Programme Review Report

Bachelor of Science in Applied Mathematics and Computing
Faculty of Applied Science
University of Vavuniya, Sri Lanka

Site Visit Dates: 20th- 21st December 2022



Review Panel: Prof. SSN Perera
Prof S Vasanthapriyan
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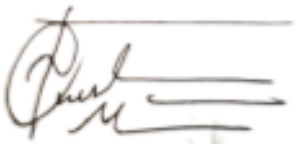
The Quality Assurance Council
University Grants Commission, Sri Lanka

University : University of Vavuniya, Sri Lanka

Faculty : Faculty of Applied Science (FAS)

Programme : BSc Degree Programme in Applied Mathematics & Computing

Review Panel

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Date: February 22, 2023

Contents

Section 1: The Programme under Review 1
Section 2: Observations on the Self Evaluation Report 4
Section 3: The Review Process 7
Section 4: Overview of the Quality and Standards of the Reviewed Programme 10
Section 5: Judgment on the Eight Criteria of Programme Review 12
Section 6: Grading of Overall Performance of the Programme 17
Section 7: Commendations and Recommendations 18
Section 8: Summary 20
Annexure: Site Visit Schedule 21

Section 1: The Programme Under Review

The Northern Province Affiliated University College was established in 1991. Subsequently, the Vavuniya Campus of the University of Jaffna was established on 1st April 1997 with the Faculty of Applied Science and the Faculty of Business Studies. In June 2021, the Vavuniya Campus of the University of Jaffna was elevated to a separate state University and established as the University of Vavuniya, Sri Lanka.

The Faculty of Applied Science (FAS) consists of two Departments, namely, the Department of Bio Science (DBS) and the Department of Physical Science (DPS). DPS offers 4 degree programmes: BSc in Applied Mathematics and Computing, BSc Honours in Computer Science, BSc in Information and Communication Technology, BSc Honours in Information and Communication Technology. The BSc in Applied Mathematics and Computing (AMC) programme was established in 1997 with 75 annual student intakes.

The AMC degree programme was revised in 2006 and introduced the three-year degree programme as BSc in Applied Mathematics and Computing and four-year degree programme as BSc in Computer Science (special). The department has been offering Bachelor of Science in Applied Mathematics and Computing, Bachelor of Science Honours in Computer Science from the academic year 2017/18 onwards based on the curriculum revision in 2018.

Around 60 (in 2020/2021) students from each intake are allocated by the UGC for the AMC programme. At present the numbers enrolled for the AMC programme in each academic year are shown in Table 1.1.

The number of students that have graduated from the BSc in Applied Mathematics and Computing programme during recent academic years are shown in Table 1.2.

Table 1.1: Student enrolment in BSc in Applied Mathematics and Computer Science

Academic Year	No. of Students enrolled	UGC Quota
2020/2021	84	117
2019/2020	81	75
2018/2019	43	60
2017/2018	46	60
2016/2017	38	50
2015/2016	36	50
2014/2015	29	50

Table 1.2: The number of students that have graduated from the BSc in Applied Mathematics and Computing programme

Class	Academic Year							
	2014/2015		2015/2016		2016/2017		2017/2018	2018/2019
	AMC (SLQF5)	CS (SLQF6)	AMC (SLQF5)	CS (SLQF6)	AMC (SLQF5)	CS (SLQF6)		
First Class	-	2	-	3	1	Pending results	Currently 4th year	Currently 3rd year
Second Class Upper Division	2	2	-	6	6			
Second Class Lower Division	1	1	3	2	2			
General Pass	10	1	16	2	12			
Fail	9	-	2	-	-			
Total	**22**	**6**	**21**	**13**	**21**			

The BSc in Applied Mathematics and Computing and BSc Honours in Computer Science by the DPS, FAS is equivalent to Level 5 and Level 6 respectively, of the Sri Lanka Qualifications Framework (SLQF), comprising 90 Credits offered over three years and 120 Credits offered over four years. The AMC programme is conducted entirely in English.

Section 2: Observations on the Self Evaluation Report

Preparation of the Self Evaluation Report (SER)

The SER of the BSc in Applied Mathematics and Computing Degree programme has been prepared according to the guidelines stipulated in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions of the UGC. The contents of the SER were presented in a concise and easily comprehensible manner and covered the period 2015 - 2019.

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

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

However, it was noted that some of the standards in the manual for review of undergraduate study programmes were misidentified.

For example:

- **Standard 6.12:** *The Faculty/Institute maintains up-to-date records on student progress throughout a programmes of study and provide prompt and constructive feedback about their performance:*

  Evidence should demonstrate the feedback provided to students. ***However, course evaluation forms were provided as evidence. This was identified as to get feedback from students.***

In most of the standards, evidence provided is not in compliance with standards.

