



PROGRAMME REVIEW REPORT



Bachelor of Science in Health Promotion
Faculty of Applied Sciences
Rajarata University of Sri Lanka

Site Visit Dates: 23rd to 24th February 2023



Review Panel: Prof. Christine Ariaranee Gnanathan (Chair)
Prof. Sagarika Ekanayake
Prof. Madawa Chandratilake

The Quality Assurance Council
University Grants Commission, Sri Lanka

University :- Rajarata University of Sri Lanka

Faculty :- Faculty of Applied Sciences

Programme :- Bachelor of Science in Health Promotion

Review Panel :-

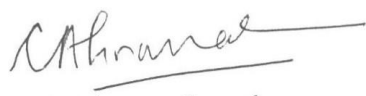
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Section 1: Introduction to Programme

1.1 Overview of the Faculty of Applied Sciences (FAS)

The Rajarata University of Sri Lanka was established on 31st January 1996 as the 13th state university of Sri Lanka. Presently the university is comprised of six faculties; Agriculture, Applied Sciences, Management, Medical & Allied Sciences, Social Sciences & Humanities, and Technology which cater to more than 6000 undergraduates annually. The Faculty of Applied Sciences (FAS) aims to produce quality graduates having necessary knowledge and skills to meet the challenges in the local and global arena. Currently, the Faculty has over 80 employees, which include Professors, Senior Lecturers, Lecturers, Technicians Administrative staff and 815 students. At present, thirteen-degree programmes are offered by the Faculty with the support of departments of Biological Sciences, Chemical Sciences, Computing, Health Promotion, and Physical Sciences.

1.2 Department of Health Promotion (DHP)

The Health Promotion (HP) Study Programme was started by the Department of Biological Sciences of Faculty of Applied Sciences (FAS), Rajarata University in 2005. HP is one of the recently established disciplines in Sri Lanka and it contains effective principles of changing human behavior and developing optimum wellbeing in individuals and communities. Students who follow biological sciences in their G.C.E A/L are enrolled on the study programme. Although the first batch of students was selected from the students enrolled on the Department of Biological Sciences, a separate window for HP was created in 2006.

The Department of Health Promotion (DHP) was established as a new Department of the FAS of Rajarata University in 2018. The DHP has created its mission that aligns with the vision and mission of the FAS. The mission of the DHP is to acquire, promote, develop and propagate sound knowledge of health promotion and its applications to improve quality of life and, in particular, to equip students with knowledge, skills and attitudes to reach a competency level as a professional health promoter and to interact with different sectors and communities for accomplishing the fullest potentials of HP activities.

The DHP has produced 237 graduates who serve locally both state and private sectors and internationally in areas such as preventing Non-Communicable Diseases, undernutrition, suicide, alcohol and tobacco as well as promoting Early Childhood Care and Development and the overall well-being of people across the country. A separate window for special entry is being considered as healthcare workers of Ministry of Health (MoH) and they will be eligible to be attached to the

Medical Officers of Health offices island-wide in near future.

RUSL is the only university in the South Asian Region that offers a B.Sc. in Health Promotion. The DHP offers a B.Sc. degree (3 years) and B.Sc. Honours degree (4- years) in Health Promotion.

1.3 Student enrollment

Student enrolment for the degree with their gender distribution over the last five years is indicated in the table below. Upon fulfillment of the entry requirements, health care workers of the Ministry of Health are enrolled to the study programme. In addition, international students also enroll for internships and research activities under the supervision of academic staff.

Table 1.1 Student enrollment

Academic Year	Number of students enrolled	Gender	
		Male	Female
2013 / 2014	17	03	14
2014 / 2015	15	05	10
2015 / 2016	16	04	12
2016 / 2017	37	07	30
2017 / 2018	38	15	23

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

The Self Evaluation Report (SER) of the Degree Programme of the Bachelor of Health Promotion (B.Sc. in Health Promotion degree of 3 years and B.Sc. Honours degree of 4 years) offered by the Department of Health Promotion (DHP), Faculty of Applied Sciences (FAC), Rajarata University of Sri Lanka was prepared in accordance with the prescribed format of the QAC programme review manual including best practices and the level of achievement of standards with relevant evidence.

The Internal Quality Assurance Cell of the Faculty (IQAC) was appointed by the Faculty Board and linked with the Internal Quality Assurance Unit (IQUA) of the RUSL. Several workshops and meetings were held for staff to be aware of the SER writing process.

The process of SER writing was initiated by appointing the Chairperson and members to the SER writing team including Criterion Coordinators by the Head of the Department of Health Promotion (DHP) in October 2018. The members consisted of senior academics and academic support staff nominated at the meeting of the DHP.

The relevant authorities such as the Faculty Board (FB) approved the SER writing team. Further, the preliminary discussion was carried out with the IQAC of the Faculty of Applied Science and Internal Quality Assurance Unit (IQUA) of the Rajarata University of Sri Lanka (RUSL).

In addition, a faculty advisor was appointed for overall supervision of the SER writing process. A home group including the Dean, Head of Department, advisor, IQAC coordinator, coordinators for each SER, and the Deputy Registrar of the Faculty was appointed to facilitate all four SERs. Apart from this, each SP was requested to appoint their own SER writing team with responsible academic members for each criterion under the leadership of the FB-appointed SER coordinator. As per this request, SER writing team of the SP was appointed, and compositions and responsibilities are listed.

The Faculty SER home group decided to appoint eight common faculty committees to represent each criterion. The purpose was to facilitate sharing of common information across SER writing teams. The DHP made SER writing as an agenda item of the department meeting to ensure that the SER writing process is an integral component of the department procedures.

