



PROGRAMME REVIEW REPORT



Cluster of Study Programmes

Bachelor of Science Honours in Food Science and Technology

Bachelor of Science Honours in Environmental Sciences and Natural Resource Management

Bachelor of Science in Environmental Sciences and Natural Resource Management

Faculty of Applied Sciences

Sabaragamuwa University of Sri Lanka

Site Visit Date: 27th September 2022



Review Panel: Professor O.D.A.N. Perera (Chair)
Professor J.M.J.K. Jayasinghe
Professor D.P. Dissanayake
Dr. R.M.S.B.K. Ranasinghe

The Quality Assurance Council
University Grants Commission, Sri Lanka

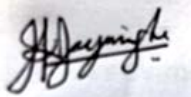
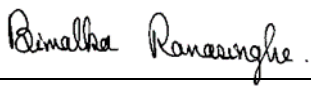
University: Sabaragamuwa University of Sri Lanka

Faculty: Faculty of Applied Sciences

Programme : Cluster 1

- BSc (Hons) in Food Science and Technology
- BSc (Hons) in Environmental Sciences and Natural Resource Management
- BSc in Environmental Sciences and Natural Resource Management

Review Panel:

Name	Signature
Prof. (Ms) O.D.A.N. Perera	
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Date: 2nd December 2022

Contents

Section 1: Introduction to the Programmes under Review	1
1.1 Overview of the Faculty of Applied Sciences	1
Section 2: Review team's observations on the Self-Evaluation Report (SER).....	4
Section 3: Review Process.....	6
Section 4: Institution's Approach to Quality and Standards.....	10
Section 5: Judgment on the Eight Criteria of Programme Review.....	11
Criterion 1: Programme Management.....	11
Criterion 2: Human and Physical Resources	12
Criterion 3: Programme Design and Development.....	13
Criterion 4: Course/ Module Design and Development	14
Criterion 5: Teaching and Learning.....	14
Criterion 6: Learning Environment, Student Support and Progression	15
Criterion 7: Student Assessment and Awards	16
Criterion 8: Innovative and Healthy Practices	17
Section 6: Grading of Overall Performance of the Programme.....	18
Section 7: Commendations and Recommendations.....	20
Commendations:.....	20
Recommendations:	21
Section 8: Summary	22
Annexure: Site Visit Schedule.....	23

Section 1: Introduction to the Programmes under Review

1.1 Overview of the Faculty of Applied Sciences

Background

The Sabaragamuwa University of Sri Lanka (SUSL) was established under the Universities Act Number 16 of 1978 on 7th November 1995 and ceremonially inaugurated on 2nd February 1996. At present, it consists of eight faculties namely the Faculty of Agricultural Sciences, the Faculty of Applied Sciences, the Faculty of Geomatics, the Faculty of Graduate Studies, the Faculty of Management Studies, the Faculty of Medicine, the Faculty of Social Sciences and Languages and the Faculty of Technology.

The Faculty of Applied Sciences of the Sabaragamuwa University of Sri Lanka was initially started as the Buttala Affiliated University College (BAUC) on 21st June 1993. With the advancement of the Affiliated University Colleges to fully fledged national universities in early 1996, three Affiliated University Colleges; Sabaragamuwa Affiliated University College, Uva Affiliated University College and Buttala Affiliated University College were amalgamated to form the Sabaragamuwa University of Sri Lanka and the BAUC became the Faculty of Applied Sciences of the Sabaragamuwa University of Sri Lanka. With effect from March 2008, the Faculty has been relocated to the main university premises at Belihuloya.

At present, the Faculty comprises of five departments: the Department of Computing and Information Systems, Department of Food Science and Technology, Department of Natural Resources, Department of Physical Sciences and Technology, and Department of Sport Sciences and Physical Education. The Department of Food Science and Technology offers a BSc. Honours degree in Food Science and Technology whereas the Department of Natural Resources offers two degree programmes; BSc. in Environmental Sciences and Natural Resource Management and BSc. Honours in Environmental Sciences and Natural Resource Management.

Number of Students Enrolled

Student enrolment in each degree programme and the number graduated are presented in Tables 1.1, 1.2 and 1.3.

