



Programme Review Report

Cluster of Study Programmes

Bachelor of Science & Bachelor of Science (Joint Major)

Faculty of Applied Sciences Wayamba University of Sri Lanka

Site Visit Date : 18th May 2023



Review Panel : Prof.G.Mikunthan (Chair)

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

1. University: Wayamba University of Sri Lanka

2. Faculty: Faculty of Applied Sciences

3. Degree Programmes: B.Sc (General)

B.Sc (Joint Major)

4. Review Panel

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List of Abbreviations

CGU - Career Guidance Unit

U/CQA - Center for Quality Assurance of the University

SDC - Staff Development Centre

CGEE- Centre for Gender Equity and Equality

Section 1: Introduction to Programme

Wayamba University of Sri Lanka

Wayamba University of Sri Lanka (WUSL) was established on 1st October 1999 under the provisions of the Extraordinary Gazette No. 1093/8 of 17th August 1999. The University now comprises six Faculties; Faculty of Agriculture and Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies and Finance, Faculty of Livestock, Fisheries and Nutrition, Faculty of Medicine and Faculty of Technology. The University operates at two locations – Kuliapitiya and Makandura. The central administration division and four Faculties (Faculty of Applied Sciences, Faculty of Business Studies and Finance, Faculty of Technology and Faculty of Medicine) are located at Kuliapitiya premises, while the Faculty of Agriculture and Plantation Management and Faculty of Livestock, Fisheries and Nutrition are located in Makandura premises.

Faculty of Applied Sciences

The Faculty of Applied Sciences (FAS) was established with effect from 1 October 1999 under the provisions granted by the Government Notification in the Extraordinary Gazette No. 1093/8 of Tuesday, 17 August 1999. The Faculty comprises four departments of study.

Department of Computing and Information Systems (D/CMIS)

Department of Electronics (D/ELTN)

Department of Industrial Management (D/IMGT)

Department of Mathematical Sciences (D/MASTS)

The Faculty has set its Vision “To become premier Applied Science Faculty that enriches the Sri Lankan community with graduates of vibrant intellectuality, outstanding professionalism and brilliant personality” which matches with the University’s Vision - “To be a leading higher education institute in Sri Lanka recognized for its outstanding academic programmes, innovative research, scholarship and outreach with the ultimate target of serving the mankind”. The Mission of the Faculty is “to prepare the graduates through an education rooted in science and industry to become successful professionals in a global society while focusing on the vision of the Faculty and striving towards internationalization”. Faculty is providing theoretical knowledge enriched with educational experience and reinforced with appropriate industrial application-based learning to solve challenging problems. Faculty has put in place a learning environment that is conducive for teaching, learning and research and development, and to produce graduates competent in their chosen disciplines or field of specialization who could cater to the industrial needs and explore global opportunities.

Study Programmes

The Faculty admits students from the qualifiers of the G.C.E (A/L) Physical Science stream. Faculty offers six study programmes - BSc (General) of 3 years (SLQF 5) and BSc [Joint Major] of 2+2 years [SLQF 5] and four BSc (Special) programmes (SLQF 6). This external review covers only the BSc (General) and BSc (Joint Major) study programmes which are grouped under Cluster 1.

Upon admission into the FAS, the students are given the choice of selecting three subjects and they continue on the chosen paths for two years until they are selected for BSc (General) or BSc (Joint Major) or BSc (Special) study programmes based on their performance in the first two years. Faculty adopts the credit-based course unit and GPA grading system in all its degree programmes. An academic year consists of two semesters of 15 weeks. A student is required to offer course modules worth of a minimum of 30 credits (maximum 33 credits) in an academic year. The medium of instruction of all the study programmes is English.

The curriculum of the BSc (Joint Major) study programme, where students major in two subjects, includes compulsory six-month full-time industrial training with a final year project that provides opportunities for students to experience the industrial environment and to master the soft skills sought by employers. Though this study programme extends over 4 years, the degree offered is listed as an SLQF 5 level qualification. Nevertheless, a significant practical component is involved in every programme, especially with the subjects of Computer Science and Electronics, and sufficient laboratory facilities are available to give the students the required hands-on experience.

Undergraduate students present the results of their final year projects at the Annual Research Symposia of the Faculty. Each department has a Students' Academic Society through which the students perform various co-curricular activities. The graduates of the Faculty have recorded higher employability rates and these graduates are well employed in positions ranging from middle level upwards in the fields of education, banking, management, technology and other fields in the industry and services sectors.

Some pertinent information concerning the study programmes offered by the FAS are given in Tables 1.1 through 1.4.

Table 1.1. Commencement of the Study Programmes

Study Programme	Academic Year	Remarks
BSc (General)	1999/2000	
BSc (Joint Major)	2003/2004	(1+3) programme
	2011/2012	(2+2) programme

Table 1.2. Number of students in the Faculty/ Programme at present

Academic Year 2020/2021			
Level	Nos. of students	BSc (General)	BSc (Joint Major)
Level 1	166		-
Level 2	166		-
Level 3	153	54	71
Level 4	113	-	73
Total	598	54	144

Table 1.3. Maximum number of students enrolled in the last five years:

Year	Batch	Nos. of students	BSc (General)	BSc (Joint Major)
2022	2020/21	166		-
2021	2019/20	177		-
2020	2018/19	162	54	71
2019	2017/18	175	46	73
2018	2016/17	171	67	55
2017	2015/16	159	69	58
2016	2014/15	148	72	55

Table 1.4. Numbers graduated from the programme over the past five years:

Year	BSc (General)	BSc (Joint Major)	BSc (Special)*	Total
2022	116	66	27	209
2021	64	50	12	126
2020	68	75	16	159
2019	62	43	15	120
2018	32	53	16	101

*Not included in this Cluster

The Staff

The Faculty of Applied Sciences has an academic cadre of 51, out of which 9 cadre positions remain vacant. The Faculty has employed 23 academic support staff and 28 non-academic staff.

Learning Environment

The University Library offers a large collection of books and periodicals (online and printed) with an online catalog. It provides access to electronic databases and allows the students the free use of laptops within the library. It also offers an e-resource centre , and provides an inter-library lending and article request service to students of the Faculty. Library conducts an orientation programme for the new entrants.

The Department of English Language Teaching (DELT) offers courses and programmes to facilitate the development of English language skills of undergraduates. The DELT conducts an Intensive English course for all new entrants and thereafter, it provides Teaching English as a Second Language (TESL) courses which are compulsory for all undergraduates to impart a working knowledge of English. In addition, the students are offered optional courses leading to Certificate in Business English and Certificate in Advanced English Proficiency.

Faculty possesses sufficient laboratory space to conduct undergraduate study programmes. The Department of CMIS has computer laboratory facilities for the computing needs of all the students of the Faculty. The Department of ELTN has two laboratories with essential equipment for electronic practical sessions and examinations. The space of some laboratories is not sufficient, especially the space and facilities of the computer laboratory. Nevertheless, the Faculty manages to conduct necessary practicals by grouping the students.