The programme review (PR) manual copy was issued to the relevant staff members and the SER writing team has conducted several discussions to familiarize themselves with the standards of the manual. The Head of DHP has announced a meeting for all academics, academic supportive and non-academic staff to explain their role in support to the SER team members.

The following actions tabulated were adopted by the FAS for the preparation of PR and submission of SER. (TABLE 2&3)

In general, the report followed the guidelines provided in the programme review manual for preparation of the SER, including the sections Introduction to the Study Programme, Process of Preparing the SER, Compliance with the criteria and standards and summary. The introduction to the study programme explains the overview and history of the DHP, the development and the description of the HP degree programme, the number of students enrolled in the past academic years, academic and non-academic cadre positions and available facilities and supportive services.

Further, the report has included comprehensive strength, weaknesses, opportunities, and Threats (SWOT) analysis.

Table 2.1 Faculty level sessions

Faculty level sessions			
No.	Date	Venue	Task done
1	18/07/2019	Faculty Board Room	Appointing the advisor and SER coordinators from each department (Faculty Board)
2	18/09/2019	Faculty Board Room	Organizing SER of study programmes
3	16/10/2019	Faculty Board Room	Discussion of SER preparation with the advisor
4	19/11/2019	Faculty Board Room	Discussion of SER preparation and troubleshooting with the advisor
5	26/11/2019	QAC – UGC	Workshop for SER writers-PR 2020
6	03/12/2019	Faculty Board Room	Programme Review meeting of the steering committee (Home Group) with the advisor
7	09/12/2019	Faculty Board Room	Discussion of SER preparation and conveying relevant information collected from the workshop held in Colombo on 26.11.2019
8	20/12/2020	SDC	SER writing workshop by External Consultant
9	07/01/2020	Faculty Auditorium	SER awareness meeting with all students in the Faculty

Table 2.2 Faculty level sessions

Department level sessions			
No.	Date	Venue	Task done
1	03/10/2018	Discussion room, DHP	The DHP identified a SER writing team among the staff members.
2	13/11/2018	Lecture hall 05, DHP	The assigned academic staff members of criteria 2, 5, 7 and studied about respective criteria and presented them to the SER team. The team identified the required documentary evidence and some source of evidence in the PR manual was verified.
3	04/04/2019	Lecture hall 05, DHP	The SER coordinator of the department introduced a common format to identify availability and trace the location of the source of evidence.
4	09/10/2019	Discussion room, DHP	Introduced the PR process to the academic support staff and they were assigned to the eight criteria to assist the Criteria, coordinators.
5	23/10/2019	Discussion room, DHP	The quality circle concept was introduced to improve the involvement of all the stakeholders for preparing the SER. The faculty faculty-level group progress was discussed and it was emphasized on identifying and collecting unique evidence relevant to the DHP
6	18/12/2019	Lecture hall 05, DHP	The progress of the collection of documents was discussed relevant to criteria 2 and 8. Some new evidence was identified for these criteria and discussed tracing the methods of these documents. The team agreed to prepare the tables of each criterion including the level of achievement of each standard.
7	06/01/2020	Lecture hall 05, DHP	Writing the SER was discussed emphasizing Chapter 03. Discussed writing the level of internalization of criteria 1, 2 and 8.

8	15/01/2020	Lecture hall 05, DHP	A list of appendixes were discussed and finalized. Responsibilities for preparing/finding the appendixes and writing the list of abbreviations were assigned among the staff members of the department.
9	21/01/2020	Discussion room, DHP	Self-reported progress of each criterion was asked and the deadline was fixed to finalize writing chapters 1, 3 and 4.
10	06/02/2020	Lecture hall 05, DHP	Discussed the collection of information about the services provided by the department, as it is important to be emphasized in many criteria. Services were categorized as national contributions, technical support provided, social responsibility, student development, staff development and learning opportunities for students.
11	03/03/2020	Discussion room, DHP	System for coding documents was introduced and the academic support staff was assigned to code all the documents of their assigned criterion.
12	06/03/2020	Discussion Room, DHP	Chapter 01 of the SER was discussed and facts were identified for the SWOT analysis. Agreed to write chapter 02 with special emphasis on department level preparations for PR.

Section 3: Description of Review Process

The review team was appointed by the QAAC of UGC in consultation with the Faculty of Applied Science, Rajarata University of Sri Lanka, in accordance with the procedure for reviewing undergraduate degree programmes as outlined in the Programme Review Manual of the UGC. The review team consisted of three individuals with relevant training and three medical/health subject domain experts. The Review Team organized and conducted the programme review following the instructions particularly given in Section 5.8 of the manual on pages 94-95.

The review process consisted of several steps. First, the review panel attended the training workshops conducted by the QAAC of the UGC via the online platform. The QAAC sent soft copies of the SER and the MS Excel template for programme review (PR Scoring Sheet) to the reviewers after appointing the team. Each reviewer independently conducted the Desk Evaluation based on the claims and evidence listed in the SER. After the development and implementation of the Programme Evaluation Management System for programme review by the QAAC, each reviewer subsequently also entered their scores into the system. The team observed that the results of their independent evaluations were consistent (no significant deviations) subject to site visit and observing the actual evidence.

Due to the COVID pandemic, the site visit was assigned only a single day and all the evidence pertaining to the SER was uploaded to the document management system particular to the Health Promotion programme. Before the site visit, the team carefully evaluated the evidence provided by the programme and allocated marks accordingly.