Table 1.1 Student Enrolment – BSc. Honours in Food Science and Technology

Academic Year	Number of Students- Overall Enrolment to the Faculty	Number of Students- Enrolment to BSc. Honours in Food Science and Technology
2013/2014	266	24
2014/2015	215	19
2015/2016	253	26
2016/2017	328	54
2017/2018	315	43
Total	1377	166

Table 1.2 Student Enrolment – BSc. Honours in Environmental Sciences and Natural Resource Management

Academic Year	Number of Students- Overall Enrolment to the Faculty	Number of Students- Enrolment to BSc. Honours in Environmental Sciences and Natural Resource Management
2013/2014	266	43
2014/2015	215	15
2015/2016	253	13
2016/2017	328	43
2017/2018	315	46
Total	1377	160

Table 1.3 Numbers graduated from the programme over the past years:

Batch	Convocation Year	No. of Graduates-FST	No. of Graduates-NR
2009/2010	2015 (Dec)	12	27
2010/2011	2016 (Dec)	12	11
2011/2012	2018 (Jan)	32	25
2012/2013	2019 (Jan)	13	35
2013/2014	2019 (Dec)	23	35
2014/2015	2021 (Mar)	18	19
2015/2016	2022 (Aug)	28	18

The staff composition is given in Table 1.4.

Table 1.4 Staff Composition– Number of Academic and Non-Academic Staff

Departments	Profess ors	Senior Lecture rs	Lecturers/ Lecturer (Prob.)	Non- academic staff
Dept. of Food Science and Technology	01	07	02	08
Dept. of Natural Resources	02	07	01	04
Total	20			12

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

All four members of the review team appointed by the QAAC of the UGC to review cluster 1, BSc. Honours Degree in Food Science and Technology, BSc. Honours Degree in Environmental Sciences and Natural Resource Management and BSc. Degree in Environmental Sciences and Natural Resource Management, were provided with soft copies of the SER of the Faculty of Applied Sciences, SUSL. Each member sent the desk evaluation report to the UGC prior to the pre-site visit meeting conducted virtually by the UGC. The review panel members discussed their observations on the SER and came to a consensus regarding the evaluation. The SER of the SUSL consisted of 114 pages with four sections excluding the annexures. This has been prepared according to the guidelines prescribed in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, published by the UGC in December 2015.

The introduction of the SER consists of an overview of the study programmes and the SUSL. Section 1 includes a description of the establishment and major milestones in the development of the programme of study and the departments contributing to the programmes. It also demonstrates the number of students enrolled, composition of the academic, academic support and non-academic staff of the Faculty, and the qualifications and research interests of academic staff, followed by the learning resource system, student support system and management and SWOT analysis. However, the SWOT analysis given in the SER does not reflect the status of the degree programmes under review to a good extent.

Section 2 describes the process of preparing the SER with the participation of the academic staff members of cluster 1. With the help of the CQA of the Faculty of Applied Sciences and the IQAU of SUSL, several meetings have been held to make the staff members aware of the review process. Tasks allocated for different groups of academics were elaborated by detailed tables. Details of documentary evidence with code numbers under each criterion are presented in Section 3. Compliance with the Criteria and Standards of the SER is in accordance with the guidelines of the manual. Each criterion ended with a summary of best practices regarding the respective criterion. Documentary evidence has been listed alongside the Standards and Criteria using the template provided in the manual.

Section 4 provides an overall Summary which facilitated the reviewers to get an overview of the cluster 1 degree programmes of the Faculty of Applied Sciences under review. The annexures at the end provide the staff profile of the departments, programme objectives and graduate

profiles and task force for the compilation of the Self -Evaluation report for programme review (PR) of the Faculty of Applied Sciences in 2019.

The review team is of the opinion that the SER was properly written. Most important points were highlighted, and strong points were presented appropriately. Documents mentioned in the SER and the numbering system that was used in the document have followed the guidelines given and were easy to follow. The review team carefully went through all the online documentary evidence at the several virtual meetings held. Sometimes clarification and missing information were requested to ensure that the information listed in the SER was confirmed by the documentary evidence provided for scrutiny at the site visit undertaken on 27th September 2022. Even though appropriate documents were provided as evidence in the SER, the team noted that only a few documents were provided as evidence in some instances. Some of them were incomplete, irrelevant and unauthorized and some folders were empty. The review team observed that even though they had evidence within the Faculty, these were not provided as evidence. This was also considered in allocating marks.