The Information Communication Technology Centre (ICTC) provides ICT services to faculties and administration divisions and staff: internet, network and Wi-Fi facilities; laboratory facilities for general students, computer practicals and examinations. A Diploma in IT is conducted by the ICTC for the students of the Faculty. This is an optional, two-year programme conducted in parallel with the courses offered for the chosen study programmes for the benefit of students who could not offer computer science as a subject.

Student Support System and Management

The two academics serve as student counsellors in the Faculty, and there is one senior student counsellor for the Kuliyaipitiya premises. All Faculty members serve as mentors, and at the enrollment into the Faculty, each and every student is assigned with a mentor.

Career guidance services are provided through the Career Guidance Unit (CGU) of the University, and faculty level career guidance activities are coordinated by a Faculty Coordinator. Faculty maintains a student-friendly environment conducive to teaching and learning. Additionally, the students are provided with hostel facilities, health care services, sports and recreational facilities and cafeteria services.

Section 2: Observations on SER

The external review process followed the two step process; desk evaluation conducted based on the information provided in the Self Evaluation Report (SER) with respect to the extent of adoption of best practices and degree of achievement of respective standards prescribed under the 8 programme review criteria listed by the *“Manual for the Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions of the Quality Assurance Council of the University Grants Commission”* (SPR Manual of QAC/UGC). This was followed by the on-site evaluation which was meant to clarify the claims made and evidence provided in the SER, and to hold discussions with key stakeholders and observe the facilities and key educational processes.

Review Team members were provided with a SER through the UGC Web Portal and the Review Team members were requested to complete the online desk evaluation and sent the report to the QAC before the site visit which was scheduled to be held on 18th May, 2023. The general observations of the Review Team on the SER are given below.

The SER extends over 101 pages and contained four chapters and appendix consisting of several annexures. There were some documentary indications holding periodic meetings and discussions during the process of writing and compiling data into a final version of the SER. In general, the Review Team is of the view that the claims supported with evidence to show compliance with the prescribed best practices and degree of achievements of respective standards listed under 8 programme review criteria were presented systematically.

Section 01 of the SER gives an introduction to the study programme. It begins with an overview of the Faculty – brief descriptions on departments under its purview, study programmes offered, learning resource system, and student support system and management. This Section also includes a report on the SWOT analysis conducted. The SWOT analysis given in pages 96 and 97 of the SER gives a comprehensive outlook of the Faculty including its strengths and weaknesses of the study programmes it offered. In general, the information provided in Section 1 was detailed enough for the Review Team to get an overview of the study programmes offered by the Faculty.

The main strengths of BSc (General) study programme identified were - delivering academic programme of broader scope in English medium, offering subject combinations of at least one practical-based subject and having qualified and experienced academic staff. The main strengths of BSc (Joint major) degree programme identified were - unique programme structure with a deeper coverage of two chosen subjects, compulsory Industrial Training and Research Project and ample opportunities provided for students for soft skills development.

Weaknesses found in BSc (General) degree programme were – absence of regular curricula updating, limited choices offered in subject selection, absence of provision for industrial exposure and research experience, limited opportunities provided for soft skills development and less focus on practical applications and industry relevance. Major weaknesses found in BSc (Joint Major) degree programme were limited laboratory facilities and resources available for conducting student projects, limited choice of course modules offered within a given subject stream, and inadequate industrial experience of the staff.

Section 02 provides a brief overview of the process of preparation of the SER including the names of the members of the writing team. Section 03 titled “Compliance with the Criteria and Standards” is the core of the SER covering pages 14 to 84, and it includes an analysis of the 8 criteria prescribed by the SPR Manual of QAC/UGC, with a summary given at the end of each criteria covering both the BSc (General) and BSc (Joint Major) study programmes . As instructed by the SPR Manual of QAC/UGC, the information has been tabulated in four columns. The first column identifies the code of the standard while the second column describes Faculty adherence to the standard and highlights the claims for the best practices adopted highlighting the level of achievement of the standard while the final two columns are dedicated to listing the evidence to support claims, and their respective codes.

Criterion 1: Programme Management – Contents are presented under 27 standards prescribed by the SPR Manual of QAC/UGC. Faculty attempted to show that it’s activities are in line with the Faculty’s Annual Action Plans which have been designed in alignment with the University's Strategic Plan. Study programmes are conducted under strong organizational and administrative mechanisms that incorporate innovative and standardized practices which ensure optimal participation of students and academic staff in teaching and learning, and assessment process.

Criterion 2: Human and Physical Resources – Contents are presented under 12 standards prescribed by the SPR Manual of QAC/UGC. The programme is conducted by well-qualified academic staff who possess ample teaching and research experience in a wide range of disciplines. The physical resources available in the Faculty for conducting the programme appear to be satisfactory despite having few inadequacies, particularly with respect to providing the provisions targeting students with special education needs. Further, some academic departments have made effective links with potential employers for conducting industrial training programmes/externships.

Criterion 3: Programme Design and Development – Contents are presented under 24 standards prescribed by the SPR Manual of QAC/UGC. In this section, attempts were made to demonstrate Faculty’s adherence to the best practices prescribed by the SPR Manual of QAC/UGC. The Faculty through its Curriculum and Academic Development Committee (CADC) had adopted a participatory approach in the design and development of curricula of

the two study programmes, and followed the study programme approval policy and procedures of the University.

Criterion 4: Course/Module Design and Development - Contents are presented under 19 standards prescribed by the SPR Manual of QAC/UGC. It has made efforts to highlight the commitment of the Faculty to promote the out-come based education (OBE) and student-centered learning (SCL) approach (OBE-SCK Approach) in programme design and development and delivery. The courses and modules are designed to achieve the pre-prescribed intended learning outcomes (ILOs) which were constructively aligned with the programme learning outcomes (PLOs). Courses are designed in conformity with the standards and guidelines prescribed by the SLQF Manual such as notional learning hours and credit values and programme and course descriptors. The course contents comprise of theory and practical lessons, field visits, independent learning, etc., which are programmed in such a way to complete within the stipulated time periods.

Criterion 5: Teaching and Learning - Contents are presented under 19 standards prescribed by the SPR Manual of QAC/UGC. The study programmes are delivered using diverse teaching-learning approaches and techniques with particular attention paid to sustaining student interest and developing essential competencies in students to secure a gainful employment in the 'world of work'. Technology-enhanced teaching – learning is adopted with the ample use of LMS, online reading, slide presentations, and audio-visual tools. Besides that, the BSc (Joint Major) study programme includes industrial placement (or externship component) to expose the students to 'world of work'.