The Chairman of the Programme Review Committee and QAC, in consultation with the Dean-FAS, scheduled one virtual meeting with relevant stakeholders on February 23rd, 2023 (Appendix 1) and a one-day site visit on February 24th, 2023. It should be noted that the commencement of this review process was delayed due to the COVID- 19 pandemic and the turbulent situation in the country in the last couple of years. FAS prepared the schedule for the site visit in consultation with the review chair. The

schedule was well organized, allowing the review team to convene on time. All pertinent major authorities and parties and examine all pertinent physical amenities (attached the site visit schedule Appendix 1). Before the site visit, in preparation for the site visit, the review team met online and discussed the results of the desk evaluation in depth and identified specific questions to be clarified during the site visit. Each member of the review panel was assigned duties and responsibilities by the chair. The review panel is grateful to the Vice Chancellor, the Dean, the Heads of departments, the Chair of the IQAC, and all other officers

for facilitating a fruitful on- site evaluation and providing all the necessary data. Appreciation is extended to the entire FAS staff for the pleasant arrangements and their courtesy.

The site visit began with a meeting with the Chair of IQAC at the University of Rajarata who explained the quality assurance and management policies and procedures in place. The Dean of FAS presented an overview of the profile, degree programmes, and enrollment and graduation statistics of DHP. Thereafter, the Head of DHP presented a comprehensive overview of the Programme, SER writing etc. Then the review panel completed a series of meetings also with the SER writing team, academic staff of HPP and DHP., non-academic staff of FAS and its' departments, and other respective administrative officers as listed in Appendix 2. The review panel was impressed by the University's efforts to promote maximum utilization of their (physical/human) resources sharing, acknowledge diversity, and enthusiasm towards the development of the University, Faculty, and Departments.

There was a meeting with student representatives from all currently enrolled classes physically. Subsequently the review panel observed the other facilities for welfare and other students' support services. The panel's observations and the information provided by the respective Dean, Heads, Directors and Coordinators demonstrated their dedication to improving the education and social well-being of the students. During the meeting with the students, they were encouraged to discuss their learning experiences and to offer suggestions for improvement.

Prior to the site visit, all documentary evidence had been uploaded to a Document Management System and access were provided through the QAC's Programme Review MIS. The reviewers were able to examine the evidence and during the site visit, the panel was also able to examine some documentary evidence. The DHP was also very supportive in providing documentary evidence. The review panel is extremely pleased with the arrangements made to facilitate an efficient review visit. It is commendable that the DHP is committed to openness, transparency, effective communication, and logistical support.

The final official item of the agenda was the debriefing meeting by the review team, which took place with the participation of the Dean, Head of DHP and the academic members of the programme under purview.

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

The Quality Assurance Cell of the Faculty of Applied Science is governed by the Director, Rajarata University of Sri Lanka.

It also provides information on measures for faculty-level functioning towards quality enhancement through the departments, and best practices in academic and administrative processes. However, the reviewers noted that the internal quality assurance plan is not available and also regular IQAC meetings have not been conducted especially relevant to the SER reporting period. However, in recent years few meeting minutes were evident.

The orientation programme is in operation, and it is organised by the staff members of the Department of Health Promotion (DHP).

The exam results have been released on time. Peer-review reports were not evident and have to be adopted to enhance the quality of the teaching and learning activities. It is commendable to note that the students carry out individual undergraduate research projects and the research findings are presented in the local symposia and conferences.

Section 5: Judgement on Each of the Eight Criterion

Criterion 1: Programme Management

Strengths:

- Organizational structure is adequate for effective management and execution of HPPs' core functions.
- Student representation in many committees e.g. faculty board, department meeting, quality circle, student welfare committee, career guidance, hostel committee etc. is in existence.
- The annual academic calendar is followed, and the student's graduation period is within the stipulated period.
- Student handbook with detailed information important for students' progression is available in hard copies as well as on the faculty website.
- The orientation programme for new students is in operation and organized by staff members of the department. It adheres to faculty orientation policy.
- National and international collaborations and partnerships are in existence in the study programme at the community field level and research projects and it can be increased further.
- Academic mentoring, student counselling and related welfare service in place.
- The students have access to two Western & Ayurvedha health care services, cultural and aesthetic activities; recreational and sports facilities.
- The programme recognizes the value of stakeholder participation and contribution and has an Alumina association.
- There is a Web-Portal for the faculty with some useful information.

Weaknesses:

- There is no existing Subject Benchmark Statement of Health Promotion programme as it's a new programme and there is an urgent need to create SBS for this study programme.
- Existing Governance, Management and Academic Procedures could further be streamlined and aligned with relevant standards.
- The study programme prospectus was not in existence.
- The performance appraisal system and reward scheme were not in place.
- The Internal Quality Assurance Cell with well-defined functions and operational procedures need to be enhanced. The existing IQAC of the faculty should work closely with the IQAU of the department.
- Assistance for differently abled students did not exist.
- Aspects such as gender equity & equality and anti-SGBV policy and strategy students need to be formalized in adhering with available local/global standards

Criterion 2: Human and Physical Resources

Strengths:

- Dedication & enthusiasm of the academic, academic support and non-academic members of the department in conducting the Health Promotion programme.
- All the academic staff had undergone a compulsory induction programme leading to CTHE, conducted by SDC.
- Academic staff has also participated in other CPD programmes offered by the SDC.
- Study programme offers a comprehensive field practical training and research project in the final year.
- A compulsory course on career development is included in the curriculum.
- It was observed that students and staff organize multicultural activities in each academic year.