For example:

- **Standard 1.19**: The Faculty / Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision. – In the manual it is mentioned "student- feedback, peer observation, graduate satisfaction surveys at exit points, employability studies, and employer feedback surveys; evidence of the use of feedback reports and surveys in affecting the continuous improvement of curriculum, teaching and learning and assessment methods" as possible evidence. –The student feedback and peer observation feedback forms were given as evidence. It was noted that the feedback forms provided consist of information only on lecturer evaluation.

- **Standard 2.6:** The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc. – Though the AMC degree programme consists of industrial (field) training and various professional training programmes, provided information is not evident so.

It was noted that the online evaluation process (evidence checking process) was very tough due to the following reasons.

- Evidence is provided in very unorganized and unaccepted form. For example, the size of most of the files is very big (some are exceeding 200 MB), and cannot be viewed in online mode. Due to that many files were downloaded to view.
- It was noted that most evidence files are more than 100 pages long.
- It was noted that a lot of unnecessary information/files were uploaded. This was noted in almost all the standards.
- In many t places, long files were provided without any direction (it was not provided how these files were related to said standards).

Observations on the SWOT analysis

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

However, it was observed that the current use of LMS is at a very minimal level although it indicates as a Strength.

Currently, some of the identified weaknesses cannot be considered as weak points.

Section 3: The Review Process

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

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

Scheduled meetings and discussions

During the one and half-day site visit, the review panel had formal meetings / discussions with several groups and persons who were directly or indirectly involved with the programme or provided support in one way or another. The following academics and administrative staff were met during the review visit.

- Vice Chancellor, University of Vavuniya
- Dean, FAS
- Director CQA
- Coordinator IQAC
- Head of the Departments
- Academic Staff of the DPS
- Director, Career Guidance Unit
- Senior Student Counselors and Student Counselors

- Librarian and staff
- Director Counseling
- Deputy Registrar, Examinations
- Deputy Registrar, Student Welfare
- Director, Staff Development Centre
- Director UBL
- Director CGEE
- Head DELT
- Faculty Administrative Staff
- Non-Academic staff (Dean office and Department)
- Students of the study programme (Level I, II, III and IV)

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

Facilities observed

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

- Office of the Dean
- University CQA
- Faculty IQAC
- Career Guidance Center
- Staff Development Centre
- PPS
- Library
- Student Canteen
- Lecture halls
- Sport Complex / Gymnasium
- Student Center
- Men Hostels
- Computer labs

Processes observed

Meeting was organized very well and participation of relevant stakeholders was at a very satisfactory level. Additional evidence (or missing pieces of evidence) was obtained through observations. The entire process was coordinated by the department coordinator and the coordinator of the CQA of the IQAC. Academic members were also in attendance throughout the review visit to facilitate the process. Many informal discussions were also held throughout the visit with the academics.

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

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

Evidence provided

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

Table 4.1: Information about evidences vs marks

Standards	Missing information	Remark
1.10	Evidences provided are not relevant	Marks were given based on observation
1.12	Evidences provided are not relevant	Marks were given based on observation
1.13	Evidences provided are not relevant	Marks were given based on observation
1.15	Evidences provided are not relevant	Marks were given based on observation
2.1	Evidences provided are not relevant	Marks were given based on observation
2.2	Evidences provided are not relevant	Marks were given based on observation
2.3	Evidences provided are not relevant	Marks were given based on observation

Outcomes of the review process

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

The review visit ended with a de-briefing meeting conducted on the second day, which was attended by the Dean FAS, Heads and academic staff of the FAS. A cordial discussion ensued after the presentation where those present clarified certain matters. The Dean, Head, and

members of the department commended the efforts of the Review panel and positively commented on the recommendations made by them for the improvement of the reviewed programme.

Section 5: Judgment on the Eight Criteria of Programme Review

The following sections provide a detailed account of the strengths and healthy practices adopted and the weaknesses observed in the execution of BSc in Applied Mathematics and Computing programme, in relation to the eight evaluation criteria set out in the PR manual.

Criterion 1: Programme Management

Strengths

FAS and DPS provide all necessary information including description of study programmes, course curricula, examination by laws and student charter to new incoming students. Most of the mentioned information was in the Faculty Handbook. Further, the FAS web page is updated, well maintained and consists of all necessary information. It was noted that the FAS has a policy on GEE and SGBV. One of the greatest assets of the FAS is the student-friendly atmosphere and has taken very positive steps to create a ragging zero environment.

