



PROGRAMME REVIEW REPORT



Cluster of Study Programmes

**Bachelor of the Science of Engineering in Civil and Environmental Engineering
Bachelor of the Science of Engineering in Electrical and Information Engineering
Bachelor of the Science of Engineering in Mechanical and Manufacturing Engineering**

**Faculty of Engineering
University of Ruhuna**

Site Visit Dates: 27th and 28th October 2022



**Review Panel : Prof. K.T.M.U. Hemapala (Chair)
Prof. R.A.R.C. Gopura
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**The Quality Assurance Council
University Grants Commission, Sri Lanka**

Review Team Signatures

Bachelor of the Science of Engineering in Civil and Environmental Engineering,
Bachelor of the Science of Engineering in Electrical and Information Engineering
Bachelor of the Science of Engineering in Mechanical and Manufacturing
Engineering

Site Visit Dates: 27th and 28th October 2022

Name	Signature	Date
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Prof RARC Gopura		11/12/2022
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Section 1: Introduction to the Programme

Background of the Programme

University of Ruhuna (UoR), established in 1978, currently comprises ten faculties, namely, the Faculties of Agriculture, Engineering, Fisheries and Marine Sciences & Technology, Humanities and Social Sciences, Management and Finance, Medicine, Science, Technology, Allied Health Sciences, and Graduate Studies. The total student population of the University as of 2022 was 9050. The faculties are located in 3 different places: Matara, Kamburupitiya and Galle. The main campus along with the central administrative complex is located in Wellamadama, Matara.

The Faculty of Engineering (FoE) of UoR was established on 1st July 1999 at Hapugala, Galle and consists of four Departments; Departments of Civil and Environmental Engineering (D/CEE), Electrical and Information Engineering (D/EEE), Mechanical and Manufacturing Engineering (D/MME) and Interdisciplinary Studies (D/IS). The present annual intake of the Faculty is about 275.

Faculty offers three specializations in the BSc Engineering degree, viz., Civil and Environmental Engineering (CEE), Electrical and Information Engineering (EIE), and Mechanical and Manufacturing Engineering (MME). The BSc Engineering degree programme is a full-time study course extending over 8 semesters and an industrial training period of 6 months. The total number of credits required for graduation is 150 Credits. In the first two semesters, all students follow a common programme which offers the core courses. The specialization courses are offered from the third semester onwards.

All three specializations offered by the Faculty are accredited by the Institution of Engineers, Sri Lanka (IESL), the Sri Lankan signatory to the “Washington Accord” of the International Engineering Alliance (IEA), which is an International Accreditation agreement for professional engineering academic degrees.

Number of Students in Faculty at Present

The number of students in the Faculty at the time of SER submission is given below in Table 1.1.

Table 1.1: Student population of FoE – as of 2022

Level	Batch	Total number of registered students	Degree Programme		
			CEE	EIE	MME
-	21st Batch (EG/2019)	275	Development Programme		
Level 1	20th Batch (EG/2018)	250	Common core course		
Level 2	19th Batch (EG/ 2017)	224	79	79	78
Level 3	18th Batch (EG/2016)	225	75	75	65
Level 4	17th Batch (EG/2015)	222	75	74	63

CEE: Civil and Environmental Engineering

MME: Mechanical and Manufacturing Engineering

EIE: Electrical and Information Engineering

The Department of Electrical and Information Systems has introduced a new field of specialization programme, the B.Sc. (Eng.) in Computer Engineering with 2019/2020 A/L student intake. The total intake for the new degree programme is 200.

Composition of Academic Staff

Table 1.2: Composition of academic staff of FoE– as of SER

	Dean's Office	D/CEE	D/EIE	D/MME	D/IS	Total
Dean	1	-	-		-	1
Academic Staff						
Senior Professor/ Professor/ Assistant Professor	-	-	-	-	-	0
Senior Lecturer Gr I	-	9	4	6	1	20
Senior Lecturer Gr II	1	9	7	6	2	25
Senior Lecturer Gr I (Temporary)	-	1	-	1	-	2
Senior Lecturer Gr II (Temporary)			1	1		2
Lecturer			2	-	3	5
Lecturer (Probationary)		1	8	8	2	19
Lecturer (Temporary)	2	1		1	-	4
Total	4	21	22	23	8	78

However, at the time of the site visit, there were four professors in the Department of Civil and Environmental Engineering and one professor in the Department of Mechanical and Manufacturing Engineering.