Weaknesses:

- Inadequacy of all required types of physical resources and infrastructure facilities for smooth operations of DHP was observed.
- All categories of human resources are inadequate, especially management assistants, technical officers and work aid.
- They are dependent on many visiting staff from the other departments of the FAS and Ministry of Health staff, WHO and other university Academics for teaching, field and research work/ supervision including assessment.
- The number of Permanent academic cadre at present is not adequate for teaching/learning activities, with the increase in the number of students yearly academic number is less. But Academic burden is very high.

Criterion 3: Programme Design and Development

- **Strengths:**
- The programme development has taken into account the need of health promotional personnel in the country.
- The programme has been subjected to a formal approval process.
- The programme is logically structured.
- Ethics and diversity aspects have been considered.
- Fieldwork and workplace-based learning have been well incorporated into the programme encouraging student-centred learning and autonomy of learners progressively.
- A mechanism to obtain feedback on different aspects of the curriculum from students and the academic staff is in place. A process of reviewing and revising the curriculum has been initiated.

Weaknesses:

- A comprehensive needs analysis could have been conducted with the participation of multiple and diverse groups of stakeholders.

- The vision, mission and the graduate profile could have been used as the basis of developing programme-learning outcomes.
- The underpinning principles and the philosophy of the curriculum could have been spelt out.
- The programme could have been developed as a 'curriculum' rather than a simple 'syllabus' to reflect the vision, mission, goals, and graduate profile.
- The flexibility of the programme for students could be improved by identifying core and optional components.
- The programme could focus on developing skills of life-long learning.
- A fallback qualification could have been included as per the UGC guidelines.
- The monitoring and revising the curriculum could be more rigorous and methodical.
- Tracer studies could have been used as a practice to evaluate the 'product' of the curriculum.

Criterion 4: Course/ Module Design and Development

Strengths:

- Both internal and external experts have been involved in the course development process.
- The course units, intended learning outcomes, contents, teaching/learning methods and assessments have been identified for course units based on the structure recommended during the period of course development.
- An approved template has been used in the development of course modules.
- Many student-centered learning activities have been incorporated into the course units in later stages of learning in the programme.
- The course handbook provides basic details of the course to students.
- The course attempts to promote self-directed learning, collaborative learning, critical thinking, and teamwork in some of the course units.

- The course modules appeared to be designed in a manner that students can complete them within the stipulated time periods. The use of health promotion skills laboratory and the LMS in certain aspects before the COVID-19 pandemic are examples of using 'technology' to augment teaching / learning activities.
- The faculty has initiated a complete revision of the curriculum, and it appears to be progressing effectively and efficiently.
- Student feedback has been obtained on the course modules and, in certain instances, they have been used to improve the course.

Weaknesses:

- The roles of the experts involved in the process of curriculum development could have been formally defined.
- The alignment between the course outcomes and vision, mission, graduate profile and the programme learning outcomes could have been clearly established.
- The credit could have been calculated based on 'learning' rather than 'teaching'. The level of learning could have been more aligned with SLQF level 6.
- The course development template could be more reflective of the course details expected by the UGC QA.
- Teaching/learning and assessment activities could have been matched with the intended learning outcomes of courses.
- More details about course modules could be provided to students through a user-friendly mode.
- Within courses, different learning components, e.g. classroom-based, field- based, and independent learning could have been identified.
- Inclusion of students-centred learning, collaborative and team-based learning; the promotion of life-long learning and reflective skills could be made more visible to students.
- In the delivery of course units should take in to account the differently abled students .
- The academic staff could be more aware of the principles of adult learning, instructional design and course development.
- A policy of curriculum development could have been used in the curriculum development, monitoring and evaluation process.

- The QA process appeared to be defunct at the university level at the time of developing this programme.
- Student feedback could have been used more effectively and efficiently in the course revision process.

Criterion 5: Teaching and Learning

Strengths:

- The course appeared to provide timetables before the commencement of the course modules.
- The programme has adopted blended learning approaches on several occasions.
- Throughout the programme different pedagogy in the teaching/learning process and collaborative learning are being implemented.
- Community training through fieldwork contributing to enhancing the knowledge, skills and attitudes of undergraduates, which was highly appreciated by the employers of HP graduates.
- Teachers have to feed the outcomes and knowledge of their research and other field-based projects into the programme to enhance student learning on many occasions.
- Many instances of promoting self-directed learning and collaborative learning through group and field-based projects were observed in the programme.
- Teachers have encouraged students to present/publish their research in institutional, national and international forums.
- Students did not claim the existence of discriminatory or abusive culture in the faculty.
- Regular feedback on teaching/learning activities has been obtained and teaching/learning activities have been reviewed in departmental meetings.
- The involvement of students in subject groups to obtain their feedback is commendable.
- The use of a health promotion skills lab in preparing students for fieldwork is a good example of adapting simulation-based learning to content and context.
- Documented work norms and workload of departmental staff are observed.
- Faculty library has adequate books, reference materials, photocopy service etc. and the DHP houses a mini library with documents relevant to the HP degree programme.

Weaknesses:

- Teaching/Learning strategies could have been mapped against the vision/mission, programme learning outcomes or intended learning outcomes of course modules.
- The students and teachers could be guided better on the arrangement of modules and teaching/learning activities for a given academic year well in advance.
- Preparedness of teaching-learning activities for differently abled students could be improved.
- The theory modules are largely lecture-based. Student-centred and collaborative learning in these modules could be improved.
- Lack of a subject benchmark for health promotion as a subject, which has been based on health promotion officer cadre requirements.
- Though the field training is extensive and is being conducted from 1st year to 3rd year no internship of industrial setting training is included in the curriculum.
- The aspects of scholarship, creative work, and discovery of knowledge to relate theory and practice could be focused more in the general degree programme.
- Technology could be used more frequently to enrich the educational experience of students and to cater to their learning styles.
- Analysis of examination results could be used as feedback on determining the effectiveness of the teaching/learning strategies.
- The workload distribution among different categories of academic staff could have been estimated.
- Lapse of the award scheme for excellence in teaching, which has been in existence for some time.
- Lack of networking with the IQAC of the faculty and career guidance unit.
- Study area in the faculty library is limited and lacks adequate space for students to utilize the library.

