. The chairperson of the committee explained on role and the various activities of the committee such as outreach and recreational activities, proctoring in the faculty, needy student's scholarship program, students counseling activities, students' advisory services and industrial mentoring activities.

Stakeholders from private and public sectors and the alumni of the faculty attended the next meeting where they expressed their views on the expected quality of the graduates and further avenues for the improvement of the academic programs.

Thereafter, the team visited the business incubation unit of the University (University Business Linkage Cell) and met with UBL Cell Director. After having a short discussion with him the team visited the BREAD (Business Research and Development) Center situated at the industrial Zone, Makandura. This center facilitates product development and supports entrepreneurs to establish their business until they become self-sustaining.

The team next visited the Faculty Library and observed the lending management system. During the visit to Quality Assurance Unit of the University, its director explained the way that the unit serves for uplifting and maintaining the undergraduate and graduate education. The team observed the meeting minutes, action plans and the progress reports of the activities of the unit for last few years.

On the fourth day of the review (08.11.2019) the team had a meeting with the committee on Physical Teaching and Learning Environment Development (PTLED). The chairman of the committee explained the role of this committee, about the newly-launched web site and the future plans for expanding the faculty to cater to more quality education to graduates and undergraduate.,

The review team had the penultimate meeting with Curriculum, Teaching, Learning Environment and Ethics (CTLEE) committee. The chairman of the committee explained the role of the committee and how it serves to maintain the quality of the degree program,

At the end, the review team had the final de-briefing meeting with the Dean of the Faculty, academics and Assistant Registrar of the faculty and completed the whole review process in the fourth day afternoon and departed the faculty around 4.00 pm.

## Section 4: Overview of the Faculty' approaches to Quality and Standards

The IQAU of Wayamba University of Sri Lanka, WUSL, which is responsible for quality assurance of the University was established in 2002, and revitalized in 2015 strictly in adherence to the Internal Quality Assurance Manual (2013) of the UGC and the IQA circular of 4/2015. The IQAU is managed by the Director and its administrative and financial controls are managed by a management committee. The IQAU is committed to maintaining the highest standards of teaching, research and scholarship, and the enhancement of society's core values by ensuring students achieve excellent learning outcomes and enhanced educational opportunities. It was brought to our notice that each faculty has its own Faculty Quality Assurance Cell (FQAC) that coordinates all quality assurance activities within the faculty, in liaison with the IQAU.

As a part of the quality assurance of the programs, the IQAU has promulgated a well-thought-out policy document called "Academic Quality Enhancement Framework" (AQEF) in 2018. In general, it delineates the University's main policies, procedures and guidance relating to quality assurance and academic standards. The aims of AQEF are to:

- enable the effective and efficient monitoring of academic standards and the quality of the student experience in relation to internal and external requirements (such as those stated in the University Grants Commission Quality Assurance and Accreditation Council's Quality Framework and from accrediting professional, statutory and regulatory bodies);
- ensure consistency whilst enabling and acknowledging diverse practices in different disciplines;
- provide a mechanism for critical review and,
- highlight and promote good practices across the institution.

The major principles of the AQEF include the continuous improvement of the student experience, engagement of staff students and in quality assurance. The objectives are provided below:

- support regular reflective practice on the part of staff, teaching teams and academic managers
- promote active involvement of students and their representatives
- support a culture of continuous improvement and enhancement
- encompass the requirements of professional, statutory and regulatory bodies where appropriate

- facilitate communication of needs and priorities of higher education policies, regulatory bodies and the stakeholders
- connect strategic and operational planning at the level of the University, faculties departments/units and Student and Academic Support Services Divisions to the planning and delivery of academic programs.

It is important to state that Dean plays a vital role in the development and implementation of the quality assurance at the faculty level jointly with coordinator IQAC and heads of the departments. The FAPM has its own Faculty Quality Assurance Cell (FQAC) which is responsible for maintaining quality assurance within the faculty in liaison with the IQAU. The members of the FQAC includes Dean, Heads of Departments, Chairperson of the Curriculum and Academic Development Committee, Chairperson of the Research Development and Higher Degree Committee, Chairperson of the Teaching and Learning Committee, Coordinators of the Postgraduate/External degree programs and One Senior Lecturer or above representing each of the Departments.

