



Programme Review Report



Cluster of Study Programmes

Bachelor of Science Honours in Computer Science

Bachelor of Science Honours in Applied Electronics

Bachelor of Science Honours in Industrial Management

Bachelor of Science Honours in Mathematics with Statistics

Faculty of Applied Sciences

Wayamba University of Sri Lanka

Site Visit Dates: 2nd - 3rd May 2023



Review Panel: Prof. S Hettiarachchi (Chair)
Prof. ASP Abhayaratne
Dr. MDT Attygalle
Dr. BKR Rodrigo

The Quality Assurance Council
University Grants Commission, Sri Lanka

University: Wayamba University of Sri Lanka

Faculty: Faculty of Applied Sciences

Study Programme: Cluster 2 (Special Degree Programmes)

Review Panel: Prof. S Hettiarachi
Prof. ASP Abhayaratne
Dr. MDT Attygalle
Dr. BKRP Rodrigo


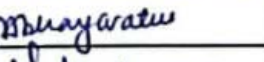


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Section 1: Introduction to the Study Programmes

Wayamba University of Sri Lanka

Wayamba University of Sri Lanka (WUSL) was established on 1st October 1999 by the Government notification in the Extraordinary Gazette No. 1093/8 of 17th August 1999. At the inception, the WUSL consisted of four faculties - Faculty of Agriculture and Plantation Management (FAPM), Faculty of Applied Sciences (FAS), Faculty of Business Studies and Finance (FBSF) and Faculty of Livestock, Fisheries and Nutrition (FLFN). Subsequently, two more faculties - Faculty of Medicine (FM) and Faculty of Technology (FT) were established in 2016 and 2017, respectively. The University operates at three premises -the main Campus which is located at Kuliypitiya and it houses the Central Administration Division and four Faculties (i.e. FAS, FAPM, FBSF & FT). The FAPM and FLFN are located at Makadura premises while FM is located at Kuliypitiya but it is housed outside the main Campus premises. As of 2018, the WUSL had a total student population of 3880 and 173 academic staff members.

Faculty of Applied Sciences (FAS)

The FAS of WUSL was established on 1st October 1999 as the successor to the Faculty of Applied Sciences of the Rajarata University of Sri Lanka. It is housed at the Main Campus located in Kuliypitiya. The Faculty consists four academic Departments - Computing and Information Systems, Electronics, Industrial Management and Mathematical Sciences, and currently it offers six (06) undergraduate degree programmes, an external diploma programme, research-based postgraduate study programmes. Faculty admits students from the GCE (A/L) Physical Science stream and the current annual student intake is 200.

Departments of Study

Department of Computing and Information Systems (CMIS): Department CMIS offers course modules in Computer Science amounting to 76 credits. Computer practical is an integral component of all the course modules and the Department possesses sufficient laboratory facilities. Department introduced the Honours Degree in Computer Science in 2017. It also offers the study programmes through open and distance (ODL) mode. Currently, it offers the Diploma in Software Engineering, and has planned to commence Higher Diploma in Software Engineering. Department is also in the process of formulating an Honours Degree programme for a separate intake.

Department of Electronics: This is the only department of this discipline in a Science or Applied Science Faculty of a state university. While offering course modules totaling 76 credits for all the relevant degree programmes, department has also produced several postgraduates with PhD/MPhil qualifications. Department has dedicated laboratory facilities for conducting practical classes in electronics and allied disciplines. Senior academics of the Department have been engaged in research in the fields of polymer electronics, nanotechnology and automation.

Department of Industrial Management: This is the second department of this nature in a Science or Applied Science Faculty of a state university. Department offers course modules worth 72 credits. Courses offered deal with essentials in management, economics, and operational research and adopts a more science-based approach. Department programmes especially target entrepreneurial and soft skills development of students. Department has prepared a proposal for introducing an Honours Degree programme for a separate intake and has already received university approval.

Department of Mathematical Sciences: The department offers course modules in Mathematics (MATH), Mathematical Modeling (MMOD) and Statistics (STAT) for the relevant study programmes. The total number of credits from these three subject areas amounts to 108. Core course modules in MATH, MMOD and STAT are offered to all the students as compulsory modules at Level 1 and 2 of all study programmes while more advanced course modules are offered at higher levels of some honours degree programmes. The department of MATS was the first department to introduce a Special Degree, titled BSc (Honours) Degree in Mathematics with Statistics.

Degree Programmes offered by the Faculty

At present, the FAS offers 6 study programmes at undergraduate level;

- BSc (General)
- BSc (Joint Major)
- BSc (Honours) in Applied Electronics
- BSc (Honours) in Computer Science
- BSc (Honours) in Industrial Management
- BSc (Honours) in Mathematics with Statistics

Undergraduate Enrolments for BSc (Special) Degree Programmes

Although the numbers of enrolled students are given in the SER (see below: Table extracted from the SER), there was no any comment provided. It would have been useful,

for example, why the numbers of enrolled students to Applied Electronics and Industrial Management in 2016/2017 and 2017/2018 were low, and reasons for limiting the enrollments in general.

Table 1.1: No. of students enrolled for each study programme in the stipulated academic years

Academic Year	Computer Science	Applied Electronic s	Industrial Management	Mathematics with Statistics
2017/2018	9	5	6	6
2016/2017	6	0	2	5
2015/2016	7	1	3	5
2014/2015	-	5	5	5
2013/2014	-	5	6	5

Human Resource Profile of the Faculty

The Faculty has a total approved permanent academic cadre of 51, and currently 43 academic staff members are in service. Twenty academics have doctoral degree or above as their highest academic qualification while 18 members have MSc or MBA or MPhil level qualifications. As at 01st March 2020, the Faculty has had an Assistant Registrar, 23 academic support staff members and 28 non-academic staff members.

Table 1.2: Human Resource Profile of the Faculty

Staff Category	Post	Count	Highest Qualification
Academic	Professor	02	PhD/ DSc
	Associate Professor	01	PhD/MPhil
	Senior Lecturer (Grade I)	08	PhD/ MPhil/ MSc
	Senior Lecturer (Grade II)	23	PhD /MSc
	Lecturer	03	MBA /BSc/ BTech
	Lecturer (Probationary)	06	
Administrative	Assistant Registrar	01	MBA
Academic Support	Temporary Lecturer / Demonstrator/Tutor	23	BSc

Non-Academic	Programmer cum Systems Analyst	01	BSc
	Management Assistant	08	BA/ Dip
	Technical Officer	07	BSc/ NCT
	Lab Attendant	05	
	Other Grades	07	

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

The Programme Review (PR) Team was provided with the SER for Cluster 2 Study programme which included 4 honours study programmes – namely, the BSc (Honours) in Applied Electronics, BSc (Honours) in Computer Science, BSc (Honours) in Industrial Management and BSc (Honours) in Mathematics with Statistics.