Criterion 6: Learning Environment, Student Support and Progression

Strengths:

- Faculty library has adequate books and reference materials for HP programme, provides photocopy service, and is open for extended hours.
- Department has contributed in many ways to make the learning environment more conducive for students by exploring ways to assist them (Help desk, Suggestion book etc.).
- Appointment of mentors for all students at the enrollment and appointment of academic advisors from the HP department.
- It is commendable that students are given hostel facilities within or in close proximity with banking facilities / functional canteens in close by or in hostels.
- Existence of functional Western Medical Centre and Ayurveda Medical Centre.
- Adequate facilities for recreational and sports activities and an active social calendar where the students and academic staff interaction is commendable.

Weaknesses:

- Lack of adequate Internet facilities within the faculty and in hostels.
- Fully equipped Language laboratories are not being utilized maximally and show a lack of usage by students.
- Lecture hall facilities could be upgraded to provide a more conducive environment for Teaching/Learning activities.
- Inadequate new computer facilities.
- Lack of specific career guidance for HP promotion students.
- Hostel facilities (day-to-day maintenance and repairs) require proper maintenance.

- Faculty lacks a fallback option for students who fail to complete the general (3year) degree programme.

Criterion 7: Student Assessment and Awards

Strengths:

- The programme uses a diverse range of assessment methods.
- A curriculum revision process has been initiated which includes the revision of assessment strategies and methods.
- The weightage of the different components of the curriculum has been identified in the assessment process using credits.
- Internally external moderators are involved in the assessment process.
- Assessment decisions are guided by examination bylaws.
- Degree certificates and transcripts are reflective of the programme and the course modules.
- Examination results are released within a reasonable time in compliance with the UGC guidelines.
- Dean's list for rewarding higher performers.
- Existence of a dedicated examination unit within the Faculty with an AR & staff.

Weaknesses:

- The assessment methods could reflect the evaluation of students against the intended learning outcomes, which are developed to achieve the SLQF level 5 or 6.
- The programme could focus on the assessment of self-directed learning, and skills of reflective and lifelong learning.
- The assessment could have been subjected to more external scrutiny.
- The assessment bylaws could have been improved to make the

assessment process rigorous.

- The credibility of examiners could be improved through the declaration of conflicts of interest.
- Preparedness to assess students with disabilities could be improved.
- Feedback is provided to students who underperform in examinations and who choose to reach departments for feedback.
- The examination offences and misconducts could be handled through procedures which are adaptable to the assessment system used by the programme.
- Entry of examination marks by Management Assistance manually in the examination unit without proper maintenance of an enclosed area.
- Lack of a networked system where the academics can transfer marks to the examination unit preventing manual entry of marks by exam unit staff.

Criterion 8: Innovative and Healthy Practices

Strengths:

- Practice of using Open Education Resources in Teaching/Learning activities.
- Continuation of multicultural activities during the degree programme to enhance interaction among students as well as students and staff.
- Good management practice in providing accommodation for all students of the Department/Faculty aiming to provide a good and healthy environment for students.
- Interaction with the community and development of methodologies for HP among the utilizing the ideas from the community.

Weaknesses:

- No documented procedure/guidelines on conducting consultancies/outreach activities.
- Absence of excellence in teaching award to recognize and motivate teachers.

Section 6: Grading of the Overall Performance of the Programme

Table 6.1: Assessment of Criteria and Score

No.	Criterion	Weighted minimum score*	Actual criterion-wise score
1	Programme Management	75	81
2	Human and Physical Resources	50	61
3	Programme Design and Development	75	92
4	Course / Module Design and Development	75	84
5	Teaching and Learning	75	100
6	Learning Environment, Student Support and Progression	50	63
7	Student Assessment and Awards	75	91
8	Innovative and Healthy Practices	25	27
	Total score (out of 1000)		600
	Total score (out of 100)		60.0

Final Grade: C

Study Programme Score%	Actual criteria-wise score	Grade	Performance descriptor	Interpretation of descriptor
60.0	Equal to or more than the minimum weighted score for six of the eight criteria	C	Satisfactory	Minimum level of accomplishment of quality expected of a programme of study requires improvement in several aspects

Overall performance of the Health Promotion Programme was reviewed through eight criteria consisting of 156 standards. All criteria have gained more than the minimum weighted score requirement. The rounded total score for all eight criteria is ABOVE **60%**, resulting in a “C” Grade (Satisfactory). Accordingly, the programmes meet the expected minimum level of accomplishment of quality expected of a programme of study. However, there is room for further improvements in those aspects as communicated during the site visit as well as highlighted in this report.

Section 7: Commendations and Recommendations

Criterion 1: Programme Management

Commendations:

- Student representation is ensured in many committees e.g. faculty board, department meeting, quality circle, student welfare committee; career guidance, hostel committee etc.
- Faculty Board approved annual academic calendar is available to ensure the completion of the programmes in a stipulated time.
- Student handbook with detailed information important for students' progression is available in hard copies as well as on the faculty website.
- Orientation programme for new students is in operation and organized by staff members of the department. It adheres to the faculty orientation policy.
- National and international collaborations and partnerships are in existence in the study programme at the community field level and research projects and it can be increased further.
- Academic mentoring, student counseling programmes and welfare mechanisms for needy students are adopted (e.g. "befriender" and students support system).
- The students have access to two Western & Ayurveda Health Care services, cultural and aesthetic activities; recreational and sports facilities.
- The programme recognizes the value of stakeholder participation and contribution and has an Alumina association.
- Collaborative partnerships exist with national and international HEIs for student/staff exchange and collaborative research.

