



PROGRAMME REVIEW REPORT



Cluster of Study Programmes
Bachelor of Science Honours in Applied Statistics
Bachelor of Science Honours in Computer Science
&
Bachelor of Science Honours in Mathematics

Faculty of Applied Sciences
South Eastern University of Sri Lanka

Site Visit Dates: 08th - 10th January 2023



Review Panel: Prof. SSN Perera (Chair)
Prof. EPN Udayakumara
Prof. RARC Gopura
Prof. TSG Peiris

The Quality Assurance Council
University Grants Commission, Sri Lanka

University : South Eastern University of Sri Lanka

Faculty : Faculty of Applied Science (FAS)

Program : Cluster 03

BSc (Hons) Degree Programme in Applied Statistics

BSc (Hons) Degree Programme in Computer Science

BSc (Hons) Degree Programme in Mathematics

Review Panel

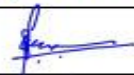
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Section 1: The Programme Under Review

The South Eastern University of Sri Lanka (SEUSL) was first established in July 1995 as the South Eastern University College of Sri Lanka. It was then upgraded to the status of a fully-fledged university as SEUSL, from 15th May 1996.

The Faculty of Applied Sciences (FAS) consists of four departments namely, the Department of Biological Sciences, the Department of Chemical Sciences, the Department of Physical Sciences and the Department of Mathematical Sciences (DMS). The DMS was established in 1997 with the establishment of the FAS and it is the largest department in FAS. The DMS offers three Honours degree programmes, BSc Honours in Mathematics (MA), BSc Honours in Applied Statistics (AS) and BSc Honours in Computer Science (CS). The department has been offering BSc Honours in Mathematics, BSc Honours in Applied Statistics and BSc Honours in Computer Science from the academic years 2014/15, 2010/2011 and 1997/98 respectively.

Around 300 students from each intake are allocated by the UGC for the three degree programmes offered by the FAS. Of those around 20 students are selected at the end of the second year for the BSc Honours in CS, AS and MA. At present, the numbers enrolled for FAS and these degree programmes in each study year are shown in Table 1.1.

Table 1.1: Number of enrolled students for CS, AS, and MA

Academic year	Applied Statistics	Mathematics	Computer Science	Total
2015/2016	10	11	5	26
2014/2015	9	7	8	24
2013/2014	9	0	8	17
2012/2013	0	4	0	4
2011/2012	0	N/A	3	3
2010/2011	11	N/A	8	19

The numbers of students that have graduated from the BSc Honours in CS, AS and MA programmes during the recent five academic years are shown in Table 1.2.

Table 1.2: The breakdown of results of the graduates passing through the BSc Honours in CS, AS and MA programmes

Academic year	First Class			Second Upper			Second Lower			General Pass		
	AS	MA	CS	AS	MA	CS	AS	MA	CS	AS	MA	CS
2015/2016	3	1	2	4	5	1	3	1	2	0	1	0
2014/2015	1	3	0	6	3	2	1	0	4	1	0	2
2013/2014	0	N/A	0	3	N/A	3	4	N/A	3	2	N/A	2
2012/2013	N/A	0	N/A	N/A	0	N/A	N/A	4	N/A	N/A	0	N/A
2011/2012	N/A	N/A	0	N/A	N/A	1	N/A	N/A	2	N/A	N/A	0
2010/2011	0	N/A	0	1	N/A	0	6	N/A	4	4	N/A	4

The BSc Honours in MA, BSc Honours in AS and BSc Honours in CS by the DMS, FAS is equivalent to Level 6, of the Sri Lanka Qualifications Framework (SLQF), comprising 120 Credits offered over four years. The AMC programme is conducted entirely in English.

Section 2: Observations on the SER

Preparation of the Self-Evaluation Report (SER)

The SER of the Cluster 03 (which consists BSc Honours in MA, BSc Honours in AS and BSC Honours in CS) has been prepared according to the guidelines stipulated in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions of the UGC. The contents of the SER were presented in a concise and easily comprehensible manner and covered the period 2015 - 2019.

The SER has been prepared by an Internal Quality Assurance team appointed by the FAS. The writing team initially comprised a few members. However, in various stages of the preparation process, the entire department was involved in the SER writing process.