Weaknesses

The Student Information System (SIS or MIS) is not available and due to that student performance monitoring is at a minimal level. The stakeholder consultation is limited only to student internships. Stakeholder consultation and participatory approaches are lacking where it is needed the most, namely in programme management. Collaborative engagement with external stakeholders are at the minimal level. Feedback process is limited to lecturer evaluation and no evidence for proper mechanism to obtain feedback from different stakeholders. No policy/SOP and /or faculty mechanism for safety and security measures.

Criterion 2: Human and Physical Resources

Strengths

It was noted that both FAS and DPS engage in multicultural programmes to promote harmony and cohesion among students. Harmony and cohesion between the students and staff, and among staff members were praiseworthy. It was noted that the staff development centre (SDC) and FAS organized reasonable number of training programmes on CPD. In addition to traditional classroom-based teaching and learning, a few staff members use the LMS as an interactive and student centered teaching and assessment path. The Career Guidance Unit (CGU) also empowers students with much needed soft skills. In addition to CGU activities, the

Department has established formal and informal mechanisms to improve students' soft skills and has taken many innovative paths for its further development. It was also noted that available ICT facilities are acceptable.

All courses are conducted in the English medium, and we were able to assess that most students of the level I to IV could converse with us in English to a certain degree. The Staff Development Centre regularly conducts various essential training programmes /workshops for both academic and non-academic staff. Due to these training programmes the staff members also regularly participate in training sessions to improve their knowledge on teaching learning processes.

Weaknesses

One of the major weaknesses we noticed was the non-availability of any information about human resource development policy and plan. It was noted that there is no evidence regarding human resource requirements vs existing curriculum (for example map or policy of SOP). It was noticed that the department has not identified standard 2.4 properly. Students' workshops related documents were also provided as evidence. Standard 2.6 is also not identified correctly. Provided CGU activities do not justify core-curricular activities.

Criterion 3: Programme Design and Development

Strengths

IQAC was well established and the role of its duties were properly defined. FAS organizes many soft skill development activities although those were not included as co-curricular activities.

Weakness

One of the major weaknesses noted is that limited stakeholder consultation. Stakeholder consultation and participatory approaches are lacking where it is needed the most, namely in curriculum design, development and planning. No proper feedback analysis reports were given. Subject benchmark maps, constructive alignment maps (Course ILOs vs Programme ILOs, Course ILOs / Programmes ILOs vs SLQF outcomes) were not given. Graduate profile vs course ILOs map was not given. No faculty policy and or SOP and mechanism on Programme approval/introduction process. No proper mechanism to generate feedback analysis reports and utilization of findings for programme evaluation. Standard 3.11, 3.14, 3.23 were not identified correctly and a lot of unnecessary documents were provided.

Though the IQAC was set up, the role of the cell is currently at a minimal level.

Criterion 4: Course/ Module Design and Development

Strengths

The FAS adopted the internal monitoring via IQAC. The courses were developed by considering student-centred teaching learning, self-directed learning, collaborative learning, creative learning, life-long learning strategies and interpersonal communication and teamwork skills.

Weaknesses

The main weakness is that there is a lack of participation of external subject experts in course constructive alignment of courses vs programme ILOs and SLQF / SBS compliance were not defined. No evidence regarding the course introduction policy/mechanism. Survey tools such as questionnaires for course evaluation, student feedback; peer evaluation surveys have not been developed or analysed properly. There is no evidence of analyses or remedial actions being taken. Developed student feedback focuses only for lecturer evaluation but not the course and programme evaluation. Most standards were not properly identified, hence a lot of unnecessary documents were provided.

Criterion 5: Teaching and Learning

Strengths

All incoming students are provided with adequate information on the curricula of the study programme and courses offered, examination procedures and grading mechanisms, requirements for graduation and examination by- laws via handbook.

Weaknesses

Although feedback from stakeholders has been received recently, there is no evidence for taking remedial measures. Feedback (staff and students) obtained is still not systematically analyzed; no evidence of utilizing feedback for continuous development of teaching and learning processes. It was noted that the peer evaluation process is still at a very minimal level. No evidence for preparation of evaluation reports. No Teaching excellence award. Most of the standards were not identified properly. For example, standard 5.3 unnecessary documents

were provided. For standard 5.6 staff research publications and their usability for teaching process is required, but it was noted that students research reports were provided.