Recommendations:

- There is no existing Subject Benchmark Statement (SBS) for Health Promotion programme as it's a new programme and there is an urgent need to create SBS for this study programme.
- Existing Governance, Management and Academic Procedures could further be streamlined and aligned with relevant standards.
- The study programme prospectus was not in existence and recommended to prepare it soon.
- It is recommended to have a performance appraisal system, reward scheme for the department and faculty.
- The Internal Quality Assurance Cell with well-defined functions and operational procedures need to be enhanced. The existing IQAC of the faculty should work closely with the IQAU of the department.
- It is recommended to have assistance for differently abled students in the department.
- Aspects such as gender equity & equality and anti-SGBV policy and strategy for students need to be formalized adhering to available local/global standards.

Criterion 2: Human and Physical Resources

Commendations:

- Dedication & enthusiasm of the academic, academic support and non-academic members of the department in conducting the Health Promotion programme.
- All the academic staff had undergone a compulsory induction programme leading to CTHE, conducted by SDC.
- Department ensures to enrich the qualification, competencies and capacity of the staff through SDC and CPD programmes.

- The library is located in the faculty premises and is networked and equipped with relevant, up-to-date print and electronic learning materials.
- Study programme offers a comprehensive field practical training and research project in the final year.
- A compulsory course on career development is included in the curriculum.
- It was observed that students and staff organize multicultural activities in each academic year.

Recommendations:

- It is an urgent need to have adequate physical resources and infrastructure facilities for smooth operations of the Department of Health Promotion.
- All categories of human resources are inadequate especially management assistants, technical officers and work aid needs to be advertised as early as possible.
- Programme depends on much visiting staff from the other departments of the Faculty of Applied Sciences and Ministry of Health staff, WHO and other university Academics for teaching, field and research work/supervision including assessment and it is urgent to increase the cadre and fill the vacancies as the enrolment of students is increasing annually.
- The number of Permanent academic cadre at present is not adequate for teaching/learning activities; with the increase in number of students yearly academic number is less. But the academic burden is very high.

Criterion 3: Programme Design and Development

Commendations:

- The programme development has taken into account the need for health promotional personnel in the country.
- The programme has been logically structured and subjected to formal approval.
- Ethics and diversity aspects have been considered.

- Fieldwork and workplace-based learning have been well incorporated into the programme encouraging student-centred learning and the autonomy of learners progressively.
- A mechanism to obtain feedback on different aspects of the curriculum from students and the academic staff is in place. A process of reviewing and revising the curriculum has been initiated.

Recommendations:

- A comprehensive needs and task analysis of graduates' roles as health promotion personnel should be conducted. The vision, mission and graduate profile should be based on these needs.
- The educational strategies (e.g. the extent of being student-centred) should be developed using relevant basic educational principles (e.g. student- centeredness), which will help to achieve the vision/mission and the graduate profile of the programme.
- The 'curriculum' should include the process of achieving the vision/mission and the graduate profile of the programme (i.e. the philosophy of the curriculum) in addition to the course details.
- The programme learning outcomes should be aligned with the vision, mission and graduate profile.
- The curriculum may be made more adaptive by introducing optional or elective components appropriately.
- A fallback qualification should be incorporated into the programme in line with the UGC guidelines.
- The planned and formal system of monitoring and evaluating the curriculum should be established. This system should consider mile posting, defining timelines, and focusing on both process and product.

Criterion 4: Course Module/Design and Development

Commendations

- Both internal and external experts have been involved in the course development process.
- The course units, intended learning outcomes, contents, teaching/learning methods and assessments have been identified for course units based on the structure recommended during the period of course development.
- An approved template has been used in the development of course modules.
- Many student-centred learning activities have been incorporated into the course units in later stages of learning in the programme.
- The course handbook provides basic details of the course to students.
- The course attempts to promote self-directed learning, collaborative learning, critical thinking, and teamwork in some of the course units.
- The course modules appeared to be designed in a manner that students can complete them within the stipulated time periods.
- The use of health promotion skills laboratory and the LMS in certain aspects before the COVID-19 pandemic are examples of using 'technology' to augment teaching/learning activities.
- The faculty has initiated a complete revision of the curriculum, and it appears to be progressing effectively and efficiently.
- Student feedback has been obtained on the course modules and, in certain instances they have been used to improve the course.

Recommendations:

- The course outcomes should be aligned with programme learning outcomes.
- The course development template, which has been approved by the UGC QA, should be used in providing course details.
- Notional hours-based credit calculation system should be adopted across all course modules.
- Teaching/learning and assessment activities should be matched with intended learning outcomes.
- Within course modules, the percentage time allocated for different components of learning, e.g. classroom-based, field-based, independent learning should be explicitly defined.
- The course units should focus on learning skills, e.g. student-centred learning, collaborative learning, critical thinking, reflective skills and life-long learning, defined in at Level 6 of the SLQF.
- A well-designed LMS should be used to communicate the course details more comprehensively. The information can be updated more readily with the use of LMS than printed material such as a printed student handbook.
- The volume of work should be defined with notional hours to estimate the adequacy of time allocated for course modules and the programme.
- The policies on facilitating differently abled students should be implemented by improving learning and infrastructure facilities.
- Technology, e.g. social media, and mobile phones may be appropriately incorporated to augment teaching/learning activities.
- Staff development programmes and continuing professional development programmes should be organized to equip teachers with skills in course designing, development and evaluation.
- The curriculum development policy should be developed at the level of the

faculty/university, and it should be used as guidance in the curriculum development process.