A participatory approach was evident, with the SER team holding discussions both at the department and faculty levels to address issues and concerns that arose during the writing process. Members of the departments were familiarized with the review manual through the Internal Quality Assurance Unit (IQAU) (now known as CQA). Some academics of the department had undergone training by an expert during the SER preparation process. The eight criteria were assigned to different members of the department who were in charge of identifying, collating and organizing the relevant documents. The final draft of the SER was circulated among members of the department for their comments. After finalizing the SER, it was sent to the Director of CQA for comments.

It was noted that some of the standards in the manual for review of undergraduate study programmes were misidentified. In such cases, unnecessary / not related documents were submitted as evidence.

For example:

Standard 1.14: The Faculty/Institute implements the performance appraisal system prescribed by the University/HEI; performance of staff is enhanced through training and rewarding high performers. - *Many of the provided documents do not relate to Standard 1.14.*

Standard 2.4: The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through the provision of in-service, continuing professional development (CPD) programmes; the impact of CPD programmes is monitored, and remedial action taken as and when required. - *Provided evidence not related to CPD programmes.*

Marks for some of the standards were given based on review team findings.

Observations on the SWOT Analysis

A SWOT analysis was conducted and is included in the SER. Most of the identified strengths were verified during the review of documentary evidence and physical inspection. For instance, observations revealed that students with multi-cultural, religious and lingual interaction with a conducive environment to improve social harmony among the students and offering competitive degree programmes to meet the demand of career opportunities.

Some of the identified weaknesses cannot be considered as weak points.

For example: the following were identified as weaknesses.

- Students are influenced by inappropriate sub-cultures and poor social attitudes.
- Lack of spirit and skills for harmonious cohesion in a multilingual, multicultural society
- No accreditation for the current degree programme.

Some of the identified threats cannot be considered as threats.

For example:

- Limited employment opportunities in the private sector.
- The low salary scale for graduates in the government sector compared to other private sectors.

Previous Reviews Conducted, and Action Taken

Subject review recommendations were addressed by the FAS. The honours degree curriculum was revised and SLQF compliance was completed. However, it was noted that some of the recommendations are still in pending status. For example, the curriculum has not yet been revised to fulfil the subject benchmark statements.

Section 3: The Review Process

The review process was rigorous and was conducted in several steps. The first was a desk evaluation of the SER, where members of the review panel made independent assessments. Before starting the evaluation proper, the review panel met several times online. Here the review panel discussed the outcomes of the desk evaluation. For each criterion, evidence was observed by panel members via online and altered the initial scoring system. Prior to the site visit, a work schedule for the review panel was prepared by the review panel members and sent to the Dean of the FAS for any required amendments. The finalized site visit schedule (see Annex 1) was circulated among the review panel members, the Dean of the FAS and the Director of CQA. At the site, the review panel had a brief meeting to discuss the review process, before commencing the review.

One of the goals of the review panel was to observe some documentary evidence (either those were not uploaded into the system and/or to clear out some of the doubt regarding the evidence). Additionally, several formal meetings/discussions were held with academics, non-academics, administrative staff, and students. Visits were also made for physical verification of the claims. The following sections provide a brief record of the meetings conducted and the facilities observed during the review process. Since the faculty was in session, the review panel was also able to observe some of the relevant processes.

Scheduled Meetings and Discussions

Throughout the two-day site visit, the Review Panel conducted formal meetings and discussions with several groups and individuals directly or indirectly associated with the programme or who provided support in various capacities. The following academics and administrative staff were met with during the review visit.

- Vice Chancellor, South Eastern University of Sri Lanka
- Dean, FAS
- University administrative staff including Registrar, Bursar, Deputy Registrar/ Exams
- Director CQA
- Coordinator IQAC
- Heads of the Departments
- Academic Staff of the DMS, FAS
- Director Career Guidance Unit
- Student Counselors

- Librarian
- Director, Staff Development Centre
- Faculty Administrative Staff
- Non-Academic staff (Dean's office and Department)
- Students of the three study programmes

The participation in many of the group discussions was satisfactory. The discussions were interactive, and groups were met separately to provide an opportunity to freely express their thoughts and concerns. Evidence of meetings/discussions is provided in Annex 2.