Section 2: Review Team's Observation on the Self-Evaluation Report

The Self-Evaluation Report (SER) prepared by the Faculty of Engineering of the University of Ruhuna included the information required to conduct a successful study programme review (SPR).

The team of writers was appointed by the Faculty from the commencement of preparation for the SPR with representatives from all the departments. The SER was prepared in well-organized manner as per the guidelines given by the “Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions” published by the UGC in July 2015, and it was comprehensive enough to conduct a comprehensive evaluation. Fairly good SWOT analyses were given cluster-wise even though they have applied for the evaluation of three special study programmes offered by individual departments.

Reviewers were happy about the support provided by the Faculty during the review and would like to commend the way additional information /evidences were provided as and when requested by the review team during the review.

Section 3: A Brief Description of the Review Process

The review process comprised several tasks as follows.

1. Desk evaluation of the SER by individual reviewers
2. Review team's discussion on the reports of individual desk evaluations
3. Site visit
4. Drafting the initial report
5. Review team's discussion on Proper Evaluation
6. Drafting the final Study Programme Review Report.

Two-day site visit, which took place on the 27th and 28th of October 2022 was well-planned and organized. The following agenda given in Table 3.1 was used during the visit.

Table 3.1: Site visit schedule

27th October 2022	
9.15-10.00 am	Initial meeting and welcome Meeting with the Dean, Heads of Departments, and Chairpersons of Undergraduate and Postgraduate Studies of FoE, Director-U/CQA, and Chairperson-F/IQAC
10.00-10.30 am	Discussions with the Director-U/CQA, Chairperson and Members – F/IQAC, and Members - SER Writing Committee
10:30-10.45 am	TEA BREAK
10.45-11.30 am	Meetings with Administrative Staff and Directors/Coordinators of Support Service Units including the visits to Examination Record Room, Finance Branch Office, Shroff Counter, Faculty Internal Quality Assurance Cell, Career Guidance Unit, Student Counselor Room, Engineering Education Centre, and Staff Common Room
11.30-12:30 pm	Visit to D/IS , Computer Centre, Seminar Room, Audio Visual Room, and Engineering Faculty Library
12:30 to 1:15 pm	LUNCH
1.15 pm-3.30 pm	Visit to D/CEE – Observations on department-level Quality Assurance System, Document Management System, Department Seminar Room, Smart Class Room, Laboratories, Department-level Computer Unite, and Common Study areas for students
	Visit to D/MME – Observation on department-level Quality Assurance System, Document Management System, Department Seminar room, OBE Study,

	Laboratories, Department Computer Centre, and Common Study areas students
	Visit to D/EIE - Observation on department-level Quality Assurance System, Room Document Management System, Department Seminar room, OBE Study Room, Laboratories, Department Computer Centre, and Common Study areas for students
3.30 pm-3.45 pm	TEA
3.45 to 5.30 pm	Visit to Lecture Halls, Auditorium, Playground, Gymnasium and Hostels, Canteen, Student Study Rooms, Student Centre, Medical Centre (meet Doctor and staff), Faculty Quarters and Workshops.
28th October 2022	
8.30-9.30 am	Meeting with Directors/Coordinators of Student Support Services: Directors / Programme Coordinators of relevant units and centres, Librarian, Chairperson-ICT Committee, Coordinator - Career Guidance Unit, Coordinator-Engineering Education Centre, Hostel Wardens, Senior Student Counselor and Student Counselors, Coordinator- SDC, Coordinator-Sports Advisory Committee
9.30-9.45 am	Meeting with academic staff members and support staff of D/CEE
9.45-10.00 am	Meeting with academic staff members and support staff of D/MME
10.00-10.15 am	Meeting with academic staff members and support staff of D/EIE
10.15-10.30 am	TEA BREAK
10.30-10.45 am	Meeting with academic staff and support staff of D/IS
10.45-11.00 am	Meeting with non-academic staff members
11.00-11.30 am	Meeting with students, student representatives, departmental student associations
11.30-12.00noon	Meeting with Industrial Consultative Committee (Online)
12:00-12:30 pm	Meeting with Alumni (Online)
12.30-1.15 pm	Lunch
1.15 pm-2.00 pm	Private Meeting
2.00 pm- 2.30 pm	Meeting with the VC and Wrap-up Meeting
2.45 pm	Departure