- The QA process at the university and the faculty level should be re-established and the University and Faculty QA cells should closely monitor curriculum development and evaluation processes.
- A formal mechanism to complete student feedback should be established to utilize it continuously and effectively in the course revision processes

Criterion 5: Teaching and Learning

Commendations:

- The course appeared to provide timetables before the commencement of the course modules.
- The programme has adopted blended learning approaches on several occasions.
- Throughout the programme different pedagogy in the teaching/learning process and collaborative learning are being implemented.
- Community training through fieldwork contributing to enhancing knowledge, skills and attitudes of undergraduates, which was highly appreciated by the employers of HP graduates.
- Teachers have to feed the outcomes and knowledge of their research and other field-based projects into the programme to enhance student learning on many occasions.
- Many instances of promoting self-directed learning and collaborative learning through group and field-based projects were observed in the programme.
- Teachers have encouraged students to present/publish their research in institutional, national and international forums.
- Students did not claim the existence of discriminatory or abusive culture in the faculty.

- Regular feedbacks on teaching/learning activities have been obtained and teaching/learning activities have been reviewed in departmental meetings.
- The involvement of students in subject groups to obtain their feedback is commendable.
- The use of a health promotion skills lab in preparing students for fieldwork is a good example of adapting simulation-based learning to content and context.
- Documented work norms and workload of departmental staff are observed
- Faculty library has adequate books, reference materials; photocopy service etc. and the HP department houses a mini library with documents received relevant to the HP degree programme. It lacks space for students to work and is highly cramped.

Recommendations:

- Teaching/learning methods should be appropriately selected to achieve the intended learning outcomes. A matrix to illustrate this should be included in the curriculum document.
- As a Subject Benchmark Statement (SBS) is not available for Health Promotion to initiate and develop an SBS for HP with the concurrence of UGC.
- A master timetable for the academic years, which may be subject to change with changing circumstances, should be prepared well in advance for the academic year.
- The programme has not faced the challenge of catering physically disabled students. However, the preparedness to cater for students who have physical and psychological disabilities may be improved.
- Blended learning opportunities may be improved to enhance the student- learning experience, face the challenges of limited physical resources, and cater for the needs of students.
- Interactive and self-directed learning in theory-based modules should be improved by adopting appropriate teaching/learning strategies.

- The general degree programme should be more aligned with SLQF level 5 in terms of scholarship and creative work.
- The mechanisms of monitoring the curriculum activities could be more centralized and strengthened.
- The LMS and other technology-based educational approaches should be improved to enhance the educational experience of students.
- Analysis of examination results and using the conclusions, as feedback should be formalized. These reports should be used in curriculum revisions.
- Introduce a mechanism for regular monitoring of student feedback, peer observation and course evaluation.
- A mechanism to apply the work norm circular of the UGC for the academic staff should be developed. This will help fairer distribution of workload among existing staff and provide evidence for new carder.
- A reward scheme for the teacher to recognize their teaching scholarship, e.g. teacher excellence award, should be introduced to encourage their commitment to teaching and propagate good practices.
- The student satisfaction survey evaluation form needs to be updated in collecting information as an overall mark is given, for e.g. interpersonal interaction with academics/non-academics etc. makes it difficult to obtain clear feedback. (With IQAC)
- Introduce internship/industrial training /workplace-based learning component in the curriculum for more exposure and future reference.
- A facility for DAS at hostels is adequate but at the department/faculty level infrastructure facilities need to be improved.
- Obtain the service of alumni in career guidance through the career guidance unit to enhance the exposure and future opportunities of employment of the HP graduates.
- Re-introduce the awards scheme for excellence in teaching with proper guidelines.

Criterion 6: Learning environment, student support and progression

Commendations:

- Faculty library has adequate books, reference materials for the HP programme and provides photocopy service and is open for extended hours.
- The department has contributed in many ways to make the learning environment more conducive for students by exploring ways to assist them (Help desk, Suggestion book etc.).
- Appointment of mentors for all students at the enrollment and appointment of academic advisors from the HP department.
- It is commendable that students are given hostel facilities within or in close proximity to banking facilities / functional canteens in hostels.
- Existence of functional Western Medical Centre and Ayurveda Medical Centre.
- Adequate facilities for recreational and sports activities and an active social calendar where the students and academic staff interaction is commendable.

Recommendations:

- Provision of adequate IT/ICT facilities (access to web/LMS et) to the students for Teaching/Learning activities during (Department/Faculty) and after hours (hostels) with proper regulatory mechanisms.
- Develop a method with the assistance of IQAC of the Faculty for monitoring/evaluating student support systems for further improvements.
- Student satisfaction surveys on support services must be conducted systematically and student feedback should go back to students concerning their progress.
- Need to have facilities, proper policies and strategies for DAS in the learning and evaluation process.
- Introduce a fallback mechanism for students who fail to complete the general degree (e.g. a higher diploma).

- Department/Faculty requires a proper database (MIS) for retention, progression and completion/ graduation rates.
- Should encourage/guide students for pursuing 4-year Honours programmes.
- Department/Faculty should establish a proper Alumni association and encourage alumni to assist students in preparing for their professional future.
- Language laboratories need to be utilized to improve the language among students rather than have so many resources (2 labs with many computers) going to waste.
- Pursue with vigor for recognition and inclusion of Health promotion officer as a cadre position within the Health Ministry.
- SDC training programmes to include more training programs for administrative staff (AR etc.).