By and large, the highest level of academic quality management is maintained and monitored by sub-committees of the Senate and the committees and societies established by the FAPM. All in all, there are many committees and well-established centres at the University and the faculty ensures the program quality. The faculty's commitment towards quality enhancement and excellence is noteworthy and the quality assurance can be adjudged as highly satisfactory.

## Section 5. Judgment on the Eight Criteria of Program Review

### Criterion 1. Program Management

Of the 27 standards of criterion 1 (Program Management), 21 standards were given a score of 3 each, 5 standards scored 2, and the remaining standard scored 1.

#### Strengths

- The faculty has a well-thought-out organisational structure that facilitates the effective management and implementation of its major functions including teaching and learning, program design and development, conducive environment and students supports, research and outreach activities, etc.
- The action plan of the faculty is up to date, well implemented and in alignment with the University's strategic plan.
- The faculty maintains a good rapport with its alumni, students, and other stakeholders.
- The faculty ensures greater transparency, teamwork, participation and high level of commitment.
- The faculty has an annual academic calendar and the students at the faculty complete their degree on schedule, without a delay.
- The faculty adheres to well-developed by-laws (matters pertinent to examinations, student discipline, grievance handling, union activities etc.) and policies for effective program management.
- The faculty has prepared a well-designed handbook (includes all necessary information such as curricula of the study program(s) and courses offered, compulsory and optional courses, examination procedures and grading mechanisms, graduating requirements, etc) and charter for students that are distributed among the students at the time of enrolment.
- The faculty has an up-to-date website (at the time of our site visit, the faculty had just launched a new web page) providing all necessary information.
- The staff and students use LMS at a satisfactory level.
- The faculty conducts an orientation program for all new students and passes on vital information about the University and Faculty, facilities and resources available, support services, the study program etc.
- The required training for staff of the faculty has been identified and delivered by the SDC.
- The quality assurance is implemented and monitored by the well-established FQAC that operates in liaison with the IQAU.
- Satisfactory level of graduate employment rate.

- The curriculum is in line with SLQF and SBSs and the faculty adopts OBE-SCL and the faculty is now in process of revising the curriculum.
- The faculty maintains continuous monitoring on teaching and learning environment such as student feedback, peer observation, graduate satisfaction survey, academic counselling and mentoring system, health care services, needs of differently-abled students, sports activities etc.

### **Weaknesses**

- The standard management procedures that faculty adopts in line with Standard Operational Procedures (SoPs) are not satisfactory.
- Lack of participatory approach in the faculty's governance and management and student welfare committees.
- There are no exit points at different levels or fall back options.
- The best mechanism for gauging in plant-training needs to be improved.
- The faculty lacks an ICT platform for implementing key functions, i.e., it has no Management Information System (MIS) currently.
- Although faculty ensures gender equity and equality (GEE), there is no permanent location/room to deliver the best services to all categories of staff and students.
- The faculty has well-written policies to prevent ragging, however, such policies should be thoroughly implemented.

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

Concerning with 12 standards of criterion 2 (Human and Physical Resources), 9 standards were given a score of 3, 2 standards have scored 2, and the remaining standard has scored 1. In total, criterion 2 has achieved a raw criterion-wise score of 32 out of 36 and therefore, the calculated actual criterion-wise score is 89. The strengths and weaknesses of the Human and Physical Resources (criterion 2) are summarized underneath.

#### **Strengths:**

- A large pool of highly qualified academic staff with national and international exposure is a strong base for designing, developing and delivering of academic program and undertaking research, innovations, counseling, mentoring and outreach activities.
- Strong research capabilities and commitment towards research and publication. Quality research has been published in reputed journals and many staff are currently undertaking funded-research projects by the University, and national and international bodies.
- Induction Program and Continuing professional development (CPD) programs are well designed and conducted by SDC as per UGC guidelines.

