

# SELF EVALUATION REPORT

## **BSc (General)** **BSc (Joint Major)** **BSc (Special)**

Degree Programmes

2020



**Faculty of Applied Sciences**  
**Wayamba University of Sri Lanka**



# Contents

List of Annexures.....	iv
List of Tables .....	v
List of Abbreviations / Acronyms.....	vi
Chapter 1. Introduction to the Study Programmes of the Faculty .....	1
1.1 Wayamba University of Sri Lanka .....	2
1.2 Faculty of Applied Sciences (FAS) .....	2
1.3 Structure of the Degree Programs.....	4
1.4 Student Profile .....	6
1.5 Human Resource Profile of the Faculty.....	7
1.6 SWOT Analysis .....	8
1.7 Changes Implemented since last Subject Reviews .....	8
1.8 Learning Resources.....	9
1.9 Student Support System.....	9
Chapter 2. Process of preparing the SER.....	10
2.1 Process of preparing for the Program Review .....	11
2.2 Composition and Responsibilities of Working Teams .....	11
2.3 SER writing team.....	11
2.4 Compilation of SER and submission .....	12
Chapter 3. Compliance with the Criteria and Standards.....	13
Part 1 - Common Standards of all three degree programmes.....	15
3.1.1 Criterion 1 – Programme Management.....	16
3.1.2 Criterion 2 – Human and Physical Resources.....	26
3.1.3 Criterion 3 – Programme Design and Development.....	31
3.1.4 Criterion 4 – Course Module Design and Development.....	37

3.1.5 Criterion 5 – Teaching and Learning .....	43
3.1.6 Criterion 6 – Learning Environment, Student Support and Progression .....	47
3.1.7 Criterion 7 – Student Assessment and Awards .....	60
3.1.8 Criterion 8 – Innovative and Healthy Practices .....	66
Part 2 - Programme Specific Standards.....	70
3.2.1 B.Sc. (General) Degrees .....	71
3.2.2 B.Sc. (Joint Major) Degrees.....	75
3.2.3 B.Sc. (Special) Degrees .....	80
Chapter 4. Overall summary .....	85

## List of Annexures

Annexure 1: Major Milestones in Introducing Degree Programs and Curriculum Revision ..	88
Annexure 2: Departments of Study.....	89
Annexure 3: Organogram - Faculty of Applied Sciences.....	91
Annexure 4: Graduate Profile .....	92
Annexure 5: Subject-wise Credit Distribution of the Degree Programs (Ac.Y. 2015/2016) ..	93
Annexure 6: Undergraduate Enrolments in the Academic Year, 2017/2018 .....	94
Annexure 7: Academic and Academic Support Cadre Distribution.....	95
Annexure 8: SWOT Analysis of the BSc (General) Degree Program.....	96
Annexure 9: SWOT Analysis of the BSc (Joint Major) Degree Program.....	97
Annexure 10: SWOT Analysis of the BSc (Special) Degree Program.....	98
Annexure 11: Changes Implemented since last Subject Reviews .....	99
Annexure 12: Learning Resources.....	100
Annexure 13: Student Support System.....	101

## List of Tables

Table 1: Credit Structure of the BSc (General) Degree Programs.....	5
Table 2: Credit Structure of the BSc (Joint Major) Degree Programs.....	5
Table 3: Credit Structure of the BSc (Special) Degree Programs .....	6
Table 4: Annual Student Admissions to the Faculty .....	7
Table 5: Annual Undergraduate Enrolment for three Degree Programs .....	7
Table 6: Undergraduate Enrolments for BSc (Special) Degree Programs .....	7
Table 7: Human Resource Profile of FAS ( <i>as at 1<sup>st</sup> March, 2020</i> ) .....	8
Table 8: SER writing team.....	11
Table 9: Criterion 1 - Programme Management.....	16
Table 10: Criterion 2 - Human and Physical Resources .....	26
Table 11: Criterion 3 - Programme Design and Development .....	31
Table 12: Criterion 4 - Course Module Design and Development .....	37
Table 13: Criterion 5 - Teaching and Learning .....	43
Table 14: Criterion 6 - Learning Environment, Student Support and Progression.....	47
Table 15: Criterion 7 - Student Assessment and Awards .....	60
Table 16: Criterion 8 - Innovative and Healthy Practices.....	66
Table 17: Programme specific standards for B.Sc. (General) degrees .....	71
Table 18: Programme specific standards for B.Sc. (Joint Major) degrees .....	75
Table 19: Programme specific standards for B.Sc. (Special) degrees .....	80