Facilities Observed

In addition to these meetings, the Review Panel also made visits to several facilities for physical verification. All members of the Review Panel were present at the discussions and participated in the physical verification process. The facilities inspected are given below.

- Office of the Vice Chancellor
- Office of the Dean
- University CQA
- Faculty IQAC
- Career Guidance Center
- Staff Development Centre
- Department of Mathematical Sciences
- Library
- Student Canteen
- Lecture Halls
- Gymnasium
- Student Center
- Students' Hostel
- Computer Labs
- CGEE
- Auditorium

Processes Observed

The meeting was organized very well, and the participation of relevant stakeholders was at a very satisfactory level. Additional evidence (or missing pieces of evidence) was obtained through observations. The entire process was coordinated by the department coordinator and the coordinator of the CQA of the IQAC. Academic members were also in attendance

throughout the review visit to facilitate the process. Many informal discussions were also held throughout the visit with the academics.

A students' hostel and the faculty canteen were visited while they were in use. The procedures and the use of the library facilities were also observed. The use of the lecturers' offices and the functioning of the offices of the Dean, Department Head, Assistant Registrar (Faculty) and LMS were also observed. Observations were also made of the general cleanliness of the premises and the enthusiasm of the support staff. Most of the meetings were conducted while visiting the corresponding office premises. University CQA, Faculty IQAC, Staff Development Centre, library, examination branch, SDC, CGEE and other centers were observed and had meetings with respective Director/Coordinator/Staff. The surroundings of the university provided the students with a natural and healthy learning environment.

Section 4: Overview of the Quality and Standards of the Reviewed Programme

Evidence Provided

There were many mismatches between the evidence provided and the standards. However, marks were allocated for most of the cases by observing some of the evidence which appeared in other standards. A few examples are demonstrated in Table 4.1.

Table 4.1: Information about evidence vs marks

Standards	Missing information	Remark
1.1	Evidence was not uploaded	Marks were given based on observation
2.4	Evidence provided was not relevant	Marks were given based on observation
2.8	Evidence provided was not relevant	Marks were given based on observation
3.5	Evidence provided was not relevant	Marks were given based on observation
3.10	Evidence provided was not relevant	Marks were given based on observation
3.19	Evidence provided was not relevant	Marks were given based on observation
4.10	Evidence provided was not relevant	Marks were given based on observation

Outcomes of the Review Process

At the end of the first day of the site visit and before the wrap-up meeting, the Review Panel had internal meetings to discuss and evaluate the experiences and findings. The evaluation proper scores were re-visited, and amended, where needed, based on the on-site observations. Lengthy discussions were held within the panel before deciding on the deserving scores for each of the sub-criteria. The Review Panel also prepared a PowerPoint presentation which included comments on the review visit and its facilitation and on the healthy practices adopted and apparent weaknesses of the study programme as observed by the Review Panel. Recommendations for improving the programme were also included.

The review visit ended with a de-briefing meeting conducted on the second day, which was attended by the Dean FAS, Heads of Departments and academic staff of the DMS and FAS. A cordial discussion ensued after the presentation where those present clarified certain matters. The Dean, Head, and members of the department commended the efforts of the Review Panel and positively commented on the recommendations made by them for the improvement of the reviewed programme.

Section 5: Judgement on the Eight Criteria of Programme Review

Criterion 1: Programme Management

Healthy Practices and Strengths

One of the greatest assets of the Department of Mathematical Sciences / Faculty of Applied Science is the student-friendly atmosphere and its enthusiastic academic staff being involved in imparting the required knowledge, skills, and competencies. There was evidence of a participatory approach being practiced by the department. FAS and DMS provide all necessary information including a description of the study programme, course curricula, examination by-laws and student charter to new incoming students. Most of the mentioned information was in the Faculty Handbook. The department webpage is updated, well maintained and it consists of all necessary information. The department has a well-defined orientation programme for new students to facilitate the students' transition

The department/ faculty web page is updated, well maintained, and consists of all necessary information including degree programmes period., course curricula, student activities, staff profiles, etc. The department/ faculty implements a duty list, work norms, and codes of conduct for all categories of staff. There is a well-established administrative structure for effective programme management. It is commendable that "Quality Assurance" has become a compulsory item on the agenda of the Faculty Board and Senate meetings.