- Adequate infrastructure facilities for teaching and learning such as Garden demonstration, lecture rooms, laboratories, libraries, practice areas, transport facilities, ICT resources, student-led societies, etc
- All students are required to undergo in-plant training (industrial training for 8 credits) and undertake an independent research project for a credit value of 10. The facilities are mainly provided by the faculty.
- Adequate resources such as ICT facilities, books, internet /Wi-Fi, etc. are available and a user-friendly service offered by the library.
- ICT skills and 'soft skills'/'life skills' are the components of the existing curriculum and in addition, the Career Guidance Unit (CGU) of the University also provides such skills.
- The staff and the students regularly organise multicultural programs to promote social harmony and ethnic and cultural cohesion among students.

### **Weaknesses**

- Training on OBE-SCL and inclusion of OBE-SCL should be fully implemented
- Although there is an English Language Teaching Department (ELTD) service unit located in the faculty premises, the ELTD is struggling with inadequate staff and lack of resources
- Library services should be automated/modernized to provide effective services to both staff and students.

### **Criterion 3. Program Design and Development**

Concerning with 24 standards of criterion 3 (Program Design and Development), 15 standards have deserved a score of 3 each, 8 standards have scored of 2 each and the remaining one standard has scored 1. In total, criterion 3 has achieved a raw criterion-wise score of 62 out of 72 and therefore, the calculated actual criterion-wise score (considered the weightage given to the criterion 3 is 150) is 129. The strengths and weaknesses of the Program Design and Development (criterion 3) are summarized underneath.

### **Strengths**

- The onus of planning, design, organization, and improvement of the program/curriculum is handled by a Senate approved committee called 'Curriculum, Teaching and Learning Environment and Ethics (CTLEE)'.
- The program that the faculty offers matches the mission, goals and objectives of the University and the SLQF, and meets the expectation of stakeholders.
- The ILOs of the course units are realistic, deliverable and feasible and are in alignment with Outcome-Based Education (OBE), satisfying the requirements of the graduate profile.

- The program builds in strong theoretical, practical, and experiential knowledge and progressively increases the challenges on students intellectually in terms of skills, knowledge, conceptualization and autonomy of learning.
- Well-thought-out in-plant training that gives more practical knowledge to the students enriches the aim of the program. Matters related to in-plant training are instructed to the students in advance.
- The curriculum of the program promotes independent and lifelong learning, experiential and reflective learning, collaborative learning, and self-learning.
- Student progress and success rates, students' satisfaction/students' feedback, employability rate with the program are high.
- The program information documents (prospectus/handbook/code of practice/by-laws etc. as for course specifications, credit hours, course contents, and recommended readings, examination etc.) are available and accessible in print and/or electronic forms (webpage).
- The IQAU is well established in the University and the IQAC of the faculty operates in alignment with the IQAU.

#### **Weaknesses**

- Flimsy evidence for stakeholder participation in program planning, design and development and review.
- A lack of evidence matching the requirements of relevant professional bodies, and national and international standards.
- Partially implemented Outcome-Based Education (OBE) and there are no guidebooks on OBE and SCL.
- Supplementary courses in the existing curriculum are weak in enriching generic skills of students.
- The existing curriculum was implemented in the year of 2014 and there is a compelling need for revision to ensure that programs remain current and valid in the light of developing knowledge.
- Lack of mechanism in monitoring outcomes of the program.
- Lack of policy document for students with disabilities regarding the program design and development and teaching and learning environment, for instance for the provision of learning resources for differentially-abled students.
- A lack of professional accreditation for the program.
- Flimsy evidence regarding tracer studies and the admission rates to advanced degree programs and scholarship /fellowship awards.

#### **Criterion 4. Course/ Module design and Development**

Concerning with 19 standards of criterion 4 (Course/ Module Design and Development), 16 standards have deserved a score of 3 each and the remaining 3 standards have scored of 2

each. In total, criterion 4 has achieved a raw criterion-wise score of 54 out of 57 and therefore, the calculated actual criterion-wise score (considered the weightage given to the criterion 4 is 150) is 142. The strengths and weaknesses of the Course/ Module Design and Development (criterion 4) are summarized underneath.

### **Strengths**

- The course unit ILOs match the program ILOs and the recently passed out students express their satisfaction on the program that they followed.
- High-level usage of LMS and ICT among the students and the staff.
- All program information including a credit value, teaching hours, learning activities, assignments, laboratory, fieldwork etc and teaching learning and assessment strategies are well formulated and implemented and are made available to all students.
- Courses fuel development of creative and critical thinking, independent and lifelong learning and soft skills among students.
- Academics are well aware of the course design and development, and its assessment mechanism.
- The content appropriateness, effectiveness of teaching, student learning outcomes are measured through students feedback and peer evaluations.