## **List of Abbreviations / Acronyms**

ADPSEC	Academic Development, Planning, Scholarship & Ethics Committee
AHEAD	Accelerating Higher Education Expansion and Development
AQEF	Academic Quality Enhancement Framework
AR	Assistant Registrar
ASBIRES	Applied Science Business and Industrial Research Symposium
ASRITE	Annual Symposium on Research and Industrial Training on Electronics
BIC	Business Incubation Centre
BREAD	Business and Research Development Centre
CA	Continuous Assessments
CADC	Curriculum Academic Development Committee
CEOs	Chief Executive Officers
CG	Career Guidance
CGU	Career Guidance Unit
CMIS	Computing and Information Systems
CPD	Continuous Professional Development
CQA	Centre for Quality Assurance
CSU	Common Support Unit
CVCD	Committee of Vice Chancellors and Directors
DE	Distance Education
ELTU	English Language Teaching Unit
ELTD	English Language Teaching Department
ELTN	Electronics
EQA	External Quality Assurance
FAS	Faculty of Applied Sciences
FB	Faculty Board

FRHDC	Faculty Research and Higher Degree Committee
FQAC	Faculty Quality Assurance Cells
GEE	Gender Equity and Equality
GPA	Grade Point Average
HEIs	Higher Education Institutions
HETC	Higher Education for Twenty First Century
HoD	Head of Department
HR	Human Resource
HRD	Human Resource Development
ICT	Information & Communication Technology
ILOs	Intended Learning Outcomes
IMGT	Industrial Management
INDT	Industrial Training
IQA	Internal Quality Assurance
IQAU	Internal Quality Assurance Units
IR	Institutional Review
LMS	Learning Management System
MATS	Mathematical Sciences
MIS	Management Information System
MoHE	Ministry of Higher Education
MOU	Memoranda of Understanding
MSA	Management Sciences and Analytics
NAITA	National Apprentice and Industrial Training Authority
NRC	National Research Council
NSF	National Science Foundation
OBE	Outcome-Based Education
OBE-SCL	Outcome-Based Education and Student-Centred Learning
ODL	Open and Distance Learning



OER	Open Educational Resources
PG	Post Graduate
QA	Quality Assurance
QAAC	Quality Assurance and Accreditation Council
R&D	Research and Development
SBS	Subject Benchmark Statements
SCL	Student-Centred Learning
SDC	Staff Development Centre
SER	Self-Evaluation Report
SGBV	Sexual and Gender-Based Violence
SLQF	Sri Lanka Qualifications Framework
SOP	Standard Operational Procedures
SSLC	Student Staff Liaison Committee
SRHDC	Senate Research and Higher Degree Committee
TLC	Teaching and Learning Committee
ToR	Terms of Reference
UBL	University Business Linkage
VLE	Virtual Learning Environment
WINC	Wayamba International Conference
WUSL	Wayamba University of Sri Lanka
WURA	Wayamba University Research Award

# **Chapter 1. Introduction to the Study Programmes of the Faculty**

## **1.1 Wayamba University of Sri Lanka**

Wayamba University of Sri Lanka (WUSL) was established on 1<sup>st</sup> October 1999 by the government notification in the Extraordinary Gazette no. 1093/8 of 17<sup>th</sup> August 1999. Four Faculties were also established at the inception: 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). Faculty of Medicine and Faculty of Technology were established recently, in the years 2016 and 2017, respectively. The University operates at three premises. The main administration division and four Faculties are located at Kuliyaipitiya Premises. University had a total student population of 3880 and 173 academic staff members in 2018.