Criterion 6: Learning Environment, Student Support and Progression - Contents are presented under 24 standards prescribed by the SPR Manual of QAC/UGC. Faculty has put in place student-friendly environment with administrative, academic and technical support services to facilitate the students learning and other activities. Conducive and caring environment provides opportunities to engage in academic pursuits while having means to resolve their grievances and issues. The orientation programme offered at the entry to new students provide information about University and facilities, and support services provided. Counseling and mentoring services are provided to help students to deal with learning difficulties and personal issues.

Criterion 7: Student Assessment and Awards - Contents are presented under 17 standards prescribed by the SPR Manual of QAC/UGC. The two study programmes adopts both formative and summative assessments in order to evaluate students' performance. Student assessment is done adopting well-defined assessment tools while maintaining fairness and transparency.

Criterion 8: Innovative and Healthy Practices - Contents are presented under 14 standards prescribed by the SPR Manual of QAC/UGC. Two study programmes have adopted several innovative and healthy practices in different aspects of the programmes to impart necessary competencies required to succeed in the competitive job market.

In general, the Review Team is of the view that the SER has been prepared in accordance with the guidelines given in the SPR Manual of the QAC/UGC, and it has indeed facilitated reviewers in conducting both the desk evaluation and on-site evaluation.

Section 3: Description of Review Process

The UGC appointed the Review Team consisting of Prof. G. Mikunthan (Chairman, University of Jaffna), Prof., W.A.D. Nayananjalie (Member, Rajarata University of Sri Lanka), Dr. T. Manoranjan (Member, University of Jaffna) and Dr. M.J.M. Jafeen (Member, South Eastern University of Sri Lanka) for the conduct of the programme review of Cluster 1 of study programmes offered by the FAS of the WUSL. Due to the COVID-19 outbreak prevalent in the country in 2020/2022 period in the country, the on-site evaluation of the external review process was conducted in a hybrid mode - i.e. conducting most of the discussions with stakeholders via online mode and physical verification of claims made during one-day site visit.

The review process commenced with the training given to programme reviewers on the programme review process by the QAC/UGC via the online platform on 16th June 2020. Then, the reviewers were trained to carry out the online mode of evaluation at the workshop held on 20th January 2022.

Upon receipt of the SER of the Cluster 1 Study Programmes of the Faculty of Applied Sciences, WUSL, the Review Team members commenced desk evaluations individually following the guidelines given in the *“Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions - 2015” of the Quality Assurance Council of the University Grants Commission (SPR Manual of QAC/UGC)*. The Review Team members were requested to upload the report of the desk evaluation to the online platform created by the QAC before 20th January 2023.

The “Review Proper ” was started on 11th January 2023 when the link was made available to the reviewers to have access to the online document repository provided by the Faculty of Applied Sciences. The Review Team members perused through the uploaded documents during the period of 14th January 2023 to 12th February 2023, and met online in several occasions to discuss matters related to the desk evaluation of SER. The stakeholder meetings were held online on 28th February 2023. The one-day site visit was conducted on 18th May 2023, and the findings of each reviewer were further discussed at the pre-site visit meeting held on 17th May 2023.

The agenda of the visit was prepared by the Chair of the Review Team with the agreement of other members and the schedule was finalized, and submitted to the Director/QAC, UGC and Coordinator/FQAC of FAS. Prior to the site visit, a series of online discussions were held with different stakeholders as indicated in the programme schedule given in Annexure 1a of the Appendix. The Review Team visited the FAS on 18th May 2023 to conduct the on-site verification of the claims made and evidences cited in the SER. The Review Team conducted

the activities according to the pre-planned schedule of the site visit. The Review Team conducted series of meetings with key stakeholders, and visited the facilities available in the Faculty of Applied Sciences for physical verification.

During the on-site evaluation, the following activities were conducted:

- Reviewing all documentary evidence furnished by the Faculty;
- Listening to the presentation made by the Dean/FAS;
- Discussion with Vice-chancellor, Director/CQA, Dean, Coordinator/FQAC, and students (Annexure 1b: The Schedules of site visit);
- Discussion with SER writing team to get clarifications; and
- Observation of facilities available for students at FAS.

The summary of meetings held by the review team physically and online with stakeholders is given in Table 3.1.

Table 3.1: Meetings held during the programme review process

No.	Meeting	Online/Physical	Number participated
1	Dean and Administration staff	Online	06
2	Heads of the departments	Online	06
3	Academic staff (including the staff of the English Language Teaching Department and IT Centre and Units)	Online	32
4	Administrative staff, Technical officers and academic support staff	Online/Physical	27
5	Library staff	Online/Physical	03
6	Directors of Centers/Units/Cells, Career Guidance and Gender Equity and Equality Staff, UBL	Online	10
7	Mentors, Student Counselors, Career Advisors, Psychosocial Counselors	Online	30
8	Alumni members	Online	19
9	Vice-chancellor	Physical	02
10	CQA/Director and Chair/FQAC	Physical	03
11	Senior student counselors	Physical	01
12	AR/Students affairs	Physical	01
13	Student union and students	Physical	46
14	Wrap-up meeting with Dean, Heads of the departments and all academic staff	Physical	28

At each of these meetings, the Review Team discussed the relevant and pertinent details regarding the degree programmes, and the information gathered through these discussions was very valuable for the reviewers. It was noted that all stakeholder groups including academic, administrative and non-academic staff, students, alumni and other stakeholders are satisfied with the way the Faculty is conducting the two study programmes covered under this review.

Meeting with Dean and Administrative Staff

The meeting was attended by the Dean, Senior Assistant Registrar and Assistant Bursar of the Faculty,. The review team was welcomed by the Dean of the Faculty, Prof. L.D.R.D. Perera. The Dean of FAS made a detailed presentation on the current status and performance of the Faculty. Though the Faculty offers six degree programmes only two degree programmes, the BSc (General) and BSc (Joint Major) which are grouped under Cluster 1 were considered in this review. He explained the details of the current structure of the degree programmes offered and the facilities available at the Faculty. This presentation enlightened the review team on the study streams offered, infrastructure facilities available, and the major constraints faced in the delivery of the academic programmes. The Senior Assistant Registrar explained the roles and duties that the administrative and non-academic staff in facilitating the conduct of academic programmes and in providing a student-friendly learning environment.

Meetings with Heads of the Departments, permanent academic staff including the English Language Teaching Department and IT Unit

The meeting was held with the participation of the Heads of the Departments and academic staff members including the staff from the Department of English Language Teaching (DELT) and Information Technology (IT) Unit. The meeting was conducted successfully, and it allowed the review team members to clarify the matters arisen during the desk and 'proper evaluation' of the study programmes. Staff members of DELT and IT unit explained the assistance provided by them in the delivery of two study programmes.

Meeting with administrative staff, technical officers and academic support staff

The meeting was attended by the members representing administrative, technical and academic support staff categories. The members explained the supportive role played by them in the conduct of study programmes. They also highlighted few problems faced by them, which are related to staff cadres, promotions and training requirements. It was highlighted that there is a dearth manpower required, especially at the technical officer level for the successful conduct of the study programmes. They also emphasized the need for having continuing education and training programmes to update their knowledge.