### **Weaknesses**

- A lack of consideration on the needs of differently-abled students in course design and development including the delivery of the course, teaching and learning strategies
- Flimsy evidence on resource allocation for the course design, approval, monitoring and review processes.
- A lack of external examiners in the evaluation system of the course units.

## **Criterion 5. Teaching and Learning**

Of the 19 standards, 10 scored points 3, 7 scored 2 while the last two standards scored 1.

### **Strengths**

- Teaching strategies were found to be in harmony with mission and action plan of the FAPM course modules. Time schedules are communicated to students at very early stages of admission.
- The engagement of students in practical activities, either by way of individual projects or group assignments whose results are presented in the form of an extended abstract and published in forums like ARS was seen very positively.

- Awards scheme for teachers and students who excel in their academic spheres is in progress.
- Teachers practice multi-faceted pedagogy –establishing and maintaining demonstration plots of important crops, well equipped labs,well designed in-plant training
- Conversion of some of these products to market-oriented, small- scale ‘agropreneurships’. In this way, student centered learning has been encouraged and higher weightage is given in assessments for this component.
- CGU conducts annual ‘job fairs’ with the collaboration of students.
- Assessment schemes have been properly designed and practiced. For in-plant training, where elements of subjectivity and bias may creep into the evaluation, to minimize it, maintenance of a diary and submission of a report and its presentation has been incorporated.
- “Career Development Portfolio” ensures maintenance of records of student activities
- Having a certified psychological counselor for GEE is a welcome indication.

### **Weaknesses**

- GEE activities have to be better streamlined, probably by establishing a new and own cell at the FAPM, though its activities are now covered by the Well-Being Center.
- The five committees were only recently established, though activities of many of them had been looked after by other committees. Thus, persistence of their activities could not be evaluated.
- Incorporation of students’ feedback in curriculum revision is suggested.
- Schemes to introduce more annual awards for innovations on R and D for both students and academics must be designed.

### **Criterion 6.Learning environment, Student support and Progression**

Of the 24 standards, 15 scored points 3, 8 scored 2 while the standard 6.22 on monitoring was assessed to be poor.

### **Strengths**

- Strong interaction between students and staff in a conducive environment.
- Induction and orientation are regularly offered by SDC conveying regulations about student charter and facilities of career guidance.
- Students support services are properly utilized.
- LMS is efficiently functioning.
- Social interaction among stakeholders is heavily facilitated.
- Intra and inter faculty and aesthetic activities prevail.
- Career guidance unit is well functional.

- Many training programs are conducted by SDC for both internal staff external clients. SDC is a very strong and dynamic branch of the faculty.
- Well compiled booklet on students' employment rates etc., has been published.
- Grievance committee addresses students' issues promptly.

### **Weaknesses**

- Needs analysis data should be obtained.
- Evidence on monitoring mechanism of support services is passive.
- Wi-Fi reception and utilization should be improved.
- Obtaining evidence of follow up and student feedback must be made more regular.
- Meetings with student bodies should be increased.
- Fall back options should be introduced.
- Feedback surveys were found mainly in the form of minutes.
- Outcome surveys conveying benefits to the society should be introduced.
- Progression reports must be collected regularly.
- The Faculty has no alumni association which could support the FAPM in many different ways. Alumni interactions are informal and at a personal level only.
- Evidence on continuing studies for postgraduate is found only at low ebb.