## **1.2 Faculty of Applied Sciences (FAS)**

The FAS was established on 1<sup>st</sup> October 1999, together with four academic Departments. Faculty was a transformation of the then Faculty of Applied Sciences I of the Rajarata University of Sri Lanka. FAS is located at Kuliyaipitiya premises of WUSL. Currently, Faculty conducts three undergraduate Degree Programs, an external Diploma program, and research based postgraduate programs. Faculty admits students from the Advanced Level Physical Science Stream and the current annual intake is 200 students. (Annexure 1).

### **1.2.1 Departments of Study (Annexure 2)**

- Computing and Information Systems (CMIS)
- Electronics (ELTN)
- Industrial Management (IMGT)
- Mathematical Sciences (MATS)

### **Degree Programs**

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

## **Diploma Programs**

- Diploma in Software Engineering (DSE)

## **Postgraduate Programs**

- Master of Philosophy (M.Phil.)
- Doctor of Philosophy (Ph.D.)

### **1.2.2 Vision and Mission of the Faculty**

#### ***Vision:***

“To become a premier Applied Science Faculty that enriches the Sri Lankan community with graduates of vibrant intellectuality, outstanding professionalism and brilliant personality.”

#### ***Mission:***

“To prepare the graduates from the Faculty of Applied Sciences to become successful professionals within a global society through an education rooted in science and industry, by:

- providing our graduates with solid knowledge through an educational experience rich in theory and reinforced with meaningful application based learning to solve challenging problems in reality,
- creating an atmosphere that foster a balanced and increasing development in teaching, learning, research and other services, and
- being responsive to industry needs and global opportunities.”

### **1.2.3 Organizational Structure of the Faculty**

Organizational structure of the Faculty consists of the Dean, Faculty Board and its sub-committees, HoDs and the academic Departments, and the Assistant Registrar, as depicted in the organogram (Annexure 3). Faculty management adheres to the prescribed regulations of the UGC/University, and the study programs are managed to ensure quality of academic standards and awards.

### **1.2.4 Graduate Profile**

The major objective of the Faculty is to produce committed and inquisitive graduates with curiosity for life-long learning. Undergraduates are provided with a variety of learning opportunities to develop the following specific attributes:

- Social accountability
- Economic engagement
- Self-containment
- Life-long learning

In line with the Graduate Profile of the University, FAS has identified a range of skills graduates need to develop in order to inculcate above attributes (Annexure 4).

### **1.3 Structure of the Degree Programs**

Faculty adopts the credit based course module system in all its Degree programs. An academic year consists of two semesters of 15 week academic session. A student is required to offer course modules worth a minimum of 30 credits (maximum 33 credits) in an academic year. The medium of instruction of all the study programs is English.

On admission to the Faculty students have the option to select one of three subject combinations. A subject combination consists of three subjects: Mathematics, Mathematical Modelling & Statistics (MMST), which is considered as a single subject at this level; and two more subjects from Computing & Information Systems (CMIS), Electronics (ELTN) and Industrial Management (IMGT). During the first two years, students offer course modules from the three subjects of their (limited) choice. Selection of students to 4-year Degree programs is done at the beginning of the 3<sup>rd</sup> year of the program, and is based on a student's performance of the first two academic years.

#### **1.3.1 BSc (General) Degree Programs**

Students who opt for a General Degree and those who do not qualify for admission to a 4-year degree program will continue to study three subjects in their already selected subject combination during their third academic year. At the level 3, there are optional modules worth of 4-14 credits to choose from. Mathematics & Mathematical Modelling (MMOD) and Statistics (STAT) are considered as two subjects at level 3. Undergraduates qualify for the award of the BSc (General) Degree upon completion of 90 credits and other partial requirements. The Degree is equivalent to SLQF Level 5 qualification. (Table 1).

**Table 1: Credit Structure of the BSc (General) Degree Programs**

	<b>Subject 1 Credits</b>	<b>Subject 2 Credits</b>	<b>Subject 3 (Mathematics &amp; Statistics) Credits</b>	<b>Annual Credits</b>
Level 1	10	10	12	<b>32</b>
Level 2	10	10	13	<b>33</b>
Level 3	4*-14 <sup>#</sup>	4-14	11-15	<b>30-33</b>
Total no of Credits				<b>95-98</b>

\*Credits from Compulsory modules.