Meeting with Library staff

The meeting was attended by the members representing the library staff. During the online meeting, the senior assistant librarian and staff members attached to the library explained their services and how they facilitate the student learning process. They also stated that they are trying to increase the library usage by students adopting diverse approaches. Nevertheless, they highlighted the need for more staff to deliver an efficient service. In addition, the Review Team visited the main library of the University during the site visit for physical verification. The Review Team learned that there is no provision of plagiarism checking at the University and the librarian mentioned that they get assistance from neighboring Institutions for plagiarism checking, as and when required.

Meeting with Directors of Centers/Units/Cells

The Director/SDC, Director/CGU, Director/GEEC and Faculty representatives to these centres/units participated at this meeting. They all explained their role in improving the quality and standards of the study programmes offered by the University. The Director/SDC highlighted the training programmes offered for different categories of staff members, and the Review Team noted that both academic and non-academic staff members have been provided with regular training programmes. The Director/CGU explained the workshops conducted by their unit for students in order to build up their soft skills. The Director/GEEC briefed about the activities conducted to create an awareness on the concept of gender equality and equity among the staff and students.

Meeting with Deputy Proctor, Mentors, Student Counselors, and Career Advisors

The Deputy Proctor informed about the activities carried out at the Faculty in dealing with issues relating to their conduct and discipline. Student counselors and mentors explained their role in assisting students in dealing with stresses relating to academic and personal matters. They also stated that they have been taking steps to set up a needy student fund for assisting students who are in need of financial assistance.

Meeting with Alumni

This meeting was held in online mode as some alumni joined from distant places including overseas destinations. Alumni were found to be highly supportive and they are currently involved with different activities to facilitate activities and programmes conducted by the Faculty. Most of the alumni who participated in the discussion are serving in the private sector of the country. Besides them, there were few alumni who participated in the discussion who are engaged in postgraduate studies in foreign countries. They proposed increasing students' practical exposure, especially by increasing the time duration of industrial training component. They were particularly impressed with the BSc (Joint Major)

study programme. Further, they raised the need for frequent revisions in the curriculum, particularly in the disciplines of Computer Science and Electronics.

Meeting with the Vice-Chancellor

The Review Team met the Vice-Chancellor, Prof. Udith K. Jayasinghe-Mudalige at his office on 18th May 2023. The Vice-Chancellor explained the current status of the University and the assistance rendered by the central administration to Faculties and Centres/Units with particular emphasis on the Faculty of Applied Sciences. He also explained the difficulties in the recruitment of non-academic staff. He was happy with the student conduct and their activities which are carried in harmonious manner. Review Team members briefed the Vice-Chancellor on their major observations on the study programmes and on the recommendations that are going include in their review report.

Meeting with the Director/CQA and Coordinator/FQAC

The Review Team visited the Faculty and met Prof. K.D.R.R. Silva, Director/CQA and Dr. A. Pallegedara, Coordinator/FQAC on 18th May 2023. The Director of the CQA described the activities conducted at the university level by the CQA. He also explained the future plans and scheduled activities which are aimed to enhance the quality and standards of degree programmes offered by the respective faculties. The Coordinator of the FQAC of FAS described the services rendered by the FQAC and future plans. It was pointed out that FQAC organized necessary training on SER writing and also extended assistance in the preparation of the SER for the Cluster 1 study programmes.

Meeting with SAR/Student Welfare and Senior Student Counselor

The review team met SAR/Student Welfare during the on-site visit, and she explained how they assist the students in carrying out their academic activities in a smooth manner, especially in assisting them with hostel, canteen and health centre facilities. She also explained in detail the selection procedure for allocating hostel accommodation in response to a query made by a member of the Review Team.

The newly appointed Senior student counselor started her work by conducting a workshop for all student counselors. She also highlighted her future plans and activities that are aimed to strengthen student counselling services.

Meeting with the Students

The meeting was attended by students representing different batches who are currently studying in the Faculty. At the beginning of the meeting, the Chairman of the Review Team

explained the purpose of the meeting and external quality assurance process, and proceeded to seek the views of the student community on matters with regard to the teaching and learning process, learner support services and availability of physical resources. As conveyed by them, the teaching–learning process, learner support services and physical resources and hostel facilities appear to be at a satisfactory level. In general, the students appear to be satisfied with the academic programmes offered, learner support services provided, and the available facilities.

However, they mentioned the inadequacies of Wi-Fi facilities provided within some hostels. As explained, not all students are given hostel facilities, and the preference for hostel accommodation is given for the first and final year students. Students request more space and facilities in the student canteens and student centre. They also request to see the continuation of the students awards system - Dean's list and Dean's Awards.

Besides having the meetings with the key stakeholders, the Review Team also made visits to key facilities of the University and went through some documentary evidence for clarifying the matters noted during desk review.

Visits to Laboratory Facilities and Lecture Halls

The review team made visits to key laboratory facilities and lecture halls, and noted that the facilities provided are highly satisfactory. Further, it was noted that all facilities except the computer laboratory are well maintained. It was also noted that the Research Laboratory (Electronics) is well equipped with modern equipment.

The Computer Laboratory is not adequately equipped – there were only about 50 computers, and multiple sessions have to be conducted for offering practical classes for any given batch. Another deficiency noted was the lack of a back-up generator to deal with power failures. Though there was a central level computer unit, it was not functioning at the time of the visit as it was in the process of relocating into a new building premises.

Visits to Auditorium, Gymnasium, Hostels, Canteen, Health Center and Student Centre

The team witnessed the well-resourced auditorium with about 1000 seating capacity. The gymnasium offers facilities for almost all sports activities and the Review Team was very impressed with the facilities provided. The hostels are well-maintained and the students are provided with quality meals. Posters and flyers pasted in the walls of the canteen displayed the students' activities. The University Health Centre (UHC) is located in a quiet place with required facilities except an ambulance service. As indicated by the students, the services provided by the UHC appear to be satisfactory. The Student Centre is very spacious and it provides adequate facilities.

Checking Documentary Evidence

Following the completion of visits to key facilities and service centres, the Review Team commenced the verification of documentary evidence listed in the SER to clarify some matters /queries arisen during the 'proper evaluation' conducted on online mode. The Review Team scrutinized the documents made available to verify the quarries noted down during desk evaluation. However, some of the evidences cited were not made available while the few evidences presented were not relevant to the claims made. When scrutinizing the documents, the members of the SER writing team were present to assist the Review Team. Further, when additional information requested by the Review Team in order to verify certain processes and practices, they were provided promptly by the Dean and the SER writing team, as and when such information was available.

The Wrap-up Meeting

The final wrap-up meeting was held in the Board Room of the Faculty of Applied Sciences on 18th May 2023 with the presence of the Dean of the Faculty, Coordinator of FQAC, Heads of Departments and all the academic staff members. During the meeting, the reviewers conveyed their findings and views to the members of the Faculty. A very productive and positive discussion was followed.