Section 3: Review Process

Review Panel

The review panel consisted of Professor O.D.A.N. Perera (Chairperson, Faculty of Livestock, Fisheries and Nutrition Wayamba University of Sri Lanka), Professor J.M.J.K. Jayasinghe (Faculty of Applied Sciences, University of Sri Jayewardenepura), Professor D.P. Dissanayake (Faculty of Science, University of Colombo) and Dr. R.M.S.B.K. Ranasinghe (Faculty of Veterinary Medicine and Animal Science, University of Peradeniya).

Pre-site visit evaluation

The SER report, which was handed over by the Sabaragamuwa University of Sri Lanka to the QAAC was received by the members of the review team. Each member of the review panel individually assessed the SER submitted online to the QAAC prior to commencing the site visit. Since it was realized that the score awarded by each reviewer was more or less similar, it was decided to award the final mark after seeing the evidence at the site visit.

Agenda for the site visit

The schedule for the site visit was finalized after discussing it with the Vice Chancellor Professor Udaya Ratnayake and Director, Center for Quality Assurance, Faculty of Applied Science (FAPS). The reviewers participated in all the meetings scheduled online or onsite, discussed academic/administrative practices and further observed the facilities available. The Dean of the Faculty, Professor. EPN Udayakumara, made excellent arrangements to have such meetings in a comfortable manner and at a satisfactory level.

Meeting with Vice Chancellor

At the meeting, the review team explained the objectives of the visit to the Vice Chancellor and obtained his view on the quality assurance process at the university. He explained the administrative structure pertaining to quality assurance at the Sabaragamuwa University of Sri Lanka.

Meeting with Director CQA

The review team visited the FAS, Sabaragamuwa University of Sri Lanka. The team had a meeting with the Director, Center for Quality Assurance (CQA) of the SUSL. At the meeting, the Director CQA explained the quality assurance process in the Faculty through a presentation. The review team raised several questions to understand the existing quality assurance mechanism within the departments. The FAS has established FQAC to work in liaison with the CQA of SUSL and implements an internal quality management mechanism through it and QA matters are discussed as a separate agenda item in the Faculty Board and Senate meetings.

Meeting with the Dean and Heads of the Departments

At the meeting with the Dean and Heads of the Departments, the Dean, FAS explained the quality assurance process in the Faculty. According to him, all the department members made their highest contribution to the writing of SER, and collection of evidence, and they further helped in different ways in preparation for the site visit. During the meeting with the reviewers, the Dean stated that he had given his personal attention to the quality assurance process in the Faculty.

Meeting with the Academic Staff of the Study Programmes (excluding HOD)

The review panel discussed the SER writing process, teaching and learning process, LMS usage, teaching workload, student activities, and involvement of academic staff in the student activities, exam procedures, and evaluation methods with the academic staff. The academic staff members mentioned that the department annually conducts several student activities and the students actively participate in these events.

Meeting with Administrative Staff

The meeting conducted with the administrative staff included the Bursar and Assistant Registrar. During the meeting, the examination procedure and result issuing procedure were explained by the AR Examination. The review panel also ascertained insight into the degree of awareness of administrative officers on quality assurance and their contribution to quality assurance tasks undertaken by the Faculty..

Meeting with the Technical and Academic Supportive Staff

A separate meeting was conducted with the Technical and Support Staff. During the meeting, the awareness of the Technical and Support Staff on quality assurance and their contribution to the department's teaching and learning process were discussed. The review team discussed student support services in relation to overcoming technical issues etc. One of the concerns of the technical staff was that the training provided to them in operating and maintaining sophisticated laboratory equipment was inadequate.

Meeting with the Students

The review team had a meeting with the students of the Departments of Food Science and Technology and Natural Resource Management. The discussion with the students mainly focused on matters pertaining to welfare facilities, study programmes, students' activities and feedback on the teaching-learning process. The students were highly satisfied with the teaching and learning methods, library facilities, first-year orientation program etc. However, it was noted that the students were not receiving mid- semester evaluation marks on time. Students mentioned that they have participated in student activities. During the meeting, the members of the review panel explained the importance of subject-related student associations in conducting student activities. All students of the study programmes are offered essential course units such as In -Plant training and Dissertation, allowing them to obtain industry experience and develop skills. The non-availability of a fallback option for students who are unable to complete the program successfully was one of their main concerns.