The SER was compiled in 2020 by adhering to the guidelines prescribed by the *“Manual for Review Study Programmes of Sri Lankan Universities and Higher Education Institutions (2015)”* of the Quality Assurance Council of the of the University Grants Commission (SPR Manual of QAC/UGC). The SER preparation process appeared to have begun as early as April 2018 with an awareness workshop, followed by another workshop in March 2019. Subsequently, the Centre for Quality Assurance (CQA) of the WUSL also organized awareness workshops in November 2019. The commitment of the Faculty to submit their degree programmes for an external review process is therefore commendable.

The SER ran over 85 pages, excluding the annexes, and had a word count within the prescribed word limit of 20,000. All necessary annexes were given. However, some gaps were observed due to the wider focus of SER covering 4 study programmes. Nevertheless, the efforts taken by the SER writing team to construct an easily readable and comprehensive SER covering 4 study programmes are praiseworthy.

The SER provided the general information of the Faculty and its study programmes (*Chapter 1. Introduction to the Study Programmes of the Faculty*), the process of preparing the SER (*Chapter 2. Process of Preparing the SER*) and extent of compliance of study programmes with criteria-specific the best practices and degree of achievement of standards (*Chapter 3. Compliance with the Criteria and Standards*). However, some of the information files uploaded to the document management system for criteria-specific information were not accessible. Once the Review Chair requested a copy of the SER, a hardcopy of the above-mentioned SER was sent. However, the Chapter 3 of the SER given to the Reviewers was not relevant to the current review, and therefore the files uploaded to the document information system were used. There were many inconsistencies between what was claimed and the evidences cited and provided. Therefore, the reliability of the evidence provided was somewhat questionable.

There were three SWOT analyses included in the annexes, of which Annexure 10 was relevant to the Cluster 2 programmes reviewed presently. Further, the sources of information and data collection methods for SWOT analysis was not given. The outcomes of SWOT analyses too were of very generic nature.

Section 3: Description of the Review Process

External peer review of study programmes in universities and higher education institutions operating under the purview of the UGC is conducted periodically by the QAC of the UGC under its Quality Assurance Framework. Upon expression of interest and submission of SER by a study programme of a university to the QAC, the QAC selects suitable panel of reviewers from a pool of programme reviewers. The panel of reviewers (Programme Review Team) are appointed by the QAC with the consent of the study programme to be reviewed. A Faculty or a Department of Study may submit a SER for a study programme or for a cluster of study programmes following the guidelines provided in the SPR Manual of QAC/UGC, published by the UGC in July 2015. The Programme Review (PR) Team is required to follow the same manual in performing the review.

The FAS of WUSL submitted the four honours study programme as Applied Science Study Programme - Cluster 2 which included - BSc (Honours) in Applied Electronics, BSc (Honours) in Computer Science, BSc (Honours) in Industrial Management and BSc (Honours) in Mathematics with Statistics to the QAC/UGC for the external review. Upon receipt of the request and the relevant SER, the QAC/UGC appointed the PR Team consisting of Prof. Sanath Hettiarachi (Rajarata University), Prof. ASP Abhayaratne (University of Peradeniya), Dr. MDT Attygalle (University of Colombo) and Dr. BKRP Rodrigo (University of Moratuwa) for the conduct of external review of the Applied Science Study Programme - Cluster 2 of the FAS of WUSL.

The external review process commenced with the training of Programme Reviewers (online) conducted by the QAC/UGC and the distribution of softcopies of the SER of the Applied Science Study Programme - Cluster 2 among the reviewers for desk evaluation. The PR Team then conducted desk evaluation individually following the guidelines given in the same manual mentioned above, corroborating the claims made and evidences provided in the SER. Evidences cited in the SER were uploaded to the desk evaluation online platform provided by the QAC of UGC. The claims made by the study programmes for each of the standards in all eight criteria were further scrutinized based on the information gathered from the stakeholder meetings conducted (via Zoom) and observations and discussions held during the site visit.

The online meetings with stakeholder were held via Zoom on the 21st April, 2023. The PR team had the opportunity to discuss the matters pertaining to the study programmes under review with the following stakeholders:

- i) Staff members contributing to the 4 study programmes (those who teach courses other than in main subject areas - English and ICT) and visiting academic staff,

- ii) Senior Student Counsellor, Student Counsellors, Academic Advisors, Mentors, Career Advisors, Proctor and Deputy Proctor,
- iii) Director/ICTC, Director/Staff Development, Director/Career Guidance, Career Counsellor, Director/UBLC, Coordinator/Gender Equity and Equality (GEE) Cell,
- iv) Deputy Registrar- Student Welfare and Coordinator-Student Welfare,
- v) Office Bearers of Academic Societies (Academic Societies of the four Departments and the IEEE Student Branch; ACISS, AIMS, ESoC, Mathematics, IEEE),
- vi) Employers and Training Providers, and
- vii) Alumni.

During the Site Visit conducted on 2nd and 3rd May 2023, the PR Team had discussions with key stakeholders and observed the teaching-learning facilities and resources, and key events. To facilitate and improve the thoroughness of the scrutiny, the 8 Criteria were divided among the reviewers. During the site visit, the scores given for the respective criteria by the assigned reviewer were and discussed, and finalized the scores.

Upon arrival at the University, the PR Team was welcomed by the Vice Chancellor, and the he gave a sort briefing on the key aspects of university governance and management. Following that meeting, the PR Team had two more meetings – with the Director/CQA, QA Coordinator/Applied Sci., and with the Dean, Heads of Department and permanent academic staff of the Faculty. Following the meetings, the PR Team scrutinized the evidence documents cited in the SER and provided to the PR Team. Although, the Day 1 of the site visit was meant for travel and hold meetings among reviewers, the reviewers and the Faculty members agreed to use the afternoon of Day 1 for the above-mentioned meetings in order to spare more time for the other activities scheduled for the day 2 of site visit

On the Day 2, the PR Team had discussions with administrative staff, headed by the Senior Assistant Registrar, Technical Officers and Academic Support Staff and with the students enrolled at the Level 3 (Year 3) and 4 (Year 4) of the study programmes. In addition, the PR Team had visited the Academic Departments, observed several lecture and practical sessions, and made further observation of documents. In addition, the PR Team visited key facilities (i.e. Gymnasium, Hostels, Canteen, Library and Medical Centre, etc.) and had discussions with the officers-in-charge of those facilities. Finally, the PR Team had a debriefing session with the Dean, Heads of Departments and academic staff. The schedule of the site visit is given in the Annexure.