The Review Team was highly satisfied with the arrangements made by the Faculty and the cooperation and hospitality extended by all members of the Faculty to conduct the site visit successfully. The Review Team wishes to place on record their appreciation to the Dean, Heads of Departments and the academic and non-academic staff for their cooperation and hospitality extended to the review team during the site visit.

Section 4: Faculty's Approach to Quality and Standards

The University has established the internal quality assurance system as per the circular instructions issued by UGC in 2015. The internal quality assurance system consists of the Centre of Quality Assurance (CQA) operating at University level and Faculty-level Quality Assurance Cells (FQACs). The CQA and FQACs functions in accordance with the by-laws of Internal Quality Assurance approved by the Council of the WUSL. The review team observed that the FQACs works in close liaison with the CQA of the University. The CQA conducts regular meetings where all the coordinators of the FQAC 's attend and discuss the quality assurance agenda of the University and respective faculties. The CQA together with FQACs are in the process of developing a policy document and standards operating procedures (SOPs) pertinent to enhancing the quality and standards of the study programmes of offered and other allied functions carried out by the faculties of the University

The coordinating committee of FQAC of FAS is represented by each department of study, a senior academic staff member, student counsellor and Senior Assistant Registrar of the Faculty. The Review Team noticed that the FQAC of FAS cooperates well with the CQA, and conduct regular coordinating meetings of the FQAC to discuss the matters pertinent to the faculty-level quality assurance programme before reporting them to the Faculty Board where the quality assurance matters are discussed under a regular agenda item. The FQAC office is located in a central place and the review team observed that all the documentations with respect to quality assurance matters are well kept in the office.

The Faculty claims that it possesses well-trained human resources and sufficient physical resources to offer the study programmes of high quality and standards. The study programmes of FAS are conducted by 43 well-qualified academic staff members including three professors and 31 senior lecturers with the support of 9 lecturers and a lecturer (probationary). Apart from that there are several academic support, administrative and non-academic staff members working on permanent temporary basis assist in the delivery of study programmes. The Review Team observed that that the core and optional courses of the two study programmes under review are offered with an appropriate mix of teaching-learning activities to inculcate the required knowledge and skills pertinent to the relevant subject areas. The Faculty claims that it has adopted the optimum blend of diverse learning strategies including field and industrial exposure to realize the intended course and programme learning outcomes .

The Faculty claims that the Staff Development Centre (SDC) conducts mandatory training programmes for newly recruited academic staff, and also provides a variety of training programmes on regular basis to the academic staff on quality assurance-related aspects, particularly on the study programme design and development, and delivery by adopting

guidelines prescribed by the Sri Lanka Qualification Framework (SLQF) and the outcome-based student-centered teaching-learning (OBE-SCL) approach. Therefore, the two study programme – BSc (General) and BSc (Joint Major) are offered through well-formulated curricula by well-defined organizational and administrative mechanisms by incorporating effective teaching and learning practices with the optimal participation of both students and staff. The services rendered by high performing staff members are rewarded in addition to their routine scheme of promotions and annual increments .

It appears that the Faculty has worked towards developing links with national and international agencies for student training and for creating prospective employment opportunities. The industrial training programme included the curriculum of the BSc (Joint Major) is offered at the final year of the programme and it is said to be aimed to expose the students to ‘word of work’ and increase the prospects of finding employments, particularly in the industry. The Faculty appears to have made significant efforts and commitments to promote the OBE-SCL approach in programme design and development and delivery to enhance the quality and standards of the study programmes. Further, the Faculty claims that it is making all the efforts to offer a conducive learning environment for students from the point of entry into the study programme by introducing the essential details of the study programme at the orientation programme, and thereafter providing the specifications of each and every course/module offered at each semester, and also by providing student-friendly student support services.

Section 5: Judgment on Each of the Eight Criteria

Criterion 1: Programme Management

The FAS is one of the six faculties of WUSL and has been in operation since 1999. The WUSL developed and adopted 23 policies related governance and management, and academic matters, and these policies together with the standard operating procedures (SoPs) adopted guide all faculties in executing their core functions in smooth manner. The FAS has an organizational structure appropriate for its effective functioning, and all the study programmes offered are managed in accordance with approved by-laws.

The Faculty prepares and implement annual action plans prepared in alignment with the strategic plan of the University. It adopts good practices such as adhering to the University Act, and rules and regulations and guidelines prescribed by the UGC as well by other pertinent national agencies. All key decisions are made in participatory manner at departmental and committee levels, and these decisions are further discussed and ratified at the Faculty Board meetings. Further, it reviews the annual internal and external audit reports, and attend to the shortcomings that are highlighted by these reports.

It has adopted blended teaching-learning approach with extensive use of ICT-based tools such as LMS, and the students are actively engaged in many activities which are directed through the LMS. Student support system provides both counselling and mentoring services to assist the students to deal with their learning difficulties and other issues. Further, there was evidence of conducting tracer studies (i.e., employer and student satisfaction surveys) on two study programmes on regular basis.

Nonetheless, compared to the best practices recommended, there were few deficiencies noted in the current study programmes. While the BSc (General) degree programmes which expands over 3 years satisfying SLQF 5 requirements, the BSc (Joint Major) which is conducted over for 4 years has also been kept at the same SLQF level 5. The reviewers are of the opinion that this anomaly must be given due consideration at the ongoing curricula revision, and steps must be taken to upgrade the BSc (Joint Major) study programme to SLQF 6 level to signify the duration of study programme and the volume of learning (i.e. notional learning hours). Another deficiency noted was the absence of provision for fallback options for those who wish to leave the programme at different points for various reasons. Further, was no evidence presented on the consideration given in the curricula revision process for the feedback and comments received from different stakeholders – industry partners, employers, past students, etc., Moreover, the curricula revision has not taken

place in regular manner, and the current revision which had commenced in 2019/2020 is still on ongoing.

Criterion 2: Human and Physical Resources

The FAS has a total of 43 academic staff members, one administrative staff with 23 academic support staff and 28 non-academic staff. Among the 43 academic staff, there are 2 professors and 35 staff members with postgraduate qualifications. Thus, the Faculty is well resourced with a strong academic staff who have acquired the required training and skills to deliver its programmes effectively. All recruits into the academic staff are required to undergo a compulsory induction training programme delivered by Staff Development Centre, and in this programme, the recruits are appraised with the university governance and management, rules and regulations and codes of practices, and provided with an introductory training on academic programme design and development and teaching-learning and assessment methods. The Faculty is also served by the well-resourced English Language Teaching Department, and the Career Guidance Cell which is linked to the Career Guidance Unit of the University. One deficiency noted with respect academic staff was the absence of evidence on clear implementation of staff performance appraisal system.