Career Guidance Unit

The review panel visited the CGU and met the Director. It was observed that the university has allocated adequate space for the CGU. The CGU assists students in selecting their future careers, enhancing the necessary attitudes, motivation, communication skills, marketing and entrepreneurial skills of students.

Library

The library has a balanced collection of books that are necessary for the Faculty of Applied Sciences, which covers all disciplines and every subject code. Textbooks have been purchased for major subjects to motivate the student-centered learning approach. In addition to the books, the library has subscribed to electronic resources. The FAS and library academics have a good rapport and collaboration to organize programmes on library orientation, and user education as well as training sessions. Information regarding new arrivals, e-journals and databases are e-mailed to the academics, and the library user guides and guides to e-resources

are circulated among students and staff. The review team also noticed that the usage of library facilities by the students is very poor.

IT facilities:

The computer laboratory and the Computer Teaching Unit within the Faculty were visited by the review team, and it was observed that the usage and functioning of the ICT laboratories which facilitate self and group learning was at a satisfactory level.

Canteen facilities

The review panel noticed that the university has to take steps to increase the quality of food.

Section 4: Institution's Approach to Quality and Standards

The review team is satisfied with the approach to quality and standards adopted by the SUSL to ensure high academic standards of their degree programmes. The CQA was officially established in 2015 in compliance with Commission Circular No. 04/2015 as a coordinated body of the University Grants Commission's Quality Assurance & Accreditation Council funded by the HETC project to conduct and monitor quality assurance activities in the respective faculties. Later it was renamed as the Centre for Quality Assurance, in line with the Commission Circular 09/ 2019. The CQA is primarily to safeguard academic standards and quality of higher education qualifications and to inform and encourage continuous improvement in the management of the quality of higher education. The review team is pleased that the Vice Chancellor has provided his fullest support for QA activities to improve the quality culture within the institution. Moreover, academic staff and respective administrative staff are well aware of the quality assurance activities conducted by the CQA and FQAC of the Faculty and they provide their support and work towards improving the quality culture.

The review team has a positive assessment of the overall approach to quality assurance of the academic programmes of the FAS under the direct supervision of the Dean of the Faculty, Professor EPN Udayakumara and the Director, CQA and the Coordinator of the Faculty Quality Assurance Cell (FQAC).

To inculcate a quality culture within the institution and to promote continuous quality improvement in degree programmes, it is very necessary to make the entire university community (academic staff/administrative staff/ non-academic staff/ students) aware by conducting awareness programmes according to their level at least once in six months. Making every individual of the academic/administrative/non-academic staff responsible for improving quality is important to obtain good experiences and giving a clear understanding of the QA process. The review team noticed that the FAS needs to pay much more attention to this point and formulate a sustainable mechanism to increase awareness, especially among the non-academic staff and students regarding the importance and outcome of QA practices and the impact of QA activities on student progression.

We would also like to highlight that the FAS needs to pay attention to improving the counseling/mentoring activities of the university community as the current facilities are limited or not up to standard.

Section 5: Judgment on the Eight Criteria of Programme Review

This section provides the review panel's observations, in relation to the eight criteria set out in the PR Manual, on the strengths and healthy practices adopted and weaknesses of the degree programmes in cluster 1: BSc. Honours in Food Science and Technology, BSc. Honours in Environmental Sciences and Natural Resource Management, BSc. in Environmental Sciences and Natural Resource Management.

Some comments given by the reviewers in this report are also treated as recommendations for the enhancement of the quality of the degree programmes. Also, some comments might appear in the report repetitively due to extensive overlaps of evidence provided in support of standards either within or between criteria. Also, it may be due to the similarity of the standards in different criteria of the PR Manual.

Criterion 1: Programme Management

Strengths:

1. The Faculty adopts standard procedures and is committed to improving its governance and management.
2. The approved by-laws for examinations and student discipline and guidelines have been made available to all students and staff.
3. The Faculty provides a Students Handbook which includes details on general information of the Faculty, a brief description of the study programme, learning resources, student support services, disciplinary procedures, welfare measures, examination procedures, grading mechanism, graduating requirements, and examination by-laws. The Faculty also provides information on the curricula of the study programme and courses offered.
4. An induction/orientation programme is offered to all new students to support their transition from school to university, and the Faculty issues a copy of the Code of Conduct to all students. A conducive learning environment has been ensured by providing provisions for student support mechanisms.
5. The Faculty maintains the confidentiality of all records and uses an ICT platform for key functions.
6. All the students of the Faculty have access to health care services, cultural and aesthetic activities, and recreational and sports facilities.