The reviewers are thankful to all the staff and also the students for the warm welcome, hospitality and the support extended to the review team during the site visit.

Section 4: Faculty's Approach to Quality and Standards

The PR Team noted that both the University and the Faculty are highly motivated and committed to enhance the quality and standards of the academic and administrative functions. This was evident throughout the SER and observed during the meetings with the Vice Chancellor, Director of CQA, Coordinator of FQAC, Dean and Heads of Departments, academic staff and other staff members in particular, and with other stakeholders in general.

The Centre for Quality Assurance (CQA) of the University was established as per the UGC Circular of 2015 as the catalytic and coordination body of the QA aspects of the University, and the faculty-level quality enhancement activities are spearheaded by the Faculty Quality Assurance Cell (FQAC) of respective faculties. The office of CQA is located in the main administrative building of the University. The CQA is headed by a Director and managed through a Management Committee. The office is provided with necessary resources – office furniture, equipment and other amenities such as computer with access to internet and telephone facilities. The CQA holds regular meetings of the Management Committee, and all minutes of committee proceedings and records are well kept. The CQA has introduced several policies and by-laws with the approval of the Council, and they are made available to the staff and students, as appropriate. University has also put in place an Academic Quality Enhancement Framework (AQEF) to facilitate the design and implementation of quality enhancement activities across all faculties. The CQA and FQACs activities are discussed at the Senate under a permanent agenda item.

The FQAC of FAS is also well established, and it liaises closely with the CQA. However, the contribution of FQAC to curriculum review, revision and implementation was not evident except its involvement in collecting student feedback on courses offered. No evidence was presented on the conduct of programme evaluation – through instruments such as employability surveys, student satisfaction surveys, employer satisfaction surveys, etc. Peer observation does not seem to happen satisfactorily. Further, the PR Team noted that the awareness of the students and non-academic staff on the concept of QA and processes seems to be very poor.

The University has put in place the Academic Development, Planning, Scholarship and Ethics Committee (ADPSEC) to design and propose guidelines on matters coming under its purview and review and recommend any document submitted to it to the Senate for consideration and approval. At faculty levels, there are committees established to oversee, facilitate and coordinate activities related to curriculum (i.e. Curriculum and

Academic Development Committee - CADC) and teaching-learning (i.e. Teaching Learning Committee -TLC). These are considered as appropriate and progressive steps taken to enhance and sustain the quality and standards of academic and allied functions. Nevertheless, the evidence on the contribution of these committees to curriculum review and revision and implementation was not presented. Another deficiency noted was that the views of the stakeholders other than the students and staff were not taken into account in designing and introducing key reforms.

Section 5: Judgment on the Eight Criteria of the Programme Review

Criterion 1: Programme Management

Strengths:

- Faculty organizational structure is adequate for effective management of its core functions. Further, the committees and persons appointed to coordinate activities at university- and faculty-level activities are provided with properly framed ToRs.
- The Faculty has developed and adopted Annual Action Plans that were prepared in alignment with the University's Strategic Plan. The progress of implementation of the annual action plans appears to be monitored and reported adequately.
- Management procedures adopted by the Faculty comply with national and institutional regulations and guidelines and standards.
- The Faculty adopts participatory approach in executing its governance and management functions, and student contribution in faculty affairs is facilitated by allowing their participation at Faculty Board meetings, Student-Staff Liaisons Committee, and also at various Faculty/University level meetings.
- The Faculty adopts Annual Academic Calendar for each academic year and makes every effort to adhere to the set calendars.
- The students are provided with all necessary documentation such as Study Programme Prospectuses, Examination by-laws, Student Disciplinary by-laws, etc., at the point of entry. In addition, these documents and other relevant information are placed on the University Website.
- University Website with faculty webpages gets updated regularly and it is done by the ICT Centre, despite being faced with staff limitations.
- The Orientation Programme offered to students at the point of entry is planned and conducted satisfactorily.
- Students' personal files are kept at the Office of the Faculty in secure and confidential manner.
- Faculty uses ICT Applications for managing and coordinating many functions: A Learning Management System (LMS) is used for academic activities, an Inventory Management System is used for fixed assets management (University level), Hall Reservation System, etc.
- A student database is also maintained at the Faculty. Faculty has started using a software package for Student Registration and for managing results of semester assessments. The design and installation of a University MIS for handling data on general management is in progress.
- Faculty adopts all required by-laws and other disciplinary codes in dealing with examinations, examination offences and students' disciplinary breaches.

- Work norms and workload for different staff categories have been defined and conveyed and the staff compliance with prescribed work norms and workloads has been regularly monitored.
- Staff Appraisal system for non-academics and administrative staff is in place and executed satisfactorily.
- The QAC of the Faculty is well established. The Office of the QAC is placed at the main administrative building of the Faculty, and it is managed by a coordinator and assisted by support staff. The Coordinating Committee meets at monthly intervals and minutes of the meetings are well-kept. The decisions taken at the meetings are further discussed at the Faculty Board meetings and implemented at the faculty and department levels, as required.
- The Faculty has established Curriculum and Academic Development Committee (CADC) for reviewing and updating the curricula and it is functioning satisfactorily.
- The Faculty adopts SLQF, and outcome-based education (OBE) and student-centred learning (SCL) approach and the UGC/University approved policies and guidelines in academic programme development and review.
- The Faculty monitors the implementation of the curriculum and obtains feedback from various parties through instruments such as student feedback, peer observations, student satisfaction surveys, employability surveys, external reviews, etc.
- The Faculty operates an Academic Mentoring Programme and Student Counselling Service, to guide and assist students who are in need of support and both services operate satisfactorily.
- Faculty provides a satisfactory student welfare service including the provision of healthcare and recreational facilities.
- Examination offences are handled according to Examination By-laws and Disciplinary Regulations.
- University has put in place a policy and guidelines for dealing with students with disabilities and the Faculty is committed to comply with the prescribed policy and guidelines.
- Even though there is no specific committee established for overseeing the GEE related matters, such matters are discussed at relevant forums and handled effectively, especially during the times of new students' enrolments.
- University and Faculty adopt the policy of 'zero tolerance for ragging'. The activities implemented to realise this policy and goal includes regular meetings between staff and student representatives, staff and security surveillance, taking proper and prompt disciplinary actions on disciplinary beaches, paying attention to students' grievances, etc.