<sup>#</sup>Total credits offered with optional modules.

(Source: Prospectus- Academic Year 2015/2016)

### 1.3.2 BSc (Joint Major) Degree Programs

A Faculty approved selection criteria is adopted for selection of students for the BSc (Joint Major) Degree Program. Selection is done at the beginning of the level 3. Those who get selected can drop one subject from their subject combination and take course modules mainly from two subjects called Major Subjects, during level 3 and 4 (Table 2). The Program satisfies the minimum credit requirement of 120 with annual credit requirement of 30. Students are also required to earn at least 45 credits from each Major Subject.

In addition to majoring in two subjects, the distinct feature of the study program is the industrial research project internally supervised by a qualification holder of level 10, 11 or 12 according to the SLQF and the six-month internally and externally supervised full time Industrial Training during the second semester of the level 4. Minor revisions to these two course modules are underway to comply with requirements of SLQF Level 6.

**Table 2: Credit Structure of the BSc (Joint Major) Degree Programs**

	<b>Subject 1 Credits</b>	<b>Subject 2 Credits</b>	<b>Subject 3 (MMST) Credits</b>	<b>Annual Credits</b>
Level 1	10	10	12	<b>32</b>
Level 2	10	10	13	<b>33</b>
	<b>Major Subject 1</b>	<b>Major Subject 2</b>	Optional Subject	
Level 3	14*-18 <sup>#</sup>	12-14	8-12	<b>30-32</b>
Level 4	16-18	12-14	-	<b>30-32</b>
Total no of Credits				<b>125-129</b>

### 1.3.3 BSc (Special) Degree Programs

Selection to subject specific 4-year Special Degree programs is also done at the beginning of level 3. Except for 4-5 credits from a subsidiary subject at the level 3, all the credits required for level 3 and 4 are from the subject of Specialization (Table 3). At the level 4, each program offers a compulsory research project of 8 credits, closely supervised by a qualification holder of level 10, 11 or 12 according to the SLQF. All the programs maintain that at least 72 credits are from the subject of Specialization. (Annexure 5). The Special Degree programs comply with SLQF Level 6 requirements.

**Table 3: Credit Structure of the BSc (Special) Degree Programs**

	Subject 1 Credits		Subject 2 Credits		Subject 3 Credits	Annual Credits
Level 1	10		10		12	<b>32</b>
Level 2	10		10		13	<b>33</b>
	Computer Science	Applied Electronics	Industrial Management	Mathematics with Statistics	Optional Subject	
Level 3	26	25	25	25*-29 <sup>#</sup>	4-5	<b>30-33</b>
Level 4	30	27-31	27-30	28-40	-	<b>30-33</b>
<b>Total Credits</b>	<b>125</b>	<b>125-126</b>	<b>125</b>	<b>125-131</b>		

### 1.4 Student Profile

A total of 562 students are registered at the Faculty for the academic year 2017/2018 (Annexure 6). The number of students admitted to the Faculty during the period 2012-2019 (academic year 2010/2011-2017/2018) are given in Table 4. Undergraduate enrolments for different Degree Programs and enrolment details for Special Degree Programs are given in Tables 5 and 6, respectively.

**Table 4: Annual Student Admissions to the Faculty**

<b>Academic Year</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
2011/2012	79	61	<b>140</b>
2012/2013	98	66	<b>164</b>
2013/2014	110	72	<b>182</b>
2014/2015	96	66	<b>162</b>
2015/2016	78	83	<b>161</b>
2016/2017	76	98	<b>174</b>
2017/2018	88	90	<b>178</b>

**Table 5: Annual Undergraduate Enrolment for three Degree Programs**

<b>Academic Year</b>	<b>BSc (General)</b>	<b>BSc (Joint Major)</b>	<b>BSc (Special)</b>
2017/2018	69	58	26
2016/2017	72	55	13
2015/2016	69	74	16
2014/2015	69	64	15
2013/2014	49	52	16

**Table 6: Undergraduate Enrolments for BSc (Special) Degree Programs**

<b>Academic Year</b>	<b>Computer Science</b>	<b>Applied Electronics</b>	<b>Industrial Management</b>	<b>Mathematics with Statistics</b>
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

### **1.5 Human Resource Profile of the Faculty**

Faculty has a total approved permanent academic cadre of 51, and currently 43 academic staff members are in service. A total of 20 academics have Degree of Ph.D./D.Eng./D.Sc. as their highest academic qualification while 18 members have M.Sc./M.B.A/M.Phil. qualifications.