D/CEE: Department of Civil and Environmental Engineering

D/MME: Department of Mechanical and Manufacturing Engineering

D/EIE: Department of Electrical and Information Engineering

D/IS: Department of Interdisciplinary Studies

Reviewers were pleased to note that Quality Assurance is a permanent item of the agenda of the Faculty Board and Senate meetings. The review team was also satisfied with the way the Faculty has adopted the work norms prescribed by the UGC. During the meeting with representatives from industry and alumni, they expressed their satisfaction towards the Faculty for its good work and its commitment to enhance the quality and standards of undergraduate study programmes. It was also found that the students are generally happy with the study programmes and the way the programmes have been conducted including the learning environment provided. All the documentary evidences listed in the SER were scrutinized. To verify certain processes and practices, additional information was requested by reviewers. All additional information requested were promptly provided. The reviewers were very impressed and happy with the way the evidence documents were organized, and how the Faculty had facilitated the review process. For this, the team would like to commend the Faculty, F/IQAC and especially the staff members who were assigned to support the review team during the site visit.

Based on evidences presented and verified, facilities observed, and observations of lecture-discussions and practical sessions, marks were given for the respective standards prescribed under eight criteria, namely:

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

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

The study programme extends over 8 semesters and covers 150 credits. It was noted that the student academic workload is much higher than the norms stipulated by the SLQF. While closely adhering to the standards and guidelines prescribed by the Accreditation Manual of IESL, the Faculty has given due consideration to comply with the standards and guidelines prescribed by the SLQF during the curriculum revisions.

The Centre for Quality Assurance of the University (U/CQA), Faculty Internal Quality Assurance Cell (F/IQAC) and the department-level quality assurance units (D/QAUs) are structured as per the UGC guidelines, and they make all attempts to comply with the best practices prescribed by the "Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions" of the QAC/UGC.

The Faculty quality assurance system consists of F/IQAC and three department-level quality assurance units which are responsible for undertaking quality enhancement activities at the department level. The F/IQAC comprises one member from each of these department-level quality assurance units, Assistant/Senior Assistant Registrar, Senior Student Counsellor, and Senior Assistant Librarian. Chairperson of F/IQAC is a member of the University CQA.

Faculty has prepared a very informative Student Handbook and it is made available to all students. In addition, a well-managed learning management system is also available to facilitate teaching and learning activities.

Even though the Faculty does not have their own strategic plan, it prepares the annual action plans in alignment with the University's Strategic Plan. Almost all the departments were equipped with the required facilities to conduct the respective study programmes. However, limited facilities provided for sports activities within the current premises is a major limiting factor for promoting the student's extra-curricular activities.

Section 5: Judgement on the Eight Criteria of Programme Review

Criterion 1: Programme Management

The Faculty has the organizational structure for the management and execution of the programme design and development, and delivery. Faculty conducts all establishment, administrative and financial matters in compliance with the prescribed national regulations and guidelines. Further, the Faculty's Action Plan closely aligns with the University's Strategic Plan. The Student Handbook which contains the necessary information about the study programmes offered by the Faculty which is updated and published annually, and it is distributed to all incoming students.

Strengths/ Positive Aspects

The FoE has its independence on management and academic activities that accounts for efficient management.