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

#### **Strengths**

- Good scheme is adopted for assessment of industrial training. Both the internal and industry supervisor assessment is taken for the assessment of the internship.
- The assessment plan is given prior to the commencement of the course, so that students are made aware of the types of assessments used in each course.
- Marking schemes are prepared for evaluation process and are used for both internal and external assessments.
- There is a well-developed and confidential result processing and saving system at the examination unit of the Faculty. All information relating to the results can be retrieved within a short time for decision making.
- Policy for pre-determined mechanism for weightage relating to different components of assessment was available in each course unit
- Infrastructure facilities were available to entertain the differently abled students in FAPM, though such students have not been enrolled so far in the degree program
- The feedback on formative assessments were communicated to students in a timely manner
- Complete and adequately descriptive transcripts were made available for the students after the graduation
- There was ample evidence of outreach activities conducted by FAPM for its students

### **Weaknesses**

- Feedback on the results of assessment, particularly on continuous assessment, is not conducted regularly.
- The feedback on course evaluation and teaching and learning activities is not properly used for teaching improvement

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

#### **Strengths**

- The LMS is utilized by both students and staff for their teaching learning process as well as assessments
- Getting industry stakeholder and alumni involved in curriculum revision process was witnessed
- Junior academics are adequately guided by the senior academics to achieve their academic standards/goals
- Academic staff had friendly and co-operative relationships with students in their study period
- Research awarding system was evidenced for the academic staff members
- Open sourced learning resources is used in teaching and learning process to a significant level.
- Students have both independent study and industrial training

#### **Weaknesses**

- No direct fall-back option was evidenced.
- Regular curriculum revision is recommended.

## Section 6. Grading of Overall Performance of the Program

No	Criterion	Weighted minimum score*	Actual criteria-wise score
1	Program Management	75	137
2	Human and Physical Resources	50	89
3	Program Design and Development	75	129
4	Course/ Module Design and Development	75	142
5	Teaching and Learning	75	121
6	Learning Environment, Student Support and Progression	50	85
7	Student Assessment and Awards	75	135
8	Innovative and Healthy Practices	25	39
	Total on a thousand scale		877
	<b>Percentage Secured</b>		<b>87.7</b>

As shown above, each of the 8 criteria scored more than the minimum weighted score. The overall percentage value scored was 87.7%.

Therefore, a grade of **A (Very Good)** is assigned to this programme.

## Section 7. Commendations and Recommendations

The review team commends the Faculty, since the SER was comprehensively and meticulously compiled and preparation for the review process was impressive. The majority of documents cited in the SER could be traced. However, the filing system produced for inspection was slightly in disarray, and therefore the retrieval and extraction of relevant information was neither very smooth nor convenient for the reviewing process.

### **Commendations:**

- The FAPM facilitates the effective management and implementation of teaching and learning, program design and development, research and outreach activities and provide conducive environment and student supports. FAPM also ensures greater transparency and cohesive teamwork in its management and activities while exhibiting high level of commitment. Teaching strategies were found to be in harmony with mission and action plan of the FAPM. Course modules and time schedules are communicated to students at very early stages of admission.
- The student handbook gives comprehensive coverage of courses offered, examination procedures and grading mechanisms, award schemes, graduating requirements and supporting services. The program aligns well with the mission, goals and objectives of the University and the SLQF, and is meeting the expectation of the stakeholders. The course ILOs are realistic, deliverable and feasible and are matching with program ILOs.
- Teachers practice multi-faceted pedagogy assisting student to acquire knowledge and sharpen practical skills. In this way, student centered learning has been encouraged and higher weightage is given for them in assessments. Soft skills are embedded into many courses leading to open up avenues for early employment
- Satisfactory-level usage of LMS and ICT prevails among the students and the staff enhancing avenues for their career development.
- The content, appropriateness, effectiveness of teaching and student learning outcomes are measured through students' feedback and peer evaluations. The recently passed out graduates expressed their satisfaction on their respective programs. The feedback taken from the students for the course evaluation and teaching and learning activities should be analyzed and communicated to the respective staff concerned for the improvement of the degree program.
- Many training programs are conducted by SDC for both internal staff and external clients. SDC is a very strong and dynamic branch of the faculty. There was evidence available on variety of activities conducted by FAPM for its students.

- Conversion of some of the produce of the FAPM to market-oriented, small- scale 'agropreneurships' stimulates self-employment avenues of graduates especially with the facilities of the BREAD center, a much-appreciated, unique feature of the university system.
- Ragging is kept under control by the joint efforts of academic staff, student counselors, mentors and deputy proctor of the faculty. Incorporation of activities in curriculum has been made to minimize ragging. However, it might not possible for ragging to be controlled solely and totally by the academic staff members or counseling services.
- Multicultural programs are conducted to promote social harmony and ethnic and cultural cohesion among students. With more facilities channeled through the AHEAD project grants, higher and enthusiastic involvement of students in extracurricular activities can be envisaged.
- Cordial personal relationships among students and staff lead to coherence in the campus community assuring higher productivity and uninterrupted,smooth function of the academic activities.