Weaknesses

One of the major weaknesses noted is that stakeholder consultation is limited only to student internships. Stakeholder consultation and participatory approaches are lacking where they are needed most, namely in programme management. Students' participation in the decision-making process is minimal. Collaborative engagement with external stakeholders is at a minimal level. No proper actions are taken to address the student feedback and peer review comments. Student and teacher appraisals, although in place and conducted periodically, have not been systematically analyzed, nor has corrective action been taken for improvement. No MOU/ agreement has been signed for the collaborative partnership for academic and research cooperation.

Criterion 2: Human and Physical Resources

Healthy Practices and Strengths

One of the major strengths of the department and the faculty is the visible student-centered and student-friendly attitudes displayed by all of its members. Harmony and cohesion between the students and staff, and among staff members were praiseworthy. The department consists of well-qualified academic staff. Multicultural programmes are available to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.

The library is well equipped with books and periodicals, and access is provided to well-known journals. Electronic databases, internet facilities, inter-library loans and reprography facilities are available for staff and students. The Career Guidance Unit (CGU) also empowers students with much-needed soft skills. In addition to CGU activities, FAS established formal and informal mechanisms to improve students' soft skills and has taken many innovative paths for its further development. It was also noted that the available ICT facilities are at an acceptable level.

All courses are conducted in the English medium, and we were able to assess that most students of the level III to IV could converse with us in English to a certain degree. FAS has taken innovative actions to improve English language skills academically as well professionally under the AHEAD grant.

The Staff Development Centre regularly conducts various essential training programmes/workshops for both academic and non-academic staff. Due to these training programmes, the staff members also regularly participate in training sessions to improve their knowledge of teaching learning processes. There was evidence to show that most of the staff have acquired the required training in outcome-based education and student-centered learning.

Weaknesses

One of the major weaknesses noticed was the absence of a policy or a plan for human resource development. Furthermore, there was no proper plan for CPD training. It was noticed that the department has not identified standard 2.4 properly.

Criterion 3: Programme Design and Development

Healthy Practices and Strengths

The BSc Honours in MA, AS and CS degree programmes are currently offered based on the curriculum developed in 2017. Programme design has been initiated by describing well-defined graduate outcomes consistent with the university's vision and mission, which is followed by a clear mapping of course/module outcomes to the programme outcomes. The programme design complies with the Sri Lanka Qualification Framework (SLQF). The curriculum is outcome-driven and equips students with knowledge, skills, and attitudes (to some extent) to succeed in the world of work and for lifelong learning. Some training programmes on Outcome Based Education (OBE) and Student Centred Learning (SCL) have been conducted for staff in the service. The programme seeks to engage students in a variety of learning activities that would encourage diversity, accessibility, and autonomy of learning.

Weaknesses

One of the major weaknesses noted is that stakeholder consultation is limited. Stakeholder consultation and participatory approaches are lacking where it is needed most, namely in curriculum design, development, and planning. Subject benchmark maps were not given. There is no proper mechanism or path (homogeneous mechanism) to show constructive alignment (PLOs vs Courses, PLOs vs SLQF outcomes, PLOs vs assessments).

Criterion 4: Course/ Module Design and Development

Healthy Practices and Strengths

The courses are designed in compliance with the SLQF credit definition and guided by other reference points. The department has developed courses with ILOs which are aligned with the programme ILOs. Furthermore, the courses were developed by considering student-centred teaching-learning, self-directed learning, collaborative learning, creative learning, life-long learning strategies and interpersonal communication and teamwork skills. English modules (one for each semester) have been introduced in all eight semesters to improve the English of the undergraduates.

Weaknesses

Although survey tools such as questionnaires have been used for course evaluation, student feedback, and peer evaluation, there is no evidence of analyses or remedial actions being taken. Developed student feedback focuses only on lecturer evaluation but not on course and programme evaluation. The overall course evaluation report is not produced. There is no homogeneous way to present constructive alignment.