Weaknesses:

- Late entry of a certain portion of undergraduates to the University is common occurrence and has created many issues. This appears to be beyond the control of

the Faculty as the UGC is the responsible party for student allocation to the University.

- Inadequate connectivity and partnerships with the Alumni and Industry.
- Limited scope of Student Information Management System, and it needs to be expanded to handle information from student registration to graduation
- Absence of evidence to show the use of student feedback in the curriculum review process.
- Inadequate emphasis given for establishing and managing collaborative partnerships with national and foreign universities/organizations.
- Inadequate measures on safety and security of students and staff; fire extinguishers were not observed at all floors of the buildings and CCTV surveillance system is limited only to certain places.
- Inadequate measures taken to cater for differently-abled students, despite having a policy and guidelines on the matter.

Criterion 2: Human and Physical Resources

Strengths:

- Academic staff is provided with required training on curriculum design and development, deliver and assessments, particularly on the adoption of outcome-based education and student- centred learning approach (OBE-SCL) approach.
- Academic staff is provided with required facilities to implement OBE-SCL approach in programme delivery, and the main platform provided for this is LMS.
- Most of the academic staff members are relatively young and qualified with PhDs. They all have undergone the Induction Training Programme and other regular CPD programmes offered by the Staff Development Centre.
- Provision of adequate library and ICT facilities and services to the students and staff.
- Provision of courses on Teaching English as a Second Language (TESL) as a part of the Time Table across all semesters and making it mandatory for students attend those sessions, particularly to become eligible for applying for Honours Degree pathway.

Weaknesses:

- Not all cohorts of undergraduates get the opportunity for undergo industrial training, owing to the limitation of their curricula.
- Inadequate evidence on the adoption OBE and SCL approach in programme delivery and assessments.

- Inadequacies in the provision of career guidance services; the Career Guidance Unit is severely understaffed.
- Inadequate evidence on the conduct of socio-cultural events targeting greater harmony and cohesion among students despite having several documents claiming the promotion of harmony and cohesion through such events.

Criterion 3: Programme Design and Development

Part I: General Comments

Strengths

- Faculty adopts the curriculum development and approval processes which encompass design principles, academic standards and learning opportunities.
- Faculty has incorporated SCL methods into the curricula of courses/modules for the promotion of self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication and teamwork.
- Academic staffs have been provided with the training on application of SLQF guidelines and OBE-SCL approach in curriculum design and development.
- Tracer studies on graduate employability have reported satisfactory employment rates.
- University has put in place a policy to deal with students with disabilities.

Weaknesses

- Compliance of the programmes with national needs and global trends is not evident.
- It is not clear whether the study programme design and development process has taken into consideration the pre-determined competency profiles or graduate profiles of respective study programmes. Further, the graduate profiles of the different study programmes need to be more specific.
- Absence of evidence on constructive alignment of ILOs of curricula courses/modules with the respective study programme ILOs.
- Some ILOs framed are vague and not measurable.
- Although the Faculty recognizes importance of provision of fall-back options, the study programme curricula are not designed to facilitate that.
- Students are not able to give feedback on the successful implementation of OBE and SCL using the available instruments.

- There is no evidence of taking resource availability into consideration in programme design and development.
- Although the QAC Director assured that there is a strong quality assurance process in the Faculty, it was evident that the focus of QAC has primarily been directed towards preparing the SER. There was no evidence of promoting the adoption of best practices in programme design and development.
- Actions taken to address the comments of previous reviews were not highlighted in the SER.
- The infrastructure facilities provided to support students with disabilities are not satisfactory.

PART II: Programme-specific Comments

BSc (Honours) in Computer Science/ Mathematics with Statistics/ Industrial Management/ Applied Electronics

Strengths:

- All study programme curricula offer several supplementary courses such as English and IT.
- All programmes except Industrial Management study programme implement the industrial training component in appropriate manner supported with suitable module specifications.

Weaknesses

- Curricula of all study programmes provide no room for students to take interdisciplinary courses as electives.
- Curricula suffers from deficiencies such as, a) certain missing essential knowledge components, b) some misrepresentative module names, and c) certain non-measurable ILOs;
 - It appears that study programme curricula have omitted some essential knowledge components such as machine learning and signals and systems.
 - Some module names may be misrepresentative (e.g., Computer Science in CMIS)
 - Some learning outcomes are poorly framed, and as such some are not measurable.
- Industrial training component in Industrial Management is limited only to industrial visits.

Criterion 4: Course/Module Design and Development

Part I: General Comments

Strengths:

- All study programmes comply fully with SLQF guidelines in course/module curricula design and development.
- The Council Memo dated 28 June 2018 provides the guidelines on the new study programme design and development and major revision process. The ToR of CADC emphasises the need for compliance by all faculties with the university policy and guidelines on programme design and development.
- Mapping of Course/ Module Intended Learning Outcomes (Course/Module ILOs) with Programme Intended Learning Outcomes (PLOs) are available for all study programme except for the BSC (Honours) in Computer Science.
- University Council approved guidelines on course / module curricula development, teaching-learning and assessments are available.
- The format adopted for the development of course / module specifications is satisfactory.
- Adequate infrastructure facilities are available for adoption of for multimode delivery of courses/modules.
- Extent of training provided to academic staff by the CDC on curriculum design and development, delivery and assessments is satisfactory.

Weaknesses

- The consideration given to inputs from internal and external stakeholders and Alumni in curriculum revision process is not adequate.
- Absence of evidence on the use of inputs from discipline-specific experts in design and development of programme and course/module curricula.
- Intended learning outcomes of programmes and courses/modules need to be revisited, especially to make all these more specific and measurable.
- Constructive alignment of contents with course/module ILOs and programme ILOs needs more attention.
- Workload distribution for students needs more attention (e.g. last-minute assignments, too many assignments, unannounced assignments, etc.).
- Timetable is heavily loaded with academic activities, thus restricting the time available for students to engage in extracurricular activities.