Weaknesses:

1. Adequate evidence has not been provided to show the implementation and monitoring of the Action/Corporate Plans.
2. Evidence of student participation in the decision-making process and implementation of internal quality enhancement systems are lacking.
3. Evidence was not adequate to show the mechanisms for monitoring, reviewing and updating the curriculum and the use of stakeholder feedback in continuous improvement of the curriculum.
4. Lack of evidence for the implementation of a performance appraisal system and a reward scheme with recipients.
5. Documentary evidence on the existence of strategies and activities aimed at students with special needs, GEE and anti-SGBV policy and strategy, feedback from stakeholders is lacking.

Criterion 2: Human and Physical Resources**Strengths:**

1. Both departments possess sufficient human resources to deliver the degree programmes. The Department of Food Science and Technology has 10 academic staff members (8 PhD degree holders). The Department of Natural Resources has 10 academic staff members (9 PhD degree holders). The academic staff is qualified to offer advanced and up-to-date degree programmes with relevant skills. The efforts taken by the academic staff to offer strong degree programmes are commendable.
2. It is also commendable that the Faculty has obtained a significant amount of funding from the AHEAD project. The review team appreciates the efforts made by the staff members in writing grant proposals and obtaining funding for the development of the facilities in the faculty.
3. Common facilities such as lecture halls, and study rooms, provided by both departments to conduct the above degree programmes are excellent.
4. Laboratories with modern equipment to conduct practical classes and research are available.
5. Internet facilities are available to be used by students and staff.
6. Recently the Faculty has established an English Language Training Center and a common study area for the students to improve their language skills and soft skills.
7. A new building has been constructed with large lecture halls, examination halls, staff office rooms and student areas.

8. Another feature added recently is the Innovation Center, where students are expected to use this facility to bring up new ideas for business ventures and products.
9. The efforts that have been made by the two departments as well as the Faculty in acquiring new facilities and upgrading the existing physical resources are commendable. The review team appreciates the commitment of the academic staff to teaching, research and obtaining funding.

Weaknesses:

1. A document/policy connecting the expertise of the academic staff to the curriculum and future expansion is desirable. Such a policy would be helpful in future expansion and upgrading of the existing programmes.
2. The technical staff has not been provided with adequate training on some of the new equipment. Such training would be useful to ensure the continuous and smooth operation and proper maintenance of such equipment.
3. The capacity of the internet must be improved, and this was a concern raised by students.

Criterion 3: Programme Design and Development

Strengths:

1. Programme design and development procedures include specific details relating to entry pathways, and ILOs which are aligned to the SLQF.
2. The Faculty adopts the participatory approach with key stakeholders in the process of designing and approving programmes and courses.
3. The Faculty uses a graduate profile in developing learning outcomes and supplementary courses are used in programme designing.
4. Issues of gender, cultural and social diversity, ethical values and diversity are integrated into the curriculum.
5. Internal monitoring strategies are adopted to evaluate and improve programmes.

Weakness:

1. Lacks evidence of collecting, and analyses of data from surveys and incorporating inputs from these surveys in curriculum development and continuous improvement.
2. Programme evaluation reports, improvements made on the results of surveys and external review reports are lacking.
3. Adoption of policies and procedures for differently abled students is lacking.

4. Evidence provided on student feedback, external stakeholder feedback and adopting the assessment cycle were not adequate.

Criterion 4: Course/ Module Design and Development

Strengths:

1. A curriculum development committee is established, and programmes are developed collaboratively in a participatory manner.
2. SLQF guidelines have been followed in curriculum development.
3. Adequate resources and appropriate technology systems and infrastructure are available for learner support.
4. A Learning Management System is in operation and many course materials are uploaded.
5. Course outlines are provided to the students at the beginning of the semester incorporating ILOs and other required details such as delivery methods, timetable, names of instructors, methods of evaluation and marks allocated, weekly lesson schedule and recommended readings.