With respect to physical resources, the Faculty is well resourced with facilities required for teaching-learning. It possesses smart lecture theaters, state-of-the-art laboratories and a spacious auditorium. Lecture halls are adequately spaced and are fitted all the audio-visual and IT facilities for the delivery of lectures. Laboratories are equipped with required equipment. Though, the Faculty has a large computer laboratory to offer ICT facilities to the students, it is in need of upgrading as many computer terminals are not functioning smoothly.

The students are provided with access to the internet through Wi-Fi, and Wi-Fi coverage is available in the main campus as well as in hostels. However, it was reported that Wi-Fi service at the female hostels are subjected to frequent disruptions. It appears that the frequent breakdowns of Web Servers of the Faculty as well as the University has been a problem and it hinders the provision of smooth access to Wi-Fi abilities and LMS.

There are few advanced research laboratories within the Faculty, and the students too are given access to use the equipment in these laboratories, particularly for research related specialized training.

Criterion 3: Programme Design and Development

The Faculty follows the University Policy on Curriculum Design and Development which has been adopted since 2018. The records on the procedure followed in curriculum

development until getting the approval of the Senate and Council were made available. It appears that the staff members have been trained to some extent on curriculum development process and procedures. Graduate profiles have been identified for both the BSc (General) and BSc (joint Major) study programmes. Programme ILOs and course ILOs have been defined, and the mapping of course ILOs to programme ILOs has also been done.

Nonetheless, there are few shortcomings noted in the present curricula. It appears that the curricula of two study programmes have not adequately adhered to key principles and elements OBE –SCL approach; the mappings of the curricula layouts with the programme ILOs and graduate profiles were not well documented. Further, the curricula do not offer fallback options for those students who may wish to leave the programme halfway. The curricula of two study programmes under review offer very few inter-disciplinary and supplementary courses, and optional courses.

As of the evidence provided, the curriculum revision does not appear to take place regularly. Further, there was no evidence on follow-up actions taken by the Curriculum Development Committee with respect to the comments received from diverse stakeholders. Although, the student feedback on the courses taken in regular manner, the students satisfaction surveys were carried out intermittently.

Criterion 4: Course Module Design and Development

The courses listed under the two degree programmes have been designed in agreement with the SLQF guidelines, and as such each course has a defined credit value estimated based on notional learning hours. Though the Faculty does not have standardized templates for the development course or module curricula, the course curricula are designed based on OBE-SCL principles with inclusion of appropriate teaching, learning and assessment strategies. However, the courses are not designed to reflect the latest developments in the subject areas as the curriculum review and revision have not taken place in recent times.

There was no evidence to see whether the course curricula were developed adopting course team approach so as to ensure the incorporation of inputs from academic, technical staff and alumni and external stakeholders. Further, there was no mappings to show the constructive alignment of contents, teaching-learning methods and assessment with those of course ILOs. Further, there was no mapping done to show the constructive alignment course ILOs with those of programme ILOs.

Criterion 5: Teaching and Learning

It appears that the blended teaching and learning process is adopted in delivering the course curricula, with use the use of the state-of-the art lecture theater facilities and ICT-

tools. Students are familiar with the use of LMS and it is used extensively in teaching, learning and assessments. Faculty provides opportunities to the students to get engaged in various scholarly and creative activities such as student research projects, and preparation and publishing research articles and newsletters.

Nevertheless, not enough evidence was provided on the distribution of course specifications before the commencement of each course to the students. Further, the clear evidence for the engagement of students in various forms of learning processes is lacking. Another deficiency noted was the non-availability of teacher appraisal and reward scheme to promote excellence in teaching. Further, there was no evidence as regards to integration of contemporary research and intellectual activities into the teaching-learning process.

Though the student feedback on courses offered has not been carried out regularly, there was no evidence as regards to the adoption of peer evaluation process as a tool for monitoring and improvement of teaching-learning process.

Criterion 6: Learning Environment, Student Support and Progression

The University and Faculty provide a conducive learning environment and support services to students to facilitate their engagement in academic pursuits. In general, the students are provided with a student-friendly administrative, academic, learner support and welfare systems. However, it appears that the social interaction between the faculty and students is less than at the desired level. Further, there was no sufficient evidence on the monitoring of student progression and the follow-up on students who may require additional support and the use of outcomes from such monitoring and follow-up actions taken for further improvement of student support services.

All newly enrolled students are exposed to an orientation programme conducted by the Faculty. Students are encouraged to participate in co-curricular as well in extra-curricular activities such as sports, cultural and aesthetic events and social activities, and these avenues offer ample opportunities to acquire and improve their soft skills. The University has a good library, and its services coupled with ICT-based tools facilitate the student teaching and learning process. Further, the student learning experience is enhanced through industrial training and field visits, especially for the student following BSC (Joint Major) study programme.

Faculty has networked with the alumni to assist the students in preparing them to succeed in their future careers. It also conducts an employability surveys on an annual basis to assess the career readiness of graduates. However, the connectivity with the alumni has not been formalized yet.

Criterion 7: Student Assessment and Awards

The University has adopted a student assessment policy and procedures, and programme specific examination by-laws, and the Faculty adheres to the university-approved guidelines in conducting assessments. Assessments are conducted in accordance with examination by-laws, and the examinations offences too are dealt under the same by-laws. Assessment strategies comprise both the formative and summative assessment approaches. Formative assessments are conducted by the respective faculties, and the marks are transferred to the Examinations Branch. The Examination Branch of the University which is operating at the central level handles the printing and packaging all examination papers relating to the end-semester examinations of the subjects. The Deputy Registrar of Examination handles all the examination documents securely and confidentially, and the results approved by the Boards of Examiners are reported to the Senate. Results of in-course assessments conducted by the Departments are made available to the students within 2 weeks of completion of such assessments, whereas the end-of-semester examinations results are given to the students within 3 months of completion of respective examinations. High-performing students are rewarded by listing them in the Dean's List, and also by awarding Faculty Awards. Nevertheless, the Review Team is of the opinion that the number of such awards needs to be increased so as to encourage the students in their studies.

The FAS has the system of nominating questions setters and moderators, and 1st examiners and 2nd examiners to the Faculty Board for approval, and the Faculty Board approved lists are tabled at the Senate for final approval. Nevertheless, the Review Team noted few shortcomings in this process: appointing qualified external examiners from other educational institutions and industries has not been practiced, and the reports of moderators and 2nd examiners have not been considered for further improvement of the assessment process. University has adopted credit transfer policy which was approved in 2018. However, the procedures need to be further improved, particularly with respect to the recognition of prior learning qualifications, and inter-faculty and inter-institutional credit transfer process.

Criterion 8: Innovative and Healthy Practices

The FAS has adopted few innovative and healthy practices. Most notable practice in this regards is the use of LMS as the online platform for programme delivery and assessments. Another notable good practice was the encouragement given to students to engage in co-curricular and extra-curricular activities – such as the participation in various societies operating within the University and Faculty. Another healthy practice was the inclusion of student research project and industrial placement (or externship programme) in the curriculum of BSc (Joint Major) study programme. The other healthy practice was the provision of WUSL Research Grants and WUSL Research Awards, and the financial support

given for publication in refuted indexed journals. Further, ASBIRES and ASRITES provide the best opportunities to the students to publish their research findings.