PART II: Programme-specific comments

BSc (Honours) in Computer Science/ Mathematics with Statistics / Industrial Management/ Applied Electronics

Strength:

- it seems that all study programmes are keen to adopt OBE-SCL approach in course / module design and development.

Weakness:

- Programme outcomes are not available for BSc (Special) Degree in Computer Science.

Criterion 5: Teaching and Learning

Part I: General Comments

Strengths:

- Teaching and learning strategies are based on missions of the Faculty and curriculum requirements.
- The progress of implementation of Annual Auction Plan is monitored regularly and achievements are assessed at the end of the year.
- Course/module specifications and timetables have been provided to the students in advance.
- Mappings of teaching-learning methods and assessment with course module ILO for a given course is available
- Academic staff members motivate the students for self-directed and collaborative learning, especially through group projects/activities.
- Students have opportunities to engage in co-curricular activities ranging from science symposia, sports, aesthetic, religious and social services that foster soft skills of students.
- It is good to note that the University has a policy on gender equity and equality (GEE) and the staffs has been made aware on the concept and policy.
- Some academic departments properly maintain a record of lectures and practicals conducted.

- Although evidence provided are from the period after the submission of the SER, the Faculty uses innovative pedagogical practices including the use of Moodle, and other ICT-based application for programme delivery and assessments.
- The Faculty recognizes the importance of rewarding of teachers for teaching excellence as evidenced by drafting a nomination form for teaching appraisal.

Weaknesses:

- Constructive alignment of the course module ILOS with programme ILOs needs further improvement.
- Infrastructure and learning facilities available do not fully satisfy the requirements of differently-abled students.
- Although faculty members are generating new knowledge through research and development, there was no evidence on integration of such knowledge generated into the relevant course modules.
- The feedback forms may be improved to seek the student perceptions different teaching-learning methods –such as face-to-face learning, self-learning and collaborative learning, co-curricular activities, etc.
- There was no evidence on sensitizing all stakeholders on the GEE concept and guidelines.
- There was no evidence of implementation of the GEE policy across all university affairs other than appointment of both male and female staff members as student counsellors. Further, how the violations and violators of the policy will be dealt is not mentioned.
- Peer evaluation of process of teachers seems to need further improvements.
- Very little evidence was available on the adoption of student-cantered learning. Although, the SDC has conducted awareness workshops on pedagogical approaches, more CPD programmes for academics on OBE-SCL approach in teaching-learning and assessments seems to be necessary.
- Evidence on the use of feedback gathered through various feedback surveys is lacking for design and development and implementation of reforms in academic and allied matters.
- Workload of the staff is significantly higher than the norm established.

PART II: Programme-specific Comments

BSC (Honours) in Computer Science

Strength:

- Provision opportunities for students get involved in research with the provision to present the findings at ASBIRES and publish in the Proceedings.

Weaknesses:

- There was no sufficient evidence to show the adherence to use of blended teaching-learning approach.
- There was no satisfactory evidence on the use of stakeholder feedback in the curriculum review process.
- There was no evidence on the use of LMS in the study programme delivery.

BSc (Honours) in Applied Electronics

Strength:

- Research projects and group assignments are offered to students within the programme and ASRITE provides a platform for students to present the findings.

Weaknesses:

- Analysis of information collected by feedback form has not been done regularly; it was done only in 2020.
- There was no satisfactory evidence on the use of stakeholder feedback in the curriculum review process.

BSc (Honours) in Industrial Management

Strengths:

- Use of blended mode of teaching-learning

- Provision opportunities for students get involved in research with the provision to present the findings at ASBIRES and publish their reports in the Proceedings of ASBIES.
- Analysis of information collected through stakeholder feedback forms has been done regularly.

Weaknesses:

- No evidence of providing industrial training to students.
- There was no satisfactory evidence on the use of stakeholder feedback in the curriculum review process.

BSc (Honours) in Mathematics with Statistics

Strengths:

- Research projects are available within the programme and ASBIRES provides a platform for students to present the findings.
- Guidelines for Industrial Training has been introduced recently (in 2020)
- Use of LMS for study programme delivery.
- Stakeholder feedback has been used in curriculum review process.

Weaknesses:

- Only very limited teaching-learning strategies are used.
- Absence of evidence on the implementation of Industrial Training.

Criterion 6: Learning Environment, Student Support and Progression

Strengths:

- Student-friendly administrative, academic and technical support system.
- Induction programme is conducted for all incoming students.
- Student Charter is available and disseminated to students during the orientation programme.
- A good library exists.
- Students are encouraged to get involved with through co-curricular activities such as sports and aesthetics programmes.

- Students' learning experience is enhanced through field visits.
- The students who do not progress into a 4-year programme is given provision to exit point at Level II.
- A fully-fledged smart lecture hall is available.
- Provision of the option to revert back to a 3-year degree programme for students after being in a 4-year degree programme.

Weaknesses:

- Insufficient evidence of the use of monitoring outcomes for improvement of the study programmes and courses.
- Insufficient evidence on follow-up on the progression of students.
- No evidence on providing training for students on the use of library, ICT, and language laboratories.
- Faculty does not provide appropriate infrastructure, delivery strategies and academic support services to meet the needs of differently-abled students.
- Library doesn't provide ICT-led tools to facilitate the students' usage, and poor attendance of students in the library.
- Absence of evidence on the GEE, CGU and GBSV activities.
- Absence of evidence on interaction among the academic staff and students.
- Poor networking with the Alumni and absence of evidence on the contribution in assisting the students in preparing for their future professional careers.
- Negative remarks by Alumni on the degree programmes.
- No tracer studies, student satisfaction surveys or employability surveys were conducted.
- Absence of properly institutionalized student counselling and mentoring services.
- Laboratories are not properly differentiated with respect to their level of training.
- Laboratories and staff rooms are not properly labelled to facilitate incoming students to identify them.
- Absence of workshop or Practice Laboratory for students to do research or any experimental projects.
- Absence of any records of meetings with students.

Criterion 7: Student Assessment and Awards

Part I: General Comments

Strengths:

- Assessment strategies are aligned with course/module ILOs.
- The weightages related to different components of assessments are specified in the program/course specifications.
- Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrolment.
- Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.
- A complete transcript is made available to all students at graduation and students' transcripts accurately reflect the stages of progression and student attainments.
- Examination results are documented accurately and communicated to students within the stipulated time.
- Faculty adopts well defined marking schemes, various forms of internal second marking (i.e. open marking and blind marking) and procedures for recording and verifying marks to ensure transparency, fairness and consistency.
- The degrees awarded and the names of the degrees comply with the guidelines (qualification descriptor), credit requirements and competency levels (level descriptor) detailed in the SLQF.
- The Faculty ensures the implementation of examination by-laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.