Weakness:

1. Insufficient evidence for the period under review for the cluster programmes for course evaluation and use of feedback for improvement.
2. No evidence of policies and regulations in the Faculty governing the appointment of external examiners with clear TORs.
3. Although the policy document on differently abled students was developed in 2020, insufficient evidence to support the claim for the review period concerned.

Criterion 5: Teaching and Learning

The review team observed that the teaching and learning process is facilitated in multiple ways. It is notable that the Departments are blessed with an academic staff committed to teaching and research.

Strengths:

1. Timetables for lectures, practical courses and examinations have been made available to students.

2. Syllabi for course units with Intended Learning Outcomes, assessment methods, and reference materials are available.
3. Teachers provide clear instructions to students and guide them in practical classes.
4. The review team observed that the safety of students is a priority for the Faculty. Required safety equipment has been installed and safety rules are strictly implemented.
5. There is a Learning Management System in operation and many course materials are uploaded.
6. The Faculty has created an environment that encourages students to engage in learning and their personal development.
7. The Faculty provides course specifications, assessment strategies, and information regarding requirements for graduation, research, and industry training to students.
8. Teachers provide guidance to students in self-directed learning, research and improving language skills.
9. The Faculty provides adequate space for students to discuss, interact, be creative, collaborate and improve soft- skills, and language skills.
10. The Faculty provides opportunities for all its students to engage in research.
11. Teachers use ICT tools, LMS and other strategies such as discussions, research, and industry training to provide a valuable experience in life-long learning.

Weaknesses:

1. There were no regular reports on LMS usage and student and staff satisfaction surveys about LMS for the years concerned.
2. There have been delays in providing the results of mid-semester examinations to students.
3. The review team observed that feedback surveys for all categories of staff have not been conducted on a regular basis. Conducting such surveys and addressing the issues would help in retaining qualified staff, as has been mentioned in the SWOT analysis provided by the Faculty.
4. The Faculty has not implemented a reward system to encourage teaching and research by the academic staff on a regular basis for the years concerned. However, such a reward system for teaching and research has been established by the Faculty in recent years.

Criterion 6: Learning Environment, Student Support and Progression

Strengths:

1. The Faculty has taken certain measures to adopt a learner-friendly academic support system for an effective learning environment such as allocating time for student

requests during the Faculty Board and Faculty Welfare Committee meetings, allocating academic staff as mentors and offering learning resources through LMS.

2. The orientation programme offered to the newcomers is well structured and covers the essentials of English, IT and various aspects of university life.
3. The Faculty is well equipped with learning resources such as a well-managed ICT facility and language laboratories which facilitate self and group learning.
4. Several workshops have been conducted for the staff on teaching, learning and research.
5. The Institute and the Faculty have identified the importance of sports, aesthetics and other co-curricular activities to enhance social cohesion among students, staff and neighbouring communities and several programmes have been conducted in this regard.
6. Both FST and NR degree programmes have introduced compulsory and elective courses to develop professional and soft skills of the undergraduates and have conducted several workshops and training programmes to enhance career opportunities.
7. Although real-world learning experience is promoted through industrial placement, it is available as an option with the research project.

Weakness:

1. It was evident that the Faculty has not yet established an alumni association.
2. The team also noticed that the usage of library facilities by the students is very poor.
3. The evidence of monitoring and evaluating student support services was lacking.
4. Evidence for strong academic interactions between students and staff was also lacking.

Criterion 7: Student Assessment and Awards

Strengths:

1. The assessment strategy is aligned with level descriptors of the SLQF requirements.
2. The weightage relating to different components of assessments in each subject has been specified for both FST and NR programmes.
3. Information on assessment procedures is communicated to the students through the student handbook and during the orientation programme.
4. The Faculty has a dedicated academic staff who are competent to undertake their roles and responsibilities.
5. The prominent role of academics as researchers is indicated by the number of grants secured by them and also by the collaborative public and private partnerships.

6. Graduation requirements are ensured in the degree certification process and students are provided with a confidential and complete transcript on request, which includes all courses followed, grades obtained, aggregate GPA and class obtained.
7. Further, the degree awarded complies with the SLQF guidelines.