Nevertheless, the Faculty has not considered some of the best practices recommended by SPR Manual of the QAC/UGC. These lapses include; i) failure to put in place staff appraisal reward system for promoting excellence in teaching, ii) non-use of Open Educational Resources (OER) to complement teaching-learning, iii) not providing consultancy services through a formal mechanism such as through UBLC, iv) non-inclusion of work-based internship programmes for BSc (General) study programme, v) relatively few community engagement activities of students, and vi) absence of the plagiarism checker facility to ensure the quality of the dissertations, student and staff research publications. Further, there is no reward system for the best performance in community engagement activities of students and staff. In addition, there is no professional psychological counselling mechanism in place to assist students who are in need of such counselling.

Section 6: Grading of Overall Performance of the Programme

Table 6.1 Assessment Criteria and Score

No.	Criteria	Weighted score	Weighted minimum score*	BSc		BSc (Joint Major)	
				Actual criterion-wise score	Converted Criterion-wise score	Actual criterion-wise score	Converted Criterion-wise score
1	Programme Management	150	75	65	120	65	120
2	Human and Physical Resources	100	50	35	97	35	97
3	Programme Design and Development	150	75	60	125	61	127
4	Course / Module Design and Development	150	75	46	121	46	121
5	Teaching and Learning	150	75	44	116	45	118
6	Learning Environment, Student Support and Progression	100	50	58	81	61	85
7	Student Assessment and Awards	150	75	45	132	45	132
8	Innovative and Healthy Practices	50	25	30	36	34	40
	Total score	1000	500	383	828	392	842
	Total score (out of 100)				82.8		84.2
	Final Grade			A		A	
	Performance Descriptor			Very Good		Very Good	
	Interpretation of Descriptor			High level of accomplishment of quality expected of a programme of study; should move towards excellence.		High level of accomplishment of quality expected of a programme of study; should move towards excellence.	

Section 7: Commendations and Recommendations

Commendations:

- Adopting policies to facilitate quality enhancement - the WUSL has adopted 23 policies approved by the Council, related to quality enhancement, and they are uploaded to the University Website.
- Having Faculty Annual Action Plans which are developed in alignment with the University's Strategic Plan.
- Faculty's adherence to the rules and regulations prescribed by the Universities Act No. 16 of 1978 and subsequent amendments, UGC circular instructions, circular instructions issued by the Treasury and Department of Public Administration which were adopted by the UGC, and the by-laws approved by the University Council in making decisions on administrative, financial, academic and student matters.
- Adopting student-friendly administrative, academic and technical support systems.
- Provision of an orientation programme for all incoming students.
- Provision an induction programme by the SDC for the newly recruited academic staff to orient them for their role as academics in the university system.
- Provision of good library services with ICT-led tools to facilitate the teaching and learning process.
- Adoption of university approved policy and guidelines in study programme design and development and approval.
- Alignment of degree awarding criteria with SLQF guidelines for BSc (General) study programme.
- Existence of Graduate Profiles for BSc(General) and BSc(Joint-Major) study programmes.
- Adoption of teaching and learning strategies that are in compliance with the Faculty's mission and curriculum requirements.
- Availability of state-of- the art lecture theatre facilities for teaching and learning.
- Use of views of internal and external experts, and alumni (up to some extent) in the study programme curricular development and the availability of minutes of the Curriculum Development Committee meetings.
- Adoption of outcome-based and student-centered learning approach in the design and development of study programme and course curricula, and delivery of study programmes.
- Availability of Study Programme Prospectuses that provides programme and course specifications.
- Speedy release of results of examinations - results of in-course assessments are made available to the students within 2 weeks whereas the end of semester exam results are given to the students within 3 months.

- Encouraging students to get involved both in co-curricular and extra-curricular activities such as sports, cultural and aesthetic, and social programmes that provide ample opportunities for students to develop soft skills.
- Availability of a very resourceful and committed academic staff having good qualifications, training and skills to deliver the academic programmes effectively.
- Taking prompt follow-up actions on the quarries made by the annual internal and external audit reports.
- Adopting a student assessment policy (approved in 2018) and a credit transfer policy (approved in 2018).
- Provision of industrial training and field visits as compulsory component of the curriculum of the BSc (Joint Major) study programme to enhance student learning experience.
- Availability of advanced research laboratory facilities and providing access such laboratories to students for specialized scientific research training.
- Use of blended teaching-learning approach (face-to-face and online delivery through LMS) for programme delivery.
- Having well-resourced teaching-learning facilities - spacious lecture theatres, large auditorium, well equipped laboratories, library, ICT facilities, etc.
- Allowing students to use the auditorium facilities to stage their cultural and aesthetic performances.
- Offering reward system for high performing students - listing high performing students in Dean's List and awarding Faculty Awards.
- Offering WU Research Grants and Awards for academic staff to facilitate and encourage their engagement in research and innovations and also to facilitate publishing their research findings in indexed journals.
- Provision of student counselling and mentoring services to help students to deal with learning difficulties and other issues faced by them.
- Fostering social harmony and cohesion among students of diverse ethnic and cultural backgrounds.
- Provision of opportunities to the students to publish their research findings in the Proceedings of University Research Symposia (such as ASBIRES and ASRITES).

Recommendations:

- The faculty sub-committees are neither listed nor specified in Faculty Web Page. This needs to be rectified, and the listings need to be informative to provide essential information.
- Student guide books, student charters, by-laws and MoUs need to be uploaded into the relevant Web pages for information.

- Specific by-laws must be developed and adopted with the approval of the Council for the degree programmes offered.
- Curriculum revision has to be undertaken on regular basis, and the academic staff must be given regular training on curriculum design and development, teaching and assessment methods.
- Teacher appraisal and reward system has to be further strengthened to promote excellence in teaching, research and development and outreach activities.
- Student feedback and student satisfaction surveys have to be carried out regularly.
- Employer satisfaction surveys must be carried out in regular cycles covering all study programmes (at present such surveys cover only few study programmes).
- Degree Awarding criteria of the BSc (Joint Major) degree programme need to be aligned with SLQF guidelines. Though BSc (Joint Major) study programme is conducted well over 4 academic years, it is categorized as SLQF 5 level qualification. The review team recommends that this has to be discussed at QAC level and necessary amendments have to be made in the curriculum to upgrade it to a SLQF 6 level study programme. Further, choice of course modules within the subject stream of B.Sc. (Joint Major) degree programmes have to be defined adequately to ensure the student makes well informed choices in selecting the core, supplementary and optional courses.
- Streamline the process of nominating examination paper setter, moderator, 1st examiner and 2nd examiner for respective subjects to the Faculty Board for the review and submission to the Senate for the approval.
- Ensure gender balance and equity in all aspects of activities of the Faculty.
- Peer evaluation processes must further be streamlined and regularized to obtain regular feedback on teacher performances coupled with necessary follow-ups so as to improve competencies of teachers in teaching- learning process.
- Constructive alignment of course ILOs with study programme ILOs, and the alignment of course contents together with assessment strategies with respective course ILOs have to be ensured for all courses of both study programmes.
- Blended teaching-learning process with maximizing students' engagement must be ensured for all courses of both study programmes.
- Expand the basket of Inter-disciplinary, supplementary and optional courses incorporated in the curriculum so as to broaden the scope of the study programmes by providing wider choices to students.
- Team approach (i.e., participation of academic, technical staff and alumni and external stakeholders) in the design and development and delivery of study programme curricula has to be further strengthened and the process of obtaining stakeholder feedback must be regularized.
- Document the follow-up actions taken by the Curriculum Development Committee on the constructive feedback received from stakeholders.