Weaknesses:

- Absence of evidence on relation between assessment tasks and the programme outcomes.
- Absence of regular reviews and amendments to assessment strategies and regulations.
- Absence of evidence on the issue of ToRs for examiners, and on reports received from the external examiners.
- Absence of evidence on the conduct examination scrutiny boards.

PART II: Programme-specific Comments

BSc (Honours) in Computer Science/ Mathematics with Statistics/ Industrial Management/ Applied Electronics

Strengths:

- Adoption of well-formulated policy guidelines - Student Assessment Policy, Teaching-Learning Policy, Academic Quality Enhancement Framework, Course/ Study Programme Development and Approval Policy, etc.
- Provision of information on assessments in the Student Handbook

Criterion 8: Innovative and Healthy Practices

Part I: General Comments

Strengths:

- Availability of A smart lecture hall fully equipped with necessary ICT facilities.
- Availability and use of LMS for programme delivery.
- Adoption of best practices in assessments - use of Moderators and Second Examiners.
- Steps taken to revise the existing curricula of the study programmes
- Provision of fullback options to allow the students to exist at different levels.

Weakness:

- Absence of evidence on the of Open Educational Resources (OER).

PART II: Programme-specific Comments

BSc (Honours) in Computer Science/ Mathematics with Statistics/Applied Electronics/ Industrial Management

Strength:

- The curriculum of study programmes has compulsory research project and the Faculty provides opportunities to students to present the findings at the ASBIRES and publish their reports in the Proceedings of ASBIES.

BSc (Honours) in Computer Science

Strength:

- Provision of Industrial Training component in the curriculum.

Weakness:

- Absence of evidence on the use of services of the external examiners to manage the shortage of staff.

BSc (Honours) in Industrial Management

Weakness:

- Absence of properly conducted Industrial Training Component in the curriculum; study programme offers only visits to industrial establishments.

Section 6: Grading of Overall Performance

Bachelor of Science Honours in Computer Science

Table 6.1: Assessment criteria and score

No	Criterion	Weighted minimum score*	Actual criterion-wise score
1	Programme Management	75	143
2	Human and Physical Resources	50	92
3	Programme Design and Development	75	121
4	Course /Module Design and Development	75	113
5	Teaching and Learning	75	103
6	Learning, Environment, Student Support and Progression	50	69
7	Student Assessment and Awards	75	115
8	Innovative and Healthy practices	25	32
	Total on a thousand scale	788	
	Percentage score	78.8	
	Grade Awarded	B	
	Interpretation of Grade	<i>“Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects”</i>	

Bachelor of Science Honours in Applied Electronics

Table 6.2: Assessment criteria and score

No .	Criterion	Weighted minimum score*	Actual criterion-wise score
1	Programme Management	75	143
2	Human and Physical Resources	50	92
3	Programme Design and Development	75	123
4	Course /Module Design and Development	75	113
5	Teaching and Learning	75	113
6	Learning, Environment, Student Support and Progression	50	69
7	Student Assessment and Awards	75	115
8	Innovative and Healthy practices	25	33
	Total on a thousand scale	801	
	Percentage score	80.1	
	Grade Awarded	A	
	Interpretation of Grade	<i>“High level of accomplishment of quality expected of a programme of study; should move towards excellence”</i>	

Bachelor of Science Honours in Industrial Management

Table 6.3: Assessment criteria and score

No .	Criterion	Weighted minimum score*	Actual criterion-wise score
1	Programme Management	75	143
2	Human and Physical Resources	50	92
3	Programme Design and Development	75	121
4	Course /Module Design and Development	75	113
5	Teaching and Learning	75	111
6	Learning, Environment, Student Support and Progression	50	71
7	Student Assessment and Awards	75	118
8	Innovative and Healthy practices	25	33
	Total on a thousand scale	802	
	Percentage score	80.2	
	Grade Awarded	A	
	Interpretation of Grade	<i>“High level of accomplishment of quality expected of a programme of study; should move towards excellence”</i>	

Bachelor of Science Honours in Mathematics with Statistics

Table 6.4: Assessment criteria and score

No .	Criterion	Weighted minimum score*	Actual criterion-wise score
1	Programme Management	75	143
2	Human and Physical Resources	50	92
3	Programme Design and Development	75	123
4	Course /Module Design and Development	75	113
5	Teaching and Learning	75	111
6	Learning, Environment, Student Support and Progression	50	71
7	Student Assessment and Awards	75	118
8	Innovative and Healthy practices	25	33
	Total on a thousand scale	804	
	Percentage score	80.4	
	Grade Awarded	A	
	Interpretation of Grade	<i>“High level of accomplishment of quality expected of a programme of study; should move towards excellence”</i>	

Section 7. Commendations and Recommendations

Commendations:

1. Faculty organizational structure is adequate for effective management of its core functions. The TORs of committees are available for all university- level appointments.
2. Management procedures adopted by the Faculty are in compliance with institutional and national regulations and guidelines.
3. Faculty has developed and implemented Annual Action Plans that were developed in alignment with the University Strategic Plan. The monitoring of progress of implementation of the Actions Plans is evident and reported to the Faculty Board regularly.
4. Faculty adopts participatory approach in governance and management. Student participation is facilitated at Faculty Board meetings, Student-Staff Liaisons Committee, and also at Faculty- and University-level meetings.
5. Teaching and learning strategies are in agreement with the Faculty and University missions, and curriculum requirements and are in alignment with the goals identified in the University's Strategic Plan.
6. The orientation programme offered to incoming new entrants is well planned and conducted, and the students are provided with all necessary documents such as University by-laws, other disciplinary documents, relevant study programme prospectuses, etc. and the relevant information is also placed on the Website which is kept updated regular manner.
7. Faculty uses ICT Applications for managing several functions: A Learning Management System (LMS) is used for academic activities, Inventory Management System for managing fixed assets (University level), Hall Reservation System, etc.
8. A student database is also maintained at the Faculty. Faculty has started using a software package for Student Registration and for managing semester results. The design and installation of a University MIS for handling data on general management is in progress.
9. Faculty adopts all required By-laws and other disciplinary codes in dealing with examination, examination offences and students' disciplinary breaches.
10. Work norms and workload are prescribed for different categories of staff and the compliance by the staff with those is monitored.
11. Staff Appraisal Systems for non-academics and administrative staff are in operation.
12. The QAC of the Faculty is well established, and it performs satisfactorily.
13. The Curriculum and Academic Development Committee (CADC) is established in the Faculty for reviewing and updating the study programme curricula.