Criterion 7: Student Assessment and awards

Commendations:

- The programme uses a diverse range of assessment methods.
- A curriculum revision process has been initiated which includes the revision of assessment strategies and methods.
- The weightage of the different components of the curriculum has been identified in the assessment process using credits.
- Internally external moderators are involved in the assessment process.
- Assessment decisions are guided by examination bylaws.
- Degree certificates and transcripts are reflective of the programme and the course modules.
- Examination results are released within a reasonable time in compliance with the UGC guidelines.

- Dean's list for rewarding higher performers.
- Existence of a dedicated examination unit within the Faculty with an AR & staff.

Recommendations:

- Improve the infrastructure of the examination unit with an enclosed area for maintaining computers with proper safeguards and entry of marks to maintain confidentiality.
- Appoint a senior academic as the coordinator of the examination unit and have an SOP developed.
- Entering examination marks manually by admin staff should be avoided and should have facilities or a system for academics responsible for the course to enter marks and export the marks to the Examination unit.
- If manual entry by admin staff is being done they should be in an enclosed unit where entry for others is prohibited.
- The Department/Faculty requires a policy/Standard Operational Policy on appointing external examiners and needs to provide them with clear Terms of Reference.
- The reports of external examiners must be utilized for strengthening the evaluation process.
- The assessment strategies/weightage of assessments should be aligned to specified qualifications and level descriptors of the SLQF.
- Providing students with feedback on Continuous Assessments both summative and formative as a practice for the whole batch of students and not on request by individual students.

Criterion 8: Innovative and Healthy Practices Commendations

Commendations:

- Practice of using Open Education Resources in Teaching/Learning activities.
- Continuation of multicultural activities during the degree programme to enhance

interaction among students as well as students and staff.

- Good management practice in providing accommodation for all students of the Department/Faculty aiming to provide a good and healthy environment for students.
- Interaction with the community and development of methodologies for HP among them utilizing the ideas from the community.

Recommendations

- Introduce credit transfer procedure to the degree programme and publicize/promote the degree programme in other neighbouring countries.
- Offer the degree programme to students outside Sri Lanka, which will increase revenue to the Department/ Faculty.
- Income generation possibilities have to be fully utilized and recommend exploring such avenues by outsourcing or consultancies etc.
- Teacher reward programmes should be introduced for excellence in teaching/mentoring.
- IQAC to streamline its activities by introducing specific forms for teacher evaluation, and course evaluation and conducting tracer studies of graduates of each faculty

Section 8: Summary

The Bachelor of Health Promotion Degree Programme conducted by the Department of Health Promotion, Faculty of Applied Sciences, Rajarata University of Sri Lanka has produced health promotion graduates (HPP) to serve national and international requirements.

The review team observed the commitment and dedication of higher authorities of RUSL as well as all the staff of FAS for proper quality assurance about programme management, human and physical resources, programme design and development, course design and development, teaching and learning, learning environment and learner support, student assessment and awards, and healthy and innovative practices.

The team is highly satisfied with the DHP/FAS' untiring effort to continuous improvement of the degree programme. However, some shortcomings were identified in the review and relevant recommendations for further improvement are given in Section 5 in detail and also in section 7.

The Health Promotion Study Programme has earned a "C" grade with an overall score of 60% which means that the study programme is at a satisfactory level of accomplishment of quality. The review team also noted that the majority of provision channeling for necessities to achieve the required high level of quality is outside the control of DHP/FAS such as funds for human & physical resource enhancements, etc.

However, the review team wishes to acknowledge the contribution of all the staff of DHP and expects continued support for improvement and then to achieve high quality and standards in these study programmes. The team acknowledges the Vice Chancellor of the Rajarata University of Sri Lanka, the Dean of the Faculty of Applied Science, the Head of the Department and all the staff for their excellent support and facilitation throughout the review process.

Annexure: Site Visit schedule

Bachelor of Science in Health Promotion

On 23.02.2023

8.00 am - 8.30 a.m.	Meeting with Staff members contributing from other departments
8.30 a.m - 9.00 a.m.	Meeting with University Directors and Faculty coordinators
9.00 a.m - 9.15 a.m.	Students Counselling
9.15 a.m - 9.30 a.m.	Meeting on Prevention of Ragging, Sexual and Gender Based Violence
9.30 a.m - 10.00 a.m.	Meeting with Administrative Staff
10.00 a.m - 10.30 a.m.	Meeting with Alumni
10.30 a.m -11.00 a.m.	Meeting with Employers
11.00 a.m - 11.30 a.m.	Visiting Career Guidance
11.30 a.m - 12.30 p.m.	Visiting Academic Staff

On 24.02.2023

9.00-9.30 am:	Meeting with the Vice Chancellor of the University
9.30-9.45 am:	Meeting with the Dean of Faculty
9.45-10.00 am:	Meeting with HoD
10.00-11.00 am:	Meeting with academic members of the study programme and the presentation of the HO
11.00-12.30 noon:	Observing facilities relevant to the programme/s (CQA Unit/ CGU Laboratories and lecture halls, Sports facilities/Physical education unit, Library, Exam Branch, Health Center, Computer Unit)
12.30-1.30 pm:	Lunch Break
1.30-2.00 pm:	A lecture observation
2.00-2.30 pm:	Meeting with students
2.30-4.00 pm:	Any other meeting/that might be important for the programme review and observing documentation of evidence
4.00-4.30 pm:	Meeting of the review panel
4.30 pm:	Final wrap up meeting with the senior management of the Programme/s (Dean/Head/Senior Academic Staff