Faculty has an Assistant Registrar, 23 academic support staff members and 28 non-academic staff members to ensure smooth functioning of the Faculty (Table 7). Annexure 7 gives departmental affiliations of the academic and academic support staff.

**Table 7: Human Resource Profile of FAS (as at 1<sup>st</sup> March, 2020)**

<b>Staff Category</b>	<b>Post</b>	<b>Count</b>	<b>Highest Qualification</b>
<b>Academic</b>	Professor	02	Ph.D.
	Associate Professor	01	D.Sc.
	Senior Lecturer (Grade I)	08	Ph.D./M.Phil.
	Senior Lecturer (Grade II)	23	Ph.D./M.Phil./M.Sc.
	Lecturer	03	Ph.D. /M.Sc.
	Lecturer (Probationary)	06	MBA/B.Sc./B.Tech
<b>Administrative</b>	Assistant Registrar	01	M.B.A.
<b>Academic Support</b>	Temporary Lecturer / Demonstrator/Tutor	23	B.Sc.
<b>Non-Academic</b>	Programmer cum Systems Analyst	01	B.Sc.
	Management Assistant	08	B.A./ Dip.
	Technical Officer	07	B.Sc./ NCT
	Lab Attendant	05	
	Other Grades	07	

### **1.6 SWOT Analysis**

A SWOT analysis was conducted for each degree program with inputs from the key stakeholders, which provides an assessment to base revisions and future directions of the study programs. The salient factors of the analysis are given in Annexures 8 - 10.

### **1.7 Changes Implemented since last Subject Reviews**

Subject Reviews of the four Departments of the Faculty were conducted during the period 2006-2009, and three of the Departments received the grade “Confidence” while one received “Limited Confidence”. The institutional review was conducted in year 2018 and the University

received the Grade “B”. Significant actions taken in response to recommendations made in the reviews are presented in Annexure 11.

### **1.8 Learning Resources**

Following Units of the University/Faculty facilitate the teaching-learning process and contributes to conduct the academic programs at the stipulated standards. Details of their contribution are given in Annexure 12.

- University Library
- Department of English Language Teaching (DELT)
- Information Communication Technology Centre (ICTC)
- Laboratories
- Learning Management System (LMS)

### **1.9 Student Support System**

The University and the Faculty provides following services to the student community to facilitate students’ life at the University, and thereby indirectly supports the teaching –learning process. Details of the services provided are given in Annexure 13.

- Career Guidance
- Student Welfare Services (Accommodation, Bursaries)
- Medical care
- Sports and Recreation
- Student Counselling and Mentoring
- Student Societies

## **Chapter 2. Process of preparing the SER**

## 2.1 Process of preparing for the Program Review

FAS has initiated annual self-review of degree programs coordinated by FQAC. During this process two workshops were organised with the support of Director, CQA, WUSL for all academic staff of the Faculty as listed below.

- Workshop 1 - Awareness workshop on Program Review - on 5<sup>th</sup> April, 2018
- Workshop 2 - Preparation workshop on Program Review - on 7<sup>th</sup> March 2019

These workshops helped in familiarising the programme review manual and methodology of review process among all academic staff.

Five academics of the Faculty attended the Workshop for SER Writers organised by the QAAC/UGC on 26<sup>th</sup> November, 2019. In December 2019, two meetings were called for all the academic staff to make them aware of the PR manual and SER writing. Faculty decided to go for a Clustered Review with separate scores and grades for three degree programs.