Criterion 6: Learning Environment, Student Support and Progression

Strengths

The university has a Code of Conduct (Student Charter) which is made available to the new entrants. FAS has taken many positive actions to maintain student supportive systems and environments at a higher level. A student-friendly environment is created by the academic and support staff which is seen to be conducive to both teaching and learning. The allocation of mentors to new entrants and their friendly demeanor provides reassurance to the new students during transition from school to university life, while self-directed learning is also enhanced through the ready support offered by the Student Counselors and Personal Mentors who are periodically trained, through the Staff Development Centre (SDC).

The library is well organized and digitized, and the students are familiarized with the facility through a specifically designed session conducted during the orientation programme. IT staff are knowledgeable and friendly. The relationship between staff and students is enhanced by increasing opportunities for interaction. Co-curricular activities including sports and cultural activities are fostered by incorporating such activities into the academic calendar and providing opportunities for students to participate.

Weaknesses

Many of the facilities, although available, are still not used to an optimum level. No evidence that the Faculty has strong alumni networks. Graduate rates, progression rates and level progression rates were not provided. It was noted that there is no proper mechanism to get those progress rates and hence to use those to improve the programme. Student feedback on the learning environment was not given and corresponding standards were identified incorrectly. Standard 6.8 discusses science based training workshops, however the awareness of Geneva resolution was given as evidence. Standard 6.12 was not identified correctly. For example, which need evidence that timely provides the feedback to the students. However, student feedback forms were provided as evidence. No evidence for use of feedback data for improvement and preparation of evaluation reports.

Criterion 7: Student Assessment and Awards

Strengths

The examination By-laws and Student Charter are comprehensive and were made available to all students. The punishments for examination offenses have been duly conveyed to the students through the handbook/web and other examination guidelines. The name of the Degree/ Certificate/ Transcript is of an acceptable standard and complies with requirements of the UGC. The name of the degree and the degree awarded complies with the SLFQ.

Weaknesses

There is very little or no regular input from the external examiners. Documents reflecting on policy and strategy on outcome based programme design, assessment, weightage relating to different components of assessments and appointments of external examiners were not given. Efforts to align intended learning outcomes to assessment methods were not evident. Time frame for releasing results was not given. The evidence shows that at present releasing results takes a substantial amount of time.

Criterion 8: Innovative and Healthy Practices

Strengths

The department offers an internship which has enriched practical experiences and thereby the quality of the programme. The FAS has fallback options by offering Diploma and Higher Diploma. The FAS has taken steps to encourage student research projects and to motivate students for publications.

Weaknesses

Faculty mechanism to use OER for teaching and learning process is not clear. Documents reflecting the faculty policy and strategy on Research & Development and credit transfer were not given. Faculty mechanisms to handle industrial linkage and business problems is at a minimal level. Use of LMS as a multimode teaching process cannot be considered since utilisation of LMS is at a very primary level.

Section 6: Grading of Overall Performance of the Programme

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

Table 6.1: Assessment Criteria and Score

No	Criteria	Weighted minimum score*	Actual criterion wise score
01	Programme Management	75	117
02	Human and Physical Resources	50	89
03	Programme Design and Development	75	88
04	Course / Module Design and Development	75	103
05	Teaching and Learning	75	108
06	Learning Environment, Student Support and Progression	50	71
07	Student Assessment and Awards	75	94
08	Innovative and Healthy Practices	25	36
	Total on a thousand scale		704
	%		70.40

Based on the judgment of the eight criteria, the BSc in Applied Mathematics and Computing of the Department of Physical Science, Faculty of Applied Science, University of Vavuniya scored **70.40%** overall. Actual criterion-wise scores for all criteria exceed the weighted minimum score. Therefore, the overall performance of the study programme~~s~~ is "**B**" and performance descriptor is "**Good**". The overall score of the study programme~~s~~ indicate a satisfactory level of accomplishment of quality expected of a programme of study and requires improvement in a few aspects.

Section 7: Commendations and Recommendations

The following recommendations were made to increase the overall quality of the BSc in Applied Mathematics and Computing programme offered by the Department of Physical Science, Faculty of Applied Science, University of Vavuniya.

DPS/FAS of the University of Vavuniya, Sri Lanka is conducting the BSc in Applied Mathematics and Computing degree programme to a satisfactory level. The team observed the following strong points of the programme.

1. BSc in Applied Mathematics and Computer Science is a multidisciplinary degree programme which caters to many fields including Mathematics, Statistics and Computer Science. subject areas.
2. Very positive Students' attitudes towards the study programme and very positive strong students-staff interactions.
3. Very good students supportive environment and specially Zero ragging environment.
4. Multiethnic, multi religion diversified students population lead to create a social harmony environment.
5. Energetic young temporary staff members and well experienced enthusiastic non-academic staff as well as academic support staff.
6. The faculty is located in a relatively remote area that leads to very strong community based activities.
7. Well defined fall back options were included into the By-laws.