- Standardized templates have to be developed for course or module design and development.
- Number of Merit Awards granted to the students need to be increased so as to encourage student in their academic pursuits and allied activities.
- Students are to be encouraged to get involved in promoting QA activities at the FAS. Faculty Awards can be used to brand the best students as QA ambassadors to disseminate QA principles and best practices across the student community.
- Consider seeking the services of qualified personnel from other educational institutions and industry in programme delivery as well as in conducting examination by appointing them as external lecturers and examiners.
- Reports of the examination moderators and second examiners of all courses need to be obtained, and these reports must be reviewed by the Examination Boards and FQAC and follow-up actions must be pursued if such actions are warranted.
- Process of recognizing prior learning qualifications and inter-faculty and inter-institutional credit transfer schemes have to be streamlined and strengthened.
- Plagiarism Checker facility has to be made available to ensure the quality of the students' dissertations, and student and staff research publications. UGC has now introduced Drillbit Plagiarism software to all Universities, and it can be accessed for the use of staff and students.
- Community engagement activities of staff and students have to be strengthened especially for BSc (General) study programmes, and a reward scheme for community engagement activities has to be introduced to promote their engagement in these activities.
- Fallback options for enrolled students must be introduced in both study programmes, preferably in the next cycle of curricula revision.
- Follow-up actions must be taken on the outcomes of course module evaluations and student satisfaction surveys. In addition, employability surveys have to be conducted on regular basis by adopting the format designed by the UCQA.
- Mechanisms on work-based industrial placement (externship) programmes need to be introduced for the BSc (General) study programmes as well.
- Establish a professional psychological counselling mechanism to assist students who are in need of such counselling.
- All computer laboratories must be well-maintained with regular updating of servers and computer terminals to ensure the availability of ICT facilities to students in uninterrupted manner.

Section 8: Summary

The FAS of WUSL offers several study programmes leading to bachelor level degrees, and the SER submitted for this review originally included three study programmes - BSc (General), BSc (Joint Major) and BSc (Special) study programmes. However, during the site visit, the Review Team was informed that the BSc (Special) study programme is reviewed by another team, and therefore this external review shall cover only the BSc (General) and BSc (Joint Major) which are grouped under Cluster 1.

The SER extend over 101 pages and it contained four chapters and annexures. There were some documentary indications of periodic meetings and discussions held during the process of collecting and collating data and compilation of the SER. The Review Team is of the view that the claims made for the compliance with best practices and degree of achievements of respective standards listed under 8 programme review criteria were presented systematically. In general, the Review Team is of the view that the SER was prepared in accordance with the guidelines given in the SPR Manual of the QAC/UGC, and it has indeed facilitated reviewers in conducting the desk and on-site evaluation.

As explained in the SER and verified during the site visit, the FAS is well resourced with respect to human resources and infrastructure facilities, and the two study programmes have been designed and developed and delivered by adhering to most of the prescribed best practices. Further, the green environment prevailing at the premises gives a charming outlook, and the study environment provides ample opportunities to the students to interact with each other and foster their personalities while pursuing their chosen study programmes. However, there are areas that need to be improved for further strengthening the quality and standards of the study programmes. The areas that need to be improved are summarized in Section 7 of this report for consideration of the FAS for in making further improvements. Those suggestions have to be considered positively to ensure the quality and standards of the study programmes delivered. In addition to the best practices implemented, the FAS has to continue to engage on quality enhancement of all aspects of programme design and development, and delivery. In this regards, the FQAC has to play a key role by performing regular monitoring of the degree of compliance with recommended best practices and reporting the outcomes to the Faculty Board.

Based on the evidence provided in the SER and verified during site visit, the **BSc (General) and BSc (Joint Major) study programmes secured an overall scores of 82.8 and 84.2, respectively.** As per the guidelines provided by the SPR Manual of QAC/UGC, both study programmes are awarded with the **Grade of A** with a performance descriptor of **Very Good** which is interpreted as **“High level of accomplishment of quality expected of a programme of study; should move towards excellence”**.

The review team wishes to thank the Vice-Chancellor of WUSL, Director of QAC, Dean of the FAS and Coordinator of FQAC for all the arrangements made for the stakeholders' meetings as well as for the site visit, and all the SER writing team members, staff members (academic, administrative and non-academic staff) and students for their cooperation extended during the entire process of the external review.

Annexure:Site Visit Schedule

Wayamba University of Sri Lanka Faculty of Applied Sciences				
PROGRAMME REVIEW – Site Visit on 18.05.2023				
Bachelor of Science and Bachelor of Science (Joint Major) Study Programmes				
Site Visit on 18.05.2023				
	Time	Meetings		Remarks
1	8.45-9.30 am	Meeting with the Vice Chancellor		@ VC office
2	9.30-10.00am	Meeting with the Dean, Director/CQA and Coordinator/IQAC		@ IQAC
		Group A	Group B	
3	10.00-10.45am	Visit to: Lecture Hall (Main Hall) Lecture Hall (Mini-Auditorium) Electronics Laboratory 1 & 2	Visit to: Computer Lab. (STAT Practical) Computer Unit Lecture Hall (LR 7)	
	10.45-11.00am	Morning Refreshments		
		Group A	Group B	
4	11.00-12.00noon	Visit to Library and Exam Branch	Visit to Research lab and Study Rooms	
5	12.00-1.00 pm	Meeting with Student Representatives (48 students; 12 students from each Level)		@ Board Room
	1.00-1.30 pm	Lunch		
		Group A	Group B	
6	1.30- 3.00pm	Visit to: Hostels, Canteen, Health Center, Faculty Counseling Unit	Visit to: Senior Student Counselor, Welfare division, Auditorium, Student Center Gymnasium,	
7	3.00-4.00	Observation of Documents and Discussion of Review Panel members		@ Seminar Room
8	4.00-5.00	Wrap up meeting with the Dean, Heads, all Academic Staff, and SAR of the Faculty		+ Tea @ Board Room