## 2.2 Composition and Responsibilities of Working Teams

All the academic staff of the Faculty and the AR were grouped into eight groups and a criterion was assigned to each group to work on. Each group was assigned the task of identifying and collecting evidence to be produced and determine the claims to be made for the standards under assigned criterion.

## 2.3 SER writing team

Following team of academics were appointed to write sections/subsection of the SER.

**Table 8: SER writing team**

Section	Title/sub-title	Name of the Writer
Section 1	Introduction to the Study Programs	Dr. L.D.R.D.Perera
Section 2	Process of Preparing the SER	
Section 3	Compliance with the Criteria and Standards	
Criterion 1	Program Management	Dr. L.D.R.D.Perera
Criterion 2	Human and Physical Resources	Mrs. P.A.A.U. Jothirathne
Criterion 3		Dr.W.A.S. Wijesinghe

	Program Design and Development	Dr. (Mrs.) N.A.D.N. Napagoda
Criterion 4	Course/Module Design and Development	Dr. W.A.S. Wijesinghe
		Mr. D.M. Jayasena
Criterion 5	Teaching and Learning	Dr. (Mrs.) R.A.R.Prabodanie
		Dr. (Ms.) B.S. Habaragoda
Criterion 6	Learning Environment, Student Support and Progression	Mr. T. Arudchelvam
Criterion 7	Student Assessment and Awards	Dr. M.M.D.R. Deegahawature
Criterion 8	Innovative and Healthy Practices	Dr. A. Pallegedara
Section 4	Summary	Coordinator/FQAC

Starting from mid-January, 2020, four meetings of the writing team were held to review and monitor the progress. Since island wide curfew imposed after mid-March, 2020, content was reviewed and updated using ICT based communication methods.

#### **2.4 Compilation of SER and submission**

Draft report was compiled by Dr. Asankha Pallegedara, Coordinator/FQAC, who functioned as the chairperson of the writing team. Written comments were requested from writing team by the Dean of the faculty. The draft was discussed ICT based communication methods and finalized for submission.

## **Chapter 3. Compliance with the Criteria and Standards**

This section describes the extent to which the three study programmes offered by the Faculty comply with the standards of the eight criteria prescribed in the Program Review Manual, substantiated with relevant evidence. Part 1 of this section explains the degree of internalization of best practices and the level of achievement of common standards for all three degree programmes (B.Sc. (General) 3 year degrees, B.Sc. (Joint Major) 4 year degrees, B.Sc. (Special) 4 year degrees). Part 2 of this section explains the degree programme specific standards. However, it should be noted that degree of internalization of best practices and the level of achievement of a standards are common for 141 standards and differ only for 15 standards.

**Part 1 - Common Standards of all three degree programmes**



### 3.1.1 Criterion 1 – Programme Management

**Table 9: Criterion 1 - Programme Management**

<b>Standard</b>	<b>Claim of the degree of internalization of Best Practices and level of achievement of Standards</b>	<b>Documentary Evidence to Support the Claim</b>	<b>Code No. of the Document</b>
1.1	The Faculty has a well-established organizational structure governed by the Universities Act, the Council and the Senate, for effective management and execution of its core functions.	Organogram	1.1-01
		FB minutes	1.1-02
		Faculty sub-committee /ad-hoc committee minutes	1.1-03
		HoD meeting minutes	1.1-04
		Annual Reports	1.1-05
1.2	The Faculty has developed annual action plans to be aligned with the Corporate Plan/Strategic Plan of the University. Annual action plans of the Faculty are updated and progress assessed and reported.	Corporate/Strategic plan	1.2-01
		Faculty action plans	1.2-02
		Minutes of action plan formulation/revision meetings	1.2-03
		List of new initiatives	1.2-04
1.3	Management procedures adopted by the Faculty are in compliance with institutional and national Standard Operational Procedures (SOPs). University SOPs are circulated and also made available to staff through the University Web site	University SOPs	1.3-01
		University web site (www.wyb.ac.lk)	1.3-02
		Procurement guidelines	1.3-03
		Financial regulations	1.3-04
		Internal audit reports	1.3-05
		External audit reports	1.3-06
1.4	The Faculty adopts a participatory approach in governance and management. Students' participation is facilitated at Faculty Board meetings, Student-Staff Liaisons Committee, and also	FB minutes	1.4-01
		HoD meeting minutes	1.4-02
		SSLC minutes	1.4-03
		Meetings with students participation at Faculty/University level.	1.4-04