1. All departments of the FoE have committed academic staff who are keen to improve programme design and development, delivery and assessment.
2. Procedures for academic activities such as curriculum development and administrative and financial activities are well documented and adopted.
3. All departments have put in place good networking arrangements with key stakeholders by constituting Student Consultative Committee (SCC) and Industry Consultative Committee (ICC), and through such mechanisms the key stakeholders get involved in many faculty activities, including curriculum revisions.
4. Faculty and departments have established many collaborative partnerships with local industry and foreign universities to develop teaching, laboratory activities and research.
5. Good safety procedures are implemented by all departments, and risks assessments are conducted in regular manner.
6. Staff appraisal and award schemes are established and operated.
7. All management units, such as the finance division, examination division, student service division, etc., are located closely.
8. Staff members are provided with accommodation facilities.

Weaknesses/ Negative Aspects

1. Workloads for different categories of staff need to be identified.
2. Student counsellors are to be appointed with proper Terms of Reference (ToRs).
3. Computer-aided data-entering tool is useful for processing examination results.

4. Need to develop ToRs for all Standing and Ad-hoc Committees.
5. Examination paper printing unit needs to be placed inside the examination division.
6. Library to provide an online search facility within the library.
7. Proper procedure for handling student grievances needs to be established.

Criterion 2: Human and Physical Resources

Human and physical resources are critical to maintaining the quality and standards of a degree programme. The FoE and its departments have put in place the minimum required human and teaching and learning resources such as academic staff and academic supports staff, lecture rooms, ICT resources, laboratory and library facilities, learning resources, etc., while taking steps for further expansion and strengthening of human and physical resources through multiple strategies.

Strengths/Positive Aspects

1. In general, the number of academic staff serving the faculty and their qualification profiles are satisfactory.
2. Teaching and learning resources and the quality of services provided by learning resource centres such as the faculty library, computer units, teaching laboratories, etc., are satisfactory.
3. Satisfactory level of computing, laboratory, and lecture room facilities
4. Faculty and its departments have taken adequate measures to improve the English language and soft skills of students.
5. Measures were taken by the Faculty through social and multicultural activities to develop social harmony and cohesion among students.
6. Career Guidance Unit offers many programmes that are aimed to develop generic /transferable skills in students.

Weaknesses/ Negative Aspects

1. In some departments, students to staff ratio is higher than acceptable level.
2. The internet connectivity through WiFi facilities need to be improved.
3. Adequate facilities need to be provided for differently-abled students
4. More support is required for some departments to adopt new teaching strategies such as Outcome-Based Education and Student-Centered Learning (OBE-SCL) approach and tools.
5. Student cafeteria needs more space to accommodate increasing student numbers

Criterion 3: Programme Design and Development

The degree programmes developed based on the needs of national and international requirements by adopting guidelines prescribed by the UGC (such as SBSs, SLQF and OBE-SCL approach), and standards and guidelines prescribed by the Accreditation Manual of IESL. As part of this exercise, the Faculty and its departments have also considered inputs from industry experts, professional bodies and other key stakeholders as well as the outcomes of graduate tracer studies and student feedback assessments. The curriculum not only addresses the areas of specialized study streams but also develops intellectual, practical and transferable skills.

Strengths/Positive Aspects

1. Stakeholder participation in designing and developing curricula of study programmes.
2. University adopts standard procedures for reviewing and approving curricula of study programmes and courses.
3. Programme design considers relevant SBSs and SLQF, and also the requirements and guidelines prescribed by Accreditation Manual of IESL
4. Graduate profiles are used as the basis to develop programme learning outcomes (PLO) of respective study programmes.
5. The curriculum structure and layout have been designed in a logical order that promotes students' academic and intellectual progression so that the challenges and autonomy increase as the students progress along the respective study programmes.
6. Study programmes are monitored routinely to ensure they remain current and valid and to meet changing needs of the industry.
7. Faculty has identified the areas which needs further improvements.

Weaknesses/ Negative Aspects

1. Lack of clearly defined indicators and outcome-based performance indicators for monitoring the implementation and evaluation of study programmes
2. Faculty and its departments need to consider the requirements of differently-abled students when designing and developing the study programme curricula.
3. Absence of provisions to provide fallback options to students, if required.
4. The F/IQAC needs to play an active role in monitoring the implementation of the study programme to ensure the quality and standards are maintained, and continuous improvements are made.
5. Faculty needs to reconsider scheduling elective courses.