Criterion 5: Teaching and Learning

Healthy Practices and Strengths

Course specifications and timetables are distributed among the students before the commencement of the course. The teaching-learning strategies agree with the conditions postulated by the faculty's mission statement. Active learning methods are incorporated into the teaching-learning activities. Online teaching and learning activities are properly utilized. There are sufficient academic staff within the faculty to teach all the specific areas. All incoming students are provided with adequate information on the curricula of the study programmes and courses offered, examination procedures and grading mechanisms, requirements for graduation and examination by-laws. The faculty offers a well-structured orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.

Weaknesses

The staff research and their output are not integrated into undergraduate teaching. No proof has been provided for the support of the students to publish their research. Policy or proper guidelines of teaching-learning strategies for differently abled students are not available. Proof of counseling services is not available. A teaching excellence award scheme is not available.

Feedback (staff and students) although conducted is still not systematically analyzed; no evidence of utilizing feedback for the continuous development of teaching and learning processes. No proper mechanism for the preparation of evaluation reports.

Criterion 6: Learning Environment, Student Support and Progression

Healthy Practices and Strengths

Weaknesses

Use of the Learning Management System is at a very minimal level. Training in student counseling has not been provided to the relevant staff members. There was not a proper feedback system in place for getting students' feedback on student support services. There is no proper mechanism to get alumni members' assistance to develop students' career prospects.

Criterion 7: Student Assessment and Awards

Healthy Practices and Strengths

Assessment strategies of the programmes have been made as an integral part of programme design to achieve programme objectives. Proper procedures in handling matters related to examinations and assessments are in place. A detailed transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class is issued to all graduates. Assessment strategies are aligned with the SLQF (level 6). The examination By-laws and Student Charter are comprehensive and are made available to all students. The punishments for examination offences have been duly conveyed to the students through the handbook/web and other examination guidelines. Results are released on time (one-month duration). The first and second markings are conducted, and the results are finalized.

Weaknesses

A policy document and guidelines for the assessment of differently abled students are not developed. Outcome-based formats should be followed in providing detailed syllabus information in students' handbooks. There was no evidence of student feedback being used for revising or improving assessment strategies.

Criterion 8: Innovative and Healthy Practices

Healthy Practices and Strengths

The faculty and the department have in place some strategies that foster innovative and healthy practices which in turn have led to enhancing the learning experiences of the students. The LMS has been appropriately designed and has been extensively used in the teaching and

learning process. Few staff members have developed audio/video for the teaching process and those were uploaded to LMS. There is also evidence for community engagement. The university has a reward system in place for academics. A compulsory six-credit final-year research project is available in the curriculum. External examiners for moderation and second marking are used in the examination process. A wide variety of co-curricular activities are available.

Weaknesses

The use of OER was very limited. Faculty /Department policy on the use of OER was not seen. Industry enrolment for research and innovation activities is at a minimum. A proper MIS system is not available for administrative and examination divisions. Proof has not been provided to show the collaboration between international and non-governmental agencies.

Section 6: Grading of the Overall Performance of the Programme

Based on the guidelines given in Chapter 3 of the PR manual, the Review Panel's evaluation of the performance of the study programmes is given in Table 6.1.

Table 6.1 : Assessment Criteria and Scores (BSc Honours in Computer Science)

No.	Criteria	Weighted minimum score*	Actual criterion-wise score
01	Programme Management	75	124
02	Human and Physical Resources	50	81
03	Programme Design and Development	75	119
04	Course / Module Design and Development	75	113
05	Teaching and Learning	75	118
06	Learning Environment, Student Support and Progression	50	88
07	Student Assessment and Awards	75	135
08	Innovative and Healthy Practices	25	27
	Total on a thousand scale		805
	%		80.50

With reference to Table 6.1 and based on the judgment on the eight criteria, BSc Honours in Computer Science of the Department of Mathematical Sciences, Faculty of Applied Science, South Eastern University of Sri Lanka scored 80.50% overall. Actual criterion-wise scores for all criteria exceed the weighted minimum score. Therefore, the overall performance of the study programmes is "A" and the performance descriptor is "Very Good". The overall score of the study programmes indicates a satisfactory level of accomplishment of quality expected of a programme of study and requires improvement in a few aspects.