#### **Recommendations:**

- The existing curriculum was implemented in the year of 2014 and there is a compelling need for revision, in order to ensure that programs remain current and appropriate in the light of developing knowledge culminating in producing a well groomed and highly competent graduate.
- It is required to give comprehensive feedback for the students on the results of assessment particularly on continuous assessment so that the respective students would know his/her weaker areas.
- The feedback taken from the students for the course evaluation and teaching and learning activities should be analyzed and communicated to the respective staff concerned for their improvement.
- Periodical revision or amendment of the assessment strategies is recommended.
- Alumni interactions and their support can be found but informally and at a personal level only. An Alumni association should be established, constitutions formulated and its interaction with the FAPM strengthened.
- More MoU's could have been signed both with local institutes and foreign universities.

## Section 8.Summary

The final assessment is based on the guidelines given in the pages 80-81 of the Manual for Review of Study Programs. The faculty's commitment towards quality enhancement and excellence is noteworthy and the quality assurance can be adjudged as highly satisfactory.

The review team's assessment of the level of accomplishment of quality expected of an academic program based on the grading of overall performance is indicated in the Table in section 6 which provides the detailed information on the calculation of the grade.

According to the Table in the Section 6, each of the 8 criteria did score more than the minimum weighted score. The overall percentage value scored was 87.7%.

Therefore, a grade of A (Very Good) is assigned to this programme.

## Annex 1. Schedule for site visit

Faculty of Agriculture & Plantation Management  
Wayamba University of Sri Lanka

B.Sc. Agriculture Degree Program

### Program Review –Schedule of Review Visit 5<sup>th</sup> – 8<sup>th</sup> November 2019

Time	Activity	Location	Participants
<b>Day 1</b> <b>05<sup>th</sup> November 2019</b>			
8.30 – 9.00 am	Meeting with the Director/ IQAU, Coordinator/ FQAC	Reviewers' Meeting Room	Director/ IQAU, Coordinator/ FQAC
9.00 – 10.30 am	Inaugural Meeting (Presentation by Dean)	Faculty Board Room	Vice Chancellor, Dean, Heads, Academic Staff Heads of units/centers Assistant Registrar
<i>Working Tea – Served @ FB Room</i>			
10.30 – 12.00 p.m.	Visit: Dept. of Agri-Business Management	HoD's Office/ ABM	HoD and Staff/ ABM
12.00 – 1.30 p.m.	Visit: Dept. of Horticulture & Landscape Gardening	HoD's Office/ HLG	HoD and Staff/ HLG
<i>Lunch - Served @ SDC</i>			
1.30 – 2.30 p.m.			
2.30 – 4.30 p.m.	Visit: <ul style="list-style-type: none"> <li>Dean Office</li> <li>Teaching Sessions</li> <li>Laboratories / Fields</li> </ul> Visit: <ul style="list-style-type: none"> <li>Staff Development Centre</li> <li>English Language Teaching Unit</li> <li>Career Guidance Unit</li> </ul>		Dean Assistant Registrar  Respective Directors/Coordinators/ Staff
<i>Working Tea – Served @ SDC</i>			
<b>Day 2</b> <b>06<sup>th</sup> November 2019</b>			
8.30 – 10.00 a.m.	Visit: Dept. of Plantation Management	HoD's Office/ PM	HoD and Staff/ PM
10.00 – 11.30 am	Visit: Dept. of Biotechnology	HoD's office/ BT	HoD and Staff/ BT
<i>Working Tea – Served @ DBT</i>			
11.30 – 1.00 p.m.	Meeting with Students	01 <sup>st</sup> Year Lecture Hall	Students representing all batches