Criterion 4: Course/Module Design and Development

Curricula of courses/modules should be designed in alignment with course ILOs which are constructively aligned with the programme objectives. Courses are designed according to approved policies and procedures of the Senate. All courses have clear course specifications that are accessible to students. Faculty has attempted to improve courses/modules to enhance the learning outcomes and achievements of students through regular monitoring and review processes. However, the course designs should take into account the needs of differently-abled students, wherever applicable. Further, the course credit values should conform to the guidelines prescribed in the SLQF.

Strengths/Positive Aspects

1. Course administrative structures have been established to design and development of courses/modules.
2. Programme Objectives (POs) have been developed and in alignment with that course /module ILOs have been developed.
3. Mappings of Course ILOS and POs are available to demonstrate the constructive alignment.
4. Comments from ICC meeting have been considered for the course/module curricula development and revisions.
5. Course/module curricula are designed to follow student-centered teaching-learning approach and tools.
6. Faculty adopts a participatory approach in course design and development.
7. Faculty allocates sufficient human resources for the course design and development.
8. Appropriate technologies have been used for the course design and development.
9. The IESL Accreditation has been received for all the study programmes.

Weaknesses/ Negative Aspects

1. Align the credit loads of courses as per the norms prescribed by the SLQF.
2. Programme and course curricula designs should always be guided by the Subject Benchmark Statements (SBS).
3. Notional Learning Hours should be used for the course/module design and development, and calculating credit values, whenever possible.
4. An appropriate policy and related guidelines should be developed and adopted for the design and development of courses/modules for the disabled students.

5. Senate-approved documents on teaching-learning and assessment strategies must be adopted.
6. Academic staff should be provided with more training workshops on instructional design and development.

Criterion 5: Teaching and Learning

The Faculty has implemented OBE-SCL approach in delivering the study programme effectively with the support of its three departments. Academic staff are well trained, and curricula are updated in regular cycles to produce competent graduates to cater to industry demands.

Strengths/ Positive Aspects

1. All three study programmes conducted by the FoE are accredited by the Institution of Engineers Sri Lanka (IESL), the Sri Lankan signatory to the “Washington Accord” of the International Engineering Alliance (IEA).
2. Faculty and its departments adopt the blended learning approach to ensure the quality graduates
3. All three study programme curricula are amended as per the norms prescribed by the SLQF, and the course/module ILOs and POs are mapped to ensure the constructive alignment and thus the programme effectiveness.
4. Students are encouraged to deliver actual products at the final year projects.
5. Laboratories of all three departments are equipped with modern equipment to support undergraduate and postgraduate student research.
6. Local and international collaborations and student exchanges programmes provide a wider range of exposure and especially in the Department of Civil and Environmental Engineering.
7. Faculty is blessed with highly qualified academic staff required deliver the study programmes.
8. Feedback from different modes such as students, peers, Student Consultative Committee (SCC) and Industry Consultative Committee (ICC) are obtained periodically.
9. Programmes offered by the CGU are designed and offered to improve the soft skills/transferable skills of students

Weaknesses/ Negative Aspects

1. Feedback obtained during training is not utilized effectively for programme improvements.
2. The feedback mechanism should have loop-closing activities.

3. Mechanisms to check the progress of students attached to remote training organisations and overseas need to be established
4. Communication skills and leadership qualities of students need to be further enhanced.
5. Students' usage of library facility for learning needs to be encouraged.

Criterion 6: Learning Environment, Student Support and Progression

The Faculty has a good administrative and technical support system for the proper conduct of academic activities. There are good initiatives adopted by the Faculty to keep the interactions between the staff, students, and the industry.

Strengths/Positive Aspects

1. There is a good staff-student relationship in all departments.
2. All departments have good training programmes for undergraduates.
3. All incoming students are offered a good induction programme and a good English language teaching programme.
4. Most of the departments gives continuous assignment marks before the end relevant semester examinations.
5. There were several programmes for the improvement of staff-student interactions.
6. For most of the modules, the feedback systems were incorporated and adopted.
7. There is a good student counselling and mentoring programme. Each student is assigned with a mentor starting from day one of the programme to the end where the mentors provide counselling as and when required to the students to facilitate their progression from level one to the end of the programme.
8. Faculty has a good network with past students, and they have been used for getting feedback.