Table 6.2: Assessment Criteria and Scores (BSc Honours in Applied Statistics)

No.	Criteria	Weighted minimum score*	Actual criterion-wise score
01	Programme Management	75	124
02	Human and Physical Resources	50	81
03	Programme Design and Development	75	113
04	Course / Module Design and Development	75	126
05	Teaching and Learning	75	118
06	Learning Environment, Student Support and Progression	50	88
07	Student Assessment and Awards	75	135
08	Innovative and Healthy Practices	25	27
	Total on a thousand scale		818
	%		81.80

With reference to Table 6.2 and based on the judgment on the eight criteria, BSc Honours in Applied Statistics of the Department of Mathematical Sciences, Faculty of Applied Science, South Eastern University of Sri Lanka scored 81.80% overall. Actual criterion-wise scores for all criteria exceed the weighted minimum score. Therefore, the overall performance of the study programmes is “A” and the performance descriptor is “Very Good”. The overall score of the study programmes indicates a satisfactory level of accomplishment of quality expected of a programme of study and requires improvement in a few aspects.

Table 6.3: Assessment Criteria and Scores (BSc Honours in Mathematics)

No.	Criteria	Weighted minimum score*	Actual criterion-wise score
01	Programme Management	75	124
02	Human and Physical Resources	50	81
03	Programme Design and Development	75	113
04	Course / Module Design and Development	75	129
05	Teaching and Learning	75	118
06	Learning Environment, Student Support and Progression	50	88
07	Student Assessment and Awards	75	135
08	Innovative and Healthy Practices	25	27
	Total on a thousand scale		821
	%		82.10

With reference to Table 6.3 and based on the judgment on the eight criteria, BSc Honours in Mathematics of the Department of Mathematical Sciences, Faculty of Applied Science, South Eastern University of Sri Lanka scored 82.10% overall. Actual criterion-wise scores for all criteria exceed the weighted minimum score. Therefore, the overall performance of the study programmes is “A” and the performance descriptor is “Very Good”. The overall score of the study programmes indicates a satisfactory level of accomplishment of quality expected of a programme of study and requires improvement in a few aspects.

Section 7: Recommendations

The following recommendations are made to increase the overall quality of the BSc Honours in Mathematics, BSc Honours in Applied Statistics and BSc Honours in Computer Science degree programmes offered by the DMS of the FAS.

1. While appreciating the establishment of IQAC of the Faculty, we recommend streamlining its activities further. IQAC must take the leading role in the QA process throughout.
2. We did not see clearly and properly approved policies on many aspects including human resource development. As there is a possibility of individual variation, influences, and bias, it is very important to have a transparent set of policies on every aspect of management of the programme. It is also recommended to keep one document/booklet compiling policies, standard operating procedures, and TOR for committees.
3. We strongly recommend establishing an appraisal-based reward system for all categories of staff, especially non-academic. The establishment of a teaching excellence award is also recommended. Appreciating hard-working people is very important for the sustainability and improvement of a programme which will motivate them to do more and also motivate others to work more.
4. As the systems must run and change with evidence, we encourage the department and faculty to conduct more analysis, performance and satisfaction surveys and to use that information in planning and implementation.
5. It is also recommended to establish proper mechanisms/ SOP on student feedback processes including preparation of analysis reports and remedial actions based on analysis reports.
6. It is also recommended to maximize the utilization of LMS and use it as an innovative and student-centered learning method.
7. Establishing a Student Information System is recommended.
8. Recommended to prepare a proper curriculum map to align the curriculum to SLQF, Subject Benchmark Statements. It is also recommended to have a common mapping system for all three programmes.
9. It is recommended to establish a mechanism to get alumina networks into the system and enhance their support of the teaching-learning process.
10. It is recommended to include practical new courses in three programmes.
11. It is recommended to strengthen the industrial attachment programme to BSc Honours in AS and BSc Honours in CS curricula.