The Review Team observed the following areas to be improved in the programme.

1. Even though many good practices were present, documents that were produced to the team were not in proper order. Some of them were not complete and some of them were under the wrong criteria. Some draft documents were included and some documents were presented without any authorization. The SER team has not identified some criteria properly.
2. Team did not see any Senate/Faculty board approved policy documents for many areas.
3. Student feedback was taken only to assess the teaching of lecturers. Even in that, data was only collected but has not been analyzed. Areas to be improved have not been identified nor any corrective action taken. No analysis surveys or satisfaction surveys among staff, students and the industry have been conducted except on a very few occasions.

4. Minimal stakeholder participation in programme/course development/implementation except for the industrial training component.
5. No reward system for staff/students. It is really important to recognize the hard working individuals.

Recommendations

1. While appreciating the establishment of IQAC of the Faculty, we recommend streamlining its activities further. IQAC must take the leading role in the QA process throughout.
2. We did not see clear and properly approved policies on many aspects including human resource development. As there is a possibility of individual variation, influences and bias, it is very important to have a transparent set of policies on every aspect of management of the programme. It is also recommended to keep one document/booklet compiling policies, standard operating procedures and TOR for committees.
3. We strongly recommend establishing appraisal based reward system for all categories of staff and students in all aspects including teaching, research and outreach activities. Appreciating hard working people is very important for the sustainability and improvement of a programme which will motivate them to do more and also motivate others to work more.
4. As the systems must run and change with evidence, we encourage the Department and Faculty to conduct more analysis, performance and satisfaction surveys and to use that information in planning and implementation.
5. It is also recommended to maximize the utilization of LMS and use it as an innovative and student centered learning method.
6. Establishing a Student Information System is recommended.
7. It is recommended to set-up a proper mechanism to collect student feedback covering different aspects and identify the remedial actions.
8. Recommended to identify urgent mechanisms to reduce long delaying releasing examination results.
9. Recommended to prepare a proper curriculum map to align curriculum to SLQF, Subject Benchmark Statements.
10. Recommend to prepare constructive alignment to cover programme ILOs vs courses, teaching learning assessment process.

Section 8: Summary

Overall performance of the BSc in Applied Mathematics and Computing of the Department of Physical Science, Faculty of Applied Science, University of Vavuniya is satisfactory and is strong in almost all aspects of an acceptable programme. Academic, administrative and non-academic staff have a positive attitude towards the QA process. University, Faculty and Department administration is very supportive towards the QA process. There is a good student staff interaction. Student involvement in the development process of the programme and faculty appear to be very minimal.

Finally, the team would like to appreciate the support given by the UGC, QAC, University of Vavuniya, FAS, CQA, IQAC and especially the Department of Physical Science in this important process of programme evaluation. We sincerely hope that our comments will help in improving the quality of the degree programme in the future.

Annexure: Site Visit Schedule

Time	Activity AMC Degree
Day 1: 20-12-2022	
2.00- 3:00 pm	Meeting with Dean / Presentation by HoD, SER Writers, CQA Director, FQAC coordinator, Heads of the Departments
3:00- 3.45 pm	Meeting with permanent Academic staff (Excluding Heads/Dean)
3.45- 4.45 pm	Meeting with Student Counselors / Senior Student Counselor / Academic Advisors / Proctor / Deputy Proctor / Marshal /Career Guidance Staff
4.45-5.15 pm	Meeting with Academic Support Staff, Temp. Asst. Lecturers, Temp. Demonstrators
5:15 - 6.00 pm	Visiting Physical Education Unit, Sports Complex, Hostel, Self Access Learning Centre
6:00 - 7:00 pm	Visiting the previous premises in Town
Day 2: 21-12-2022	
8:30 - 9:00 am	Meeting with Vice Chancellor, Registrar, Bursar
9:00 - 11:00 am	Site Visit (University) (Exam branch, IT Centre, UBL, SDC, DELT/CALL, Welfare, Library, CQA unit, CGU, CGEE, Medical Centre, etc.)
11.45 am- 12.30 pm	Meeting with Non-academic Staff
1.00- 2.00 pm	Meeting with Students (All levels of AMC)
2.00- 4.00 pm	Site visit (Faculty premises) Visiting Teaching/Learning Facilities (FQAC unit, Academic Departments, Lecture halls, SMART Lecture halls, Laboratories, AHEAD research Labs) - Library
4.00- 5.00 pm	Observing document evidence
5:30- 6.00 pm	Discussion among three reviewers
6:00 - 6:30 pm	Wrap up meeting at FAS