14. The Faculty adopts SLQF, and outcome-based education (OBE) and student-centred learning (SCL) approaches and the UGC/University approved policies in academic programme development and review.
15. The Faculty monitors the implementation process as well as the outcomes of the study programme curricula and obtains feedback from key stakeholders through several instruments – such as student feedback, peer observations, student satisfaction surveys, employability surveys, external reviews, etc.
16. Faculty operates an Academic Mentoring Programme and Student Counselling Service to guide and assist students who are in need of support, and both services operate satisfactorily.
17. Faculty provides a satisfactory student welfare service including the provision of healthcare and recreational facilities.
18. Examination offences are handled according to Examination By-laws and Disciplinary Regulations.
19. University has put in place a policy for dealing with students with disabilities, and the Faculty has shown a commitment to comply with that.
20. Though there is no specific committee established, the GEE related matters are discussed at the Faculty Board meetings, and handled effectively, especially during the ‘ragging’ season.
21. A very good mechanism is established to achieve ‘zero tolerance for ragging’. This includes holding regular meetings between staff and student representatives, taking prompt and proper disciplinary actions and paying prompt attention to students’ grievances.
22. The staffs are provided with required training in outcome-based education and student-centred learning approach (OBE-SCL).
23. The Staff has access to required facilities to implement OBE-SCL through LMS.
24. Many staff members are relatively young and qualified recently with PhDs. They have all undergone the Induction Programme conducted by the Staff Development Centre.
25. The library and ICT facilities and the services provided by such facilities to the students and staff are adequate.
26. Provision of Teaching English as a Second Language (TESL) as a part of the Time Table across all semesters and making it mandatory for students to attend those sessions, particularly to become eligible for applying for the Honours Degree pathway.
27. Establishing an overall framework with clear guidelines by the CADC for new study programme design and major revisions (Council memo dated 28 June 2018).
28. Mapping of Course/Module Intended Learning Outcomes (Course/Module ILOs) with Programme Intended Learning Outcomes (Programme ILOs) are available for all study programmes except for the BSC (Honours) in Computer Science.
29. University Council approved policies and guidelines on programme and course/module curricula development, teaching-learning and assessments are available.

30. The format adopted for the development of course/module specifications is appropriate.
31. Students are assessed using published criteria, regulations, and procedures that are complied by the staff and the relevant information are communicated to students at the time of enrolment/ recruitment.
32. Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the learning progress of students.
33. Faculty ensures the implementation of examination by laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.
34. Availability of adequate infrastructure facilities, including a fully-fledged smart lecture hall for teaching learning activities for multimode delivery of the courses/modules.
35. Course/Module specifications and timetables have been provided to the students in advance.
36. The staffs motivate the students for self-directed and collaborative learning, especially through assignments, projects and group activities.
37. Despite the heavily loaded academic timetable, students are provided with opportunities to engage in various activities ranging from science symposia, sports, aesthetic, religious and social services which help students to improve their soft skills.
38. University has put in place a policy on gender equity and equality and the staff has been provided with awareness programmes on the subject.
39. Although the evidence provided are from the period after the submission of the SER, the Faculty uses innovative pedagogical practices using ICT applications and tools.
40. Faculty recognizes the importance of regular appraisal of teachers for teaching excellence and steps are being taken to implement the suitable appraisal programme.
41. Involvement of students in research with the opportunity to present their research communications at the annual conferences – i.e. at ASBIRES and ASRITE.
42. Students are encouraged to engage in co-curricular activities such as sports, socio-cultural and aesthetic activities.
43. Provision of fall-back options for students who opt to leave the study programme at different levels.

Recommendations:

1. Take steps to address the staggered admission of students into the study programmes. Discussion with the UGC in this matter is desirable.
2. Seek and promote greater involvement of the Alumni and the industry with faculty affairs to build strong relationships with key stakeholders.

3. Design and install a Student Information Management system to handle data on the entire process from student registration to graduation.
4. Streamline the process of obtaining stakeholder feedback on all key processes and outcomes and use of such feedbacks for further refinement all process – academic, administrative and student support services and welfare matters.
5. Streamline the collaborative partnerships with national and foreign universities / organizations so as to accrue greater benefits through such partnerships.
6. Take steps to address existing lapses in safety and security measures.
7. Take steps to provide required facilities to cater for differently-abled students; infrastructure facilities, delivery strategies and academic support services must be put in place to meet the needs of the differently-abled students.
8. Take steps to incorporate proper industrial training component into the curriculum of BSc (Honours) in Industrial Management so as to provide the opportunity for undergraduates of the study programme to go through effective institution-based industrial training programme.
9. Take steps to strengthen the academic staff training programmes on curriculum design and development, delivery and assessments to facilitate the institutionalization of OBE-SCL approach in the study programme development, delivery and assessments.
10. Take steps to strengthen career guidance services by addressing the staff shortages faced by the CGU.
11. Take steps to promote students' engagement in extra-curricular activities and socio-cultural events so as to promote greater harmony and cohesion among the students and with other key stakeholders.
12. Take steps to develop Programme Learning Outcomes (PLOs) for the BSc (Honours) in Computer Science.
13. Seek greater collaboration with internal and external stakeholders and Alumni to solicit constructive inputs into study programme curricula design and development and delivery process.
14. Consider revisiting the course/module ILOs and contents of all courses/modules, especially to make all ILOs are measurable and to ensure greater alignment of the contents and teaching-learning and assessment strategies with respective course/module ILOs and Programme ILOs
15. Take steps to internalise and institutionalize the recommended best practices and relevant policies and guidelines in curriculum design and development, delivery and assessment processes. Faculty QAC could take a proactive role in this regard.
16. Take steps to revisit the workload distribution for students so as to ease the burden on students.