Weaknesses/ Negative Aspects

1. It was found that in some occasions, there was a lack of communication between the technical officers and the academic staff in some departments.
2. No proper procedure adopts for caring for students after hours and at weekends.
3. There was not a proper feedback system in place for getting students' feedback on student support services.
4. There was no proper training for lab technicians. It is suggested to arrange local training programmes for technicians, especially the people who use high-end equipment.
5. Lack of facilities to support differently-abled students.
6. There were no proper methods to receive complaints and grievances from the students.

Criterion 7: Student Assessment and Awards

The assessment of student learning should be an integral part of the programme design and delivery. Rigorous assessment procedures are utilized. Assessment is used as a tool to promote learning and support the academic development of students. Faculty has ensured that the assessment strategies are linked to the course/modules ILOs. Information about assessment, including course/module ILOs, assessment strategies, processes, methods and schedule of assessment tasks, and criteria for assessment are published and communicated to all students. The Faculty has ensured close adherence to that university approved regulations, rules, by-laws, and guidance on assessment procedures.

Strengths/Positive Aspects

1. Proper procedures in handling matters related to examinations and assessments are in place.
2. The assessment procedures and practices are fair, valid, and reliable.
3. Documents relating to examination procedures are in place, and the faculty staff takes maximum effort to maintain the highest standard regarding the examination matters.
4. Assessment rules and regulations are communicated to students at the time of enrolment into the study programme as well as during semester teaching.
5. Study Programmes are designed to comply with SLQF qualification and level descriptors up to some extent.
6. Two examiners (internal and external) are appointed for the moderation of the final examination paper of each module.
7. Faculty executes reviewing/amending assessment strategies and regulations periodically, as and when required.

Weaknesses/ Negative Aspects

1. A policy document and guidelines for the assessment of differently-abled students should be developed.
2. Assessment methods should be feasible with the provision for regular and prompt feedback on student progress.
3. Good practices in assessment including the policies and procedures relating to standards of performance prescribed in the SLQF should be followed.
4. Different assessment methods can be used for accessing industrial training.

Criterion 8: Innovative and Healthy Practices

Innovative and healthy practices are used by the Faculty, which align with institutional policy, and strategies are available for promoting the use of such practices.

Strengths/Positive Aspects

1. A proper ICT platform (such as Moodle) is used for programme delivery and student learning.
2. Final year undergraduate projects encourage the students to publish the findings of their project work.
3. Department level ICSc have been established and functioned effectively.
4. Second marking is used for undergraduate examinations, and the Heads of the Departments is mainly responsible for getting marks on time.

Weaknesses/ Negative Aspects

1. Need a proper MIS system is in place for administrative and examinations divisions.
2. There is no proper research excellence award scheme for the faculty members.
3. Need to focus on industry engagement in research and development in alignment with the government policies and programmes.
4. Faculty-level involvement in establishing and operationalizing collaboration between academic departments and industry is required.
5. Look at the possibility of starting fee-levying PG and CPD courses.

Section 6: Grading of Overall performance of the Programme

Table 6.1: Assessment criteria and score - BSc Engineering in Civil and Environmental Engineering

	Criteria	score	Maximum Score	Weighted minimum score	Weightage	Actual score
1	Programme Management	78	81	75	150	144
2	Human and Physical Resources	34	36	50	100	94
3	Programme Design and Development	63	72	75	150	131
4	Course/Module Design and Development	50	57	75	150	132
5	Teaching and Learning	52	57	75	150	137
6	Learning Environment, Student Support and Progression	63	72	50	100	88
7	Student Assessment and Awards	47	51	75	150	138
8	Innovative and Healthy Practices	36	42	25	50	43
Total on a thousand scale						907
%						90.7

Grade: A (Very Good)

Table 6.2: Assessment criteria and score - BSc Engineering in Electrical and Information Engineering