Weakness:

1. There was no evidence for periodic review of the assessment strategies and renewal where applicable.
2. Although external examiners are appointed for various components it is not clear whether their feedback is incorporated into student assessments.
3. Releasing the results of continuous evaluations has not occurred during an appropriate time (before the end semester examinations).

Criterion 8: Innovative and Healthy Practices

Strengths:

1. The Faculty recognizes and facilitates staff to engage in research and innovation.
2. The Faculty has moved from merely using technology (ICT) and learning management systems to unique and innovative ways to deliver the programmes.
3. The Faculty organizes an annual research symposium to disseminate undergraduate research findings.
4. Members within the university research community are recognized for their achievements by the University Award.

Weakness:

1. Income-generating activities such as external postgraduate degree programmes are lacking.
2. Opportunities for industrial placement should be made available for all students with the appropriate credit value and evaluation criteria.
3. Lack of a policy and procedure for credit transfer among faculties and institutions.
4. Non-availability of a fallback option for students who are unable to complete the programme successfully.
5. Promoting student and staff engagement in a wide variety of co-curricular activities is lacking.

Section 6: Grading of Overall Performance of the Programme

As per the guidelines given in Chapter Three of the PR Manual -2015, the judgment of the review panel on the level of achievement of quality under each criterion of cluster 1 (Bachelor of Science Honours in Food Science and Technology, Bachelor of Science Honours in Environmental Sciences and Natural Resource Management and Bachelor of Science in Environmental Sciences and Natural Resource Management) Sabaragamuwa University of Sri Lanka (SUSL) is summarized in Table 6.1.

Table 6.1 Assessment criteria and score

Criterion No.	Assessment Criteria	Weight	Raw Score	Converted Actual Score	Weighted Minimum Score	Above WMS (Y/N)
1	Programme Management	150	68	126	75	Yes
2	Human and Physical Resources	100	31	86	50	Yes
3	Programme Design and Development	150	59	123	75	Yes
4	Course/ Module Design and Development	150	42	111	75	Yes
5	Teaching and Learning	150	29	76	75	Yes
6	Learning Environment, Student Support and Progression	100	54	75	50	Yes
7	Student Assessment and Awards	150	42	124	75	Yes
8	Innovative and Healthy Practices	50	20	24	25	No
Total Score		1000	345	744		
Total Score (%)				74.41		
Final grade				B		

Grade: B

The review panel's assessment of the level of accomplishment of quality expected of the Cluster 1 degree programmes: BSc. Honours in Food Science and Technology, BSc. Honours in Environmental Sciences and Natural Resource Management, BSc. in Environmental Sciences and Natural Resource FAPS at SUSL is given in Table 6.2.

Table 6.2 Grading of Overall Performance of the Programme

Study Programme Score expressed as a percentage	Actual Criteria-wise Score	Grade	Performance Descriptor	Interpretation of Descriptor
74.41	744	B	Good	Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects

Section 7: Commendations and Recommendations

Commendations:

The Faculty

- adopts national and international standard operational procedures, adheres to the annual academic calendar, provides a student handbook to all new students, offers an orientation programme to every incoming student, and establishes governance and management procedures, by-laws relating to examinations and disciplinary procedures. The above aspects related to programme management are well in place in the Faculty.
- Uses stakeholder feedback in programme improvement.
- Implements a performance appraisal system. Provides training to improve the performance of staff and is linked to a reward system.
- Measures and monitors the implementation of the curriculum and the quality of the degree programme through multiple measures.
- Maps the curriculum (present) with the field of expertise of the academic staff and identifies the fields that are going to be important in the future and the directions to be expanded in the future.
- Provides technical staff with the training required to maintain and operate new equipment.
- Increased the capacity of the internet so that students can access the internet easily.
- Uses the outcomes of programme monitoring and review to improve the curriculum.
- Considered to provide necessary facilities for differently abled students.
- has included in-plant training as a course unit to enhance the skills of students.
- Analyzes the usage of LMS and feedback on resources in LMS for different courses and identifies issues.
- Has put in place a mechanism to provide timely feedback to students by releasing the mid-term results before the end of semester examinations.
- Identifies the issues faced by staff (academic and non-academic) by conducting regular surveys and analyzing and discussing the outcomes.
- Practices the proposed teacher appraisal system by recognizing the best teachers.