1.00 – 1.30 p.m.	<b>Meeting with Non-academic Staff</b>	Faculty Board Room	N/A Staff representing all departments/ units
1.30 – 2.30 p.m.	<i>Lunch – Served @ FB Room</i>		
2.30 – 3.30 p.m.	<b>Meeting with Administrative Staff</b>	Faculty Board Room	Registrar, Bursar, SARs, AR /FAPM, SAB, AB/ Makandura, Works Engineer
3.30 – 4.30 p.m.	<b>Visit:</b> <ul style="list-style-type: none"> <li>• ICTC</li> <li>• Library</li> </ul>		Director and Staff/ ICTC
6.00 p.m.	Students Cultural Show	Open Ground Floor/ FAPM main building	Students representing all batches Academic Staff
<b>Day 3</b>			
<b>07<sup>th</sup> November 2019</b>			
8.30 – 10.00 a.m.	<b>Meeting with Permanent Academic Staff [excluding HoDs]</b>	Faculty Board Room	Academic Staff members
<i>Working Tea – Served @ FB Room</i>			
10.00. – 11.00 a.m.	<b>Meeting on Student Advisory, Welfare &amp; Discipline Management (SAWDM)</b>	SAWDM Office  Faculty Board Room	Chairman and members/ SAWDM, Director/Physical Education, University Medical Officer, Senior Student Counselor and Student Counselors, Coordinator/Mentoring and Mentors Proctor and Deputy Proctor, GEE Cell
11.00 – 12.00 p.m.	<b>Meeting on Research and Innovation Activities, Outreach Programs (RHDOP)</b>	RHDOP Office  Faculty Board Room	Chairman and members/ RHDOP, SRHDC Members, Researchers, Journal Editor, Coordinator/BIC & BREAD, Coordinator/ AHEAD-RIC, Coordinators/Outreach Programs
12.00 – 12.30 p.m.	<b>Meeting with Temporary Academic Staff /</b>	Faculty Board Room	All Academic Supportive Staff (Demonstrators, Assistant Lecturers, Instructors)
12.30 – 1.30 p.m.	<i>Lunch – Served @ FB Room</i>		
1.30 – 2.30 p.m.	<b>Meeting with External Stakeholders and Alumni</b>	Faculty Board Room	Group of external stakeholders (employers, industry, public/ private sector, representatives with link to the faculty and Alumni)
2.30 – 4.30 p.m.	<b>Visit:</b> <ul style="list-style-type: none"> <li>• Common Support Unit</li> <li>• Medical Center</li> <li>• Other Students Facilities</li> <li>• Business Incubation Center (BIC), Business, Research &amp; Development (BREAD) Center</li> </ul>	CSU  BIC/BREAD	SAR, AB and Staff/CSU  Director/ BREAD/ BIC
<i>Working Tea – Served @ BIC</i>			

<b>Day 4 08<sup>th</sup> November 2019</b>			
8.30 – 10.00 a.m.	Meeting on Infrastructure Development Activities & Teaching-Learning Environment	PTLED Office Faculty Board Room	Chairman / Members PTLED & CTLEE Committees, Chair/ CADC, Director/ICTC, Coordinators/ AHEAD/ WUTDP/ Web
<i>Working Tea – Served @ IQASW</i>			
10.00 – 12.00 pm	Meeting on Internal Quality Assurance and Staff Welfare	IQASW Office Faculty Board Room	Chairman and members IQASWC, Coordinator and members FQAC
12.00 – 2.30 pm	Private Meeting of Reviewers and Report Writing	Reviewers' Meeting Room	
<i>Working Lunch – Served @ Reviewer's Meeting Room</i>			
2.30 P.M.	Closing Meeting	SDC	Dean, Director/ IQAU, HoDs, Coordinator/ FQAC, SER Team, Academic staff, AR

*AHEAD – Accelerating Higher Education Expansion and Development Project*

*BIC - Business Incubation Center*

*BREAD -Business, Research & Development Center*

*CSU – Common Support Unit*

*CTLEE - Curriculum, Teaching-Learning Environment & Ethics*

*FB – Faculty Board Room*

*FQAC – Faculty Quality Assurance Cell*

*GEE – Gender Equity/ Equality Cell*

*ICTC – Information & Communication Technology Center*

*IQAU – Internal Quality Assurance Unit*

*PTLED - Physical Teaching-Learning Environment Development*

*SDC – Staff Development Center*

*WUTDP – Wayamba University Township Development Project*