	Criteria	score	Maximum Score	Weighted minimum score	Weightage	Actual score
1	Programme Management	76	81	75	150	141
2	Human and Physical Resources	34	36	50	100	94
3	Programme Design and Development	64	72	75	150	133
4	Course/Module Design and Development	47	57	75	150	124
5	Teaching and Learning	51	57	75	150	134
6	Learning Environment, Student Support and Progression	63	72	50	100	88
7	Student Assessment and Awards	47	51	75	150	138
8	Innovative and Healthy Practices	35	42	25	50	42
Total on a thousand scale						894
%						89.4

Grade: A (Very Good)

Table 6.3: Assessment criteria and score - BSc Engineering in Mechanical and Manufacturing Engineering

	Criteria	Score	Maximum Score	Weighted minimum score	Weightage	Actual score
1	Programme Management	77	81	75	150	143
2	Human and Physical Resources	33	36	50	100	92
3	Programme Design and Development	64	72	75	150	133
4	Course/Module Design and Development	47	57	75	150	124
5	Teaching and Learning	48	57	75	150	126
6	Learning Environment, Student Support and Progression	62	72	50	100	86
7	Student Assessment and Awards	47	51	75	150	138
8	Innovative and Healthy Practices	35	42	25	50	42
Total on a thousand scale						884
%						88.4

Grade: A (Very Good)

Section 7: Commendation and Recommendation

Please note that commendations and recommendations are not given in the order of priority.

Commendations

- A well-defined and documented procedure exists for the management of the academic programmes. Some of them are;
 - A well-defined process for curriculum development and revision,
 - Availability of comprehensive student handbook,
 - Courses are designed to follow student-centered teaching and learning and ILO-IPO mappings are available for all courses/modules.
- Committed and experienced academic staff are available in all 3 Departments.
- Have good networking with stakeholders through formalized mechanisms such as Student Consultative Committee (SCC) and Industry Consultative Committee (ICC).
- Accommodation facilities are available for the academic and non-academic staff.
- Adequate measures have been taken by the Faculty to improve the English and other soft skills of students.
- The IESL Accreditation has been received for all the programmes.
- Feedback from different modes such as students, peers, Student Consultative Committee (SCC) and Industry Consultative Committee (ICC) are obtained periodically.
- Student mentor is appointed for each student starting from day one of the study programme to the end of the programme where the mentor provides counselling to the student to facilitate his/her progression in the study programme successfully.
- Second marking is used for undergraduate examinations and the Heads of the Department is responsible for getting marks on time.
- Industry oriented research and final year student project.
- Laboratories are equipped with modern equipment and available for students to conduct research.

Recommendations

In order to improve the quality of programme management, it is recommended:

- To identify the workloads and work norms for different categories of staff and utilize them properly for further improvement in the delivery of academic programmes;
- To develop ToRs for the faculty appointments;
 - a. Student counsellors and
 - b. Standing and Ad-hoc committees.

- To have an IT-based information system for handling examination results;
- To establish a proper procedure for handling student grievances;
- To establish an IT policy and provide a proper WiFi facilities for the whole Faculty;
- To improve the student cafeteria with more space to accommodate increasing student numbers;
- To have a monitoring procedure for continuous monitoring of the study programmes to ensure the quality and standards of the programmes are maintained and also to ensure continuous improvements are made;
- To develop a policy and related guidelines for the design and development of courses for the disabled students;
- To have a proper methodology to ensure that each lecturer adopts the student feedback for continuous improvement of programme delivery;
- To arrange local training programmes for technicians, especially for the people who use high-end equipment;
- To establish proper mechanism and procedures to handle complaints and grievances from the students;
- To develop a research excellence award scheme for the faculty members;
- To focus on having more industry engagement in research and development, which aligns with the government policies; and
- To have an updated strategic plan for the Faculty for the 5 year cycles.

Section 8: Summary

The study programme review of the Bachelor of the Science of Engineering in Civil and Environmental Engineering, Bachelor of the Science of Engineering in Electrical and Information Engineering and Bachelor of the Science of Engineering in Mechanical and Manufacturing Engineering offered by the Faculty of Engineering, University of Ruhuna was concluded with a two-day site visit. During the site visit, claims made by and relevant evidence indicated by the Faculty in the SER were verified through meetings/ discussions with various parties, inspection of infrastructure facilities and observations of lecture-discussions and practical sessions.