Recommendations:

It is recommended that

- opportunities for industrial placement be made available for all students.
- The Faculty should establish an alumni association and strengthen its activities to assist the learning process of undergraduates and to develop their career opportunities.
- The Faculty should take necessary action to increase the usage of library facilities by students.
- Appropriate monitoring and evaluation of student support services should be carried out and the outcome should be used for the improvement of the programme.
- The Faculty should periodically review assessment strategies and renew where applicable.
- Reports and feedback from the external examiners should be taken into consideration for student assessments.
- The results of continuous evaluations should be released on time (before the end-semester examinations).
- Proper facilities should be made available for students with disabilities, if present, regarding teaching, learning and examination processes.
- Control mechanisms be adopted to ensure continuation and progress of national/international collaborations specified in MOUs at the Faculty level.
- The Student counseling service at the Faculty be improved, taking appropriate initiatives to upgrade the counseling service.
- Fallback options, and credit transfer policies be introduced into the programmes.
- Systematic analysis of peer review reports by the authorities be encouraged, taking remedial measures for continuous development of the teaching and learning process.
- The use of student feedback and student satisfaction surveys in developing course modules and teaching modes be increased, thereby improving the quality of the teaching and learning process.

Section 8: Summary

The review team is pleased with the overall approach and commitment of the academic staff, administrative staff, and non-academic staff of FAPS in improving the quality of the degree programmes in Cluster 1. The faculty members, administrative and non-academic staff were very cooperative during the site visit. The student community was enthusiastic about sharing their ideas during the meeting we had with them. The respective departments and FAPS have lecture halls with required ICT facilities and laboratories with much of the needed equipment to conduct the degree programmes effectively. The university CQAC and the Faculty Quality Assurance Cell have put in place the required procedures to improve the quality of the degree programmes. The review team observed that these measures are satisfactory but need to be involved with the full cycle, that is, obtaining feedback, analysis of feedback, discussion at appropriate venues, steps for improvement and proper documentation. Peer evaluation and feedback provide valuable inputs to teachers in improving the delivery of academic content. Therefore, the Faculty is encouraged to have this mechanism put in place effectively. Improving library facilities and encouraging students to use the library are important. Providing timely feedback on academic performance helps students to do better and graduate on time. The availability of academic content (lecture materials, tutorials, past question papers) in the LMS makes it a valuable source of knowledge. The Faculty is encouraged to analyze the usage of LMS and its usefulness by obtaining feedback from students and peers. An organized alumni association can provide much assistance to students in realizing their career prospects. The Faculty has the potential to further improve its income and position in society by offering fee-levying courses such as certificate courses, external degree programmes, training, and consultancy services.

We thank the members of all categories of staff and students for their assistance during the programme review.

Annexure: Site Visit Schedule

Programme Review- Faculty of Applied Sciences, Sabaragamuwa University of Sri Lanka
Site Visit Schedule Cluster 1 (FST & NR) 27th September 2022

Day	Time	Activity
26-09-2022		Arrival at the hotel
27-09-2022	8.00- 8.15 am	Meeting with CQA Director
	08.15- 08.45 am	Meeting with Vice Chancellor
	08.45- 09.30 am	Meeting with Dean of Faculty/ Head of Department and members of the SER writing team (Presentations by the Dean and Chairperson/ SER team)
	09.30-10.15 am	Meeting with Academic staff (excluding HoD and Dean)
	10.15- 10.30 am	Tea
	10.30 am- 11.00 am	Meeting with the Administrative staff of the Faculty
	11.00 am-12.00 pm	Observing teaching/learning sessions relevant to programme
	12.00-12.30 pm	Meeting with English Language Teaching Dept.
	12.30-01.00 pm	Meeting with technical officers & non-academic staff
	1.00-01.30 pm	Lunch
	1.30-1.50 pm	Meeting with Librarian/Senior Assistant Librarian/ Staff
	01.50-2.10 pm	Meeting with Research Committee/ Research groups of the Faculty
	2.10-2.40 pm	Meeting with the Student Counsellors/ Mentors/ Career Guidance Staff of the Faculty
	2.40-3.00 pm	Meeting with the students
	3.00-5.00 pm	Observing facilities of the Faculty and the University
	5.00-5.30 pm	Discussion among the review team
	5.30 pm	Wrap-up Meeting