17. Take steps to sensitize all stakeholders, especially students and students, on the concept of GEE and facilitate the internalization and institutionalization of the university-approved policy and guidelines on GEE.
18. Consider providing more room for students to engage in extra-curricular and socio-cultural activities as the present timetable are heavily loaded with academic activities thus restricting their time for engagement in extracurricular activities.
19. Take steps to revisit the work norms and workloads and make suitable adjustments as the workload of the staff is significantly higher than the prescribed norms for most categories.
20. Take steps to strengthen the monitoring of student progression through the study programme and after graduation (eg. student satisfaction surveys, tracer studies, employability surveys, etc.).
21. Take steps to promote greater academic and social interaction between the academic staff and students.
22. Consider taking steps to seek greater interaction with Alumni to obtain their assistance to students in preparing for their professional future and to obtain feedback on the quality and relevance of the study programmes offered.
23. Consider streamlining the management of the teaching laboratories as the present status is suboptimal.
24. Take steps to review the existing examination regulations and procedures, and assessment strategies and introduce appropriate reforms to improve the appropriateness, reliability and accuracy of assessments.
25. Take steps to develop and issue the ToRs for examiners (moderators, first marking examiners and second marking examiners) and use the reports coming from the external examiners for making further improving examination process and procedures.
26. Establishment of a system for question paper scrutiny and consider this as an urgent need.
27. Take steps to regularize and promote the use of Open Educational Resources (OER) in teaching and learning process.

Section 8: Summary

The external review process comprised the desk evaluation of Self Evaluation Report (SER), conduct of stakeholder meetings via online platform and site visit to further evaluate and verify the claims made against the respective standards specified under the eight criteria prescribed by the “*Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions*” of the QAC/UGC. The PR Team carefully examined the SER that was prepared according to prescribed guidelines by the Study Programme Review Manual of the QAC/UGC. The SER covered four B.Sc. special degree programmes (i.e. *BSc in Computer Science, Applied Electronics, Industrial Management, and Mathematics with Statistics*) and was comprehensive despite having inconsistencies with regards to claims made and evidences provided.

The PR Team observed several positive aspects of all study programmes. The Faculty of Applied Sciences has put in place an appropriate organizational structure, regulations, standard operating procedures for ensuring the effective governance and management, academic programme development and delivery and learner support and welfare services. Faculty offers opportunity to students to participate in decision-making process as and when appropriate. All incoming students are provided with an orientation programme at which they are provided with all the documentations relating to curricula of study programme, teaching-learning and assessment processes, learner-support services and welfare measures, and by-laws relating to student disciplinary procedures. Faculty adopts SLQF and OBE-SCL approach in study programme curricula design and development, delivery and assessments while complying with the university-prescribed policy and guidelines for course development and teaching-learning and assessments. It adopts suitable format for developing and presenting course/module specifications. The teaching-learning process adopts blended delivery methods with the ample use of ICT-applications while promoting the students to engage in self-directed and collaborative learning. Stakeholder feedback is obtained on course/module delivery, students support services and welfare measures. However, there was no evidence as regard to the use of outcomes of such feedback when introducing reforms in administrative, academic programmes and welfare measures. Students’ progression throughout the study programme is monitored and all study programmes have achieved good graduation and employment rates.

While noting the above positive aspects, the PR Team noted many notable deficiencies and limitations. Therefore, wide ranging recommendations are prescribed. These include, exploring solutions for the staggered student intake, taking steps to increase the number of qualified academic staff for effective execution of its academic functions, strengthening alumni and industry collaborations, installing a comprehensive student information management system, optimizing academic and research partnerships with national and

international partners, improving safety and security measures, aligning study programme learning outcomes with national needs and global trends, adopting of more measurable and resource-conscious course/module learning objectives and outcomes in alignment with programme learning outcomes, strengthening the quality assurance throughout programme from design and development to delivery and assessments, enhancing infrastructure and learning resources for catering for the needs of students with disabilities, promoting co-curricular activities and field visits to enhance the learning experience, providing fallback options for students in all study programmes, promoting academic and social interaction between academic staff and students, strengthening the industrial training, particularly of the programme offered in the BSc (Honours) in Industrial Management, and streamlining the conduct of feedback surveys and tracer studies and use of the outcomes of such feedback in introducing reforms into all aspects of study programmes including the process of curriculum review and development and delivery process.

In summary, the special degree programmes offered by the Faculty of Applied Science of Wayamba University of Sri Lanka show appreciable degree of compliance with the evaluation criteria prescribed by the “Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions” of the QAC/UGC.

Annexure: Schedule for the Site Visit

PROGRAMME REVIEW			
Faculty of Applied Sciences, Wayamba University of Sri Lanka			
Cluster B - BSc (Special) Degree Programmes			
2023.05.02 (Day 1)			
	Time	Meetings	Remarks
1	2.30- 2.45 pm	Meeting with the Vice-Chancellor/WUSL	@ VC Office
2	2.45- 3.30 pm	Meeting with the Director/CQA, QA Coordinator/Applied Sc.	@ CQA/Admin. Building
3	3.30- 4.30 pm	Meeting with the Dean, Heads of Department and Permanent Academic Staff of the Faculty	+ Presentation by the Dean + Tea @ Boardroom
4	4.30- 5.00 pm	Observation of documents	@ Seminar Room
2023.05.03 (Day 2)			
	Time	Meeting	Remarks
1	9.00-	Observation of Lecture (Electronics) – Level 1	ELTN 1222 @ Main Hall
2	9.30 am	Observation of Electronics Practical Class - Level 3	ELTN 3141 @ Electronics Lab
3	9.30- 9.45 am	Observation of Lecture (Statistics)- Level 3	STAT 3124 @ Lecture Room 8
4	9.45- 10.30 am	Observation of documents + Morning Refreshments	@ Seminar Room
5	10.30- 11.00 am	Meeting with SAR, Management Assistants, Technical Officers and Academic Support Staff of the Faculty	@ Board Room
6	11.00- 12.00 pm	Observation of Welfare facilities: Gymnasium, Hostels, Canteen, Library	
7	12.00- 12.30 pm	Observation of Practical Class (Computer Science)-Level 3	CMIS 3134 @ Computer Lab

8		Observation of English Classes - Level 1	ELPC @ Lecture Room 1
	12.30-1.30 pm	Lunch	
9	1.30-2.00 pm	Observation of documents	@ Seminar Room
10	2.00-3.00 pm	Meeting with Level 3 and 4 Special Degree Students	@ Board Room
11	3.00-3.30 pm	Visiting Departments	@ New building
12	3.30-4.00 pm	Observation of documents / Private meeting time of the Reviewers	@ Seminar Room
13	4.00-5.00 pm	Meeting with all the Academic Staff of the Faculty	+Tea @ Board Room
		Conclusion and departure	