The Review Team gave marks for each of the 156 standards (of 8 criteria) based on careful analysis of the evidence provided by the Faculty and individual departments, information obtained through meetings, observations of teaching and inspection of teaching and learning facilities. All the study programmes received “A” grades. A grade of “A” indicates that the programme of study has achieved high level of accomplishment of quality and standards expected of an academic programme, and should move towards excellence.

The team hope that the Faculty of Engineering, UoR will take the necessary measures to address the recommendations made in this report and move towards to become a *Centre of Excellence in Engineering Education*.

Annexure: Site visit schedule

27th October 2022	
9.15-10.00 am	Initial meeting and welcome Meeting with the Dean, Heads of Departments, and Chairpersons of Undergraduate and Postgraduate Studies of FoE, Director-U/CQA, and Chairperson-F/IQAC
10.00-10.30 am	Discussions with the Director-U/CQA, Chairperson and Members – F/IQAC, and Members - SER Writing Committee
10:30-10.45 am	TEA BREAK
10.45-11.30 am	Meetings with Administrative Staff and Directors/Coordinators of Support Service Units including the visits to Examination Record Room, Finance Branch Office, Shroff Counter, Faculty Internal Quality Assurance Cell, Career Guidance Unit, Student Counselor Room, Engineering Education Centre, and Staff Common Room
11.30-12:30 pm	Visit to D/IS , Computer Centre, Seminar Room, Audio Visual Room, and Engineering Faculty Library
12:30 to 1:15 pm	LUNCH
1.15 pm-3.30 pm	Visit to D/CEE – Observations on department-level Quality Assurance System, Document Management System, Department Seminar Room, Smart Class Room, Laboratories, Department-level Computer Unite, and Common Study areas for students
	Visit to D/MME – Observation on department-level Quality Assurance System, Document Management System, Department Seminar room, OBE Study Room, Laboratories, Department Computer Centre, and Common Study areas for students
	Visit to D/EIE - Observation on department-level Quality Assurance System, Document Management System, Department Seminar room, OBE Study Room, Laboratories, Department Computer Centre, and Common Study areas for students
3.30 pm-3.45 pm	TEA
3.45 to 5.30 pm	Visit to Lecture Halls, Auditorium, Playground, Gymnasium and Hostels, Canteen, Student Study Rooms, Student Centre, Medical Centre (meet Doctor and staff), Faculty Quarters and Workshops.
28th October 2022	
8.30-9.30 am	Meeting with Directors/Coordinators of Student Support Services: Directors / Programme Coordinators of relevant units and centres, Librarian,

	Chairperson-ICT Committee, Coordinator - Career Guidance Unit, Coordinator- Engineering Education Centre, Hostel Wardens, Senior Student Counselor and Student Counselors, Coordinator- SDC, Coordinator-Sports Advisory Committee
9.30-9.45 am	Meeting with academic staff members and support staff of D/CEE
9.45-10.00 am	Meeting with academic staff members and support staff of D/MME
10.00-10.15 am	Meeting with academic staff members and support staff of D/EIE
10.15-10.30 am	TEA BREAK
10.30-10.45 am	Meeting with academic staff and support staff of D/IS
10.45-11.00 am	Meeting with non-academic staff members
11.00-11.30 am	Meeting with students, student representatives, departmental student associations
11.30-12.00noon	Meeting with Industrial Consultative Committee (Online)
12:00-12:30 pm	Meeting with Alumni (Online)
12.30-1.15 pm	Lunch
1.15 pm-2.00 pm	Private Meeting
2.00 pm- 2.30 pm	Meeting with the VC and Wrap-up Meeting
2.45 pm	Departure

D/CEE: Department of Civil and Environmental Engineering

D/MME: Department of Mechanical and Manufacturing Engineering

D/EIE: Department of Electrical and Information Engineering

D/IS: Department of Interdisciplinary Studies