12. It is recommended to establish an internship programme for BSc Honours in MA curriculum.

Section 8: Summary

The review process of the Cluster 3 (BSc Honours in Mathematics, BSc Honours in Applied Statistics and BSc Honours in Computer Science) Degree programmes offered by the Department of Mathematical Sciences of the Faculty of Applied Science, South Eastern University of Sri Lanka, was successfully completed. The review process comprised pre-visit evaluation, proper evaluation and discussions based on the submitted SER, followed by a site visit (January 9 -10, 2023). The site visit consisted of discussions and meetings with academics and both academic and non-academic support staff who are directly or indirectly linked to the study programme under review. Engaging in discussions with both students of the study programme and members of student-based societies offered the Review Panel invaluable insight into the implementation of the study programme. The review panel also engaged in a physical inspection tour to observe available resources and processes.

The SER was comprehensive and well prepared, and the documentary evidence was systematically organized to facilitate the review process. Overall, a high level of enthusiasm was shown by the academic staff and non-academic staff. The staff showed a high level of commitment towards students, in both teaching and carrying out administrative functions. The students were well informed about the study programme and the facilities available for them within the university. The level of English of the students that were interviewed was satisfactory. Efforts have been made to improve the soft skills of students. Staff are friendly and deliver academic programmes in a timely and organized manner. Participatory approaches were regularly followed, and the cohesiveness of the staff and students was apparent. The environment in the department, faculty and the university at large were safe, pleasant, clean and conducive to both teaching and learning.

Accordingly, based on the findings of the Review Panel on the stipulated requirements of the eight broad criteria, each of the three degree programmes was awarded a Grade A, which implies a satisfactory level of accomplishment of the expected quality of the study programme. The healthy practices and strengths of the study programme as well as the identified weaknesses have been detailed in Section 4 of this report. Recommendations for improvement are given in Section 6.

The review team wishes to appreciate and acknowledge the cooperation and support extended by the Vice Chancellor, Dean, Heads of Departments, Heads of the Centers and Units, Director of IQAC, Chairperson of CQA, SER writing team and all academic and non-academic staff

members and students, graduates, and industrialists. Their invaluable support significantly facilitated the work of the Review Panel.

Annexure: Site Visit Schedule

TIME	ACTIVITY
Day 1: January 09, 2023	
8:30 - 9:00 am	Meeting with Dean and Faculty Administrative Staff
9:00 - 10:00 am	Presentation by Dean, Meeting with SER Writers, CQA Director, IQAC coordinators, HoDs
10:00 - 10:30 am	Meeting with the HoDs.
10:30 - 11:15 am	Meeting with Academic staff members
11:15 - 12:00 noon	Meeting with Non-academic Staff
12:00 - 12:30 pm	External Stakeholders and Alumni Members
1:00 - 3:00 pm	Site visit (Faculty premises) Visiting Teaching/Learning Facilities (IQAC unit, Academic Departments, Lecture halls. Laboratories, Library, Industry training Cell) - Prof SSN Perera and Prof EPN. Udayakumara
	Site visit (Faculty premises) Visiting staff - Student welfare, Canteen, Sports Facility, Counseling facilities, Hostels, etc.) Prof. RARC. Gopura and Prof. TSG. Peiris
3:00 - 3:30 pm	Meeting with Academic Support Staff (Temp Assist Lec, Instructor, Programmer, System Engineer, etc)
3:30 - 4:15 pm	Meeting with students
4.15 - 5:30 pm	Meeting with Student Counselors / Senior Student Counselors / Academic Advisors / Marshal /Career Guidance Staff
5:30 - 6:30 pm	Observing document evidence
Day 2: January 10, 2023	
8:30 - 9:15 am	Meeting with Vice Chancellor, Registrar, Bursar and Directors
9.15 - 10.45 am	Site Visit (Main University) (CQA unit, Exam unit, Library, Auditorium) Prof SSN Perera and Prof EPN. Udayakumara
	Site Visit (Main University) (CGU, SDC, DELT, CGEE and Sports, etc.) Prof. RARC. Gopura and Prof. TSG. Peiris
11:15 – 12:00 noon	Discussion among three reviewers
12:00 - 12:45 pm	Wrap-up meeting at FAS