	at Faculty/University level meetings.	Stakeholder feedback	1.4-05
1.5	The Faculty adheres to the annual academic calendar so that students are able to graduate at the stipulated time. Senate approval is obtained for the annual academic calendar recommended by the Faculty Board.	Academic calendars	1.5-01
		Time tables	1.5-02
		Entry & graduation date records	1.5-03
1.6	On admission to the Faculty, students are provided a document pack of essential information on study programs, welfare facilities, University by-laws relating to student discipline, and prevention of ragging act. Student support services, disciplinary procedures and welfare measures are introduced to the incoming students during the Orientation program. Faculty Prospectus is made available to all the Level 1 students. It contains general information and details of the academic programs and learning resources. Examination by-laws and the Student Charter are made available in the Faculty Website.	Documents pack	1.6-01
		University by-laws	1.6-02
		Student prospectus/handbook	1.6-03
		Orientation program records	1.6-04
		Examination by-laws	1.6-05
		Student charter	1.6-06
1.7	Faculty makes available a study Programme Prospectus to all the Level 1 students. (E-version for last three academic years). Prospectus contains all the details of the	Student prospectus	1.7-01
		Faculty web site ( <a href="http://www.wyb.ac.lk/images/Faculties/FAS/FAS/Prospectus/newProspectus-2017-2018.pdf">http://www.wyb.ac.lk/images/Faculties/FAS/FAS/Prospectus/newProspectus-2017-2018.pdf</a> )	1.7-02

	academic programs: Curriculum of study programs, program options, course modules offered and optional modules, examination procedures, grading system, graduating requirements, fall-back options. Examination by-laws are made available separately on the Web.	Examination by-laws <a href="http://www.wyb.ac.lk/index.php/university-life/rules-of-conduct">http://www.wyb.ac.lk/index.php/university-life/rules-of-conduct</a>	1.7-03
1.8	Faculty Website is updated by the ICT Centre. Departmental inputs are forwarded by Department Web coordinators. Website provides links to the Prospectus, by-laws, Calendar of dates, Time Tables, special notices etc.	Faculty web site and links ( <a href="http://www.wyb.ac.lk/index.php/academics/faculties/faculty-of-applied-sciences">http://www.wyb.ac.lk/index.php/academics/faculties/faculty-of-applied-sciences</a> )	1.8-01
		Department web coordinators	1.8-02
1.9	The Faculty conducts a Faculty Board approved Orientation Program for all the new students to make them familiar with the university environment and for confidence building. The Program is coordinated by a Faculty Coordinator and is conducted in parallel with the Intensive English Program and extends to the first semester.	University guidelines on orientation program	1.9-01
		Contents of the orientation program and records	1.9-02
		CG activities	1.9-03
		Student feedbacks	1.9-04
1.10	Faculty securely maintains and updates permanent records of all the registered students, confidentially and are accessible only for authorized personnel	Student personal files	1.10-01
		Student database	1.10-02
		Data collection and handling procedure	1.10-03

	(Dean and AR). A student database is also maintained at the Faculty.		
1.11	Faculty uses ICT tools for several functions: A Learning Management System (LMS) is used for academic activities, an Inventory Management for fixed assets (University level), and a Hall Reservation System. A student database is also maintained at the Faculty. Faculty has started using a computer system for Student Registration and for issuing semester results. Establishment of a University MIS is in progress.	Inventory of ICT facilities	1.11-01
		ICT tools for management	1.11-02
		ICT tools for teaching and learning	1.11-03
		Usage records of LMS	1.11-04
1.12	University by-Laws, which deal with students' discipline, are provided to all the Students on admission. Examination by-laws and the Student Charter are made available to the students through the Web. Students' adherence to university by-laws is monitored and promoted by the academic staff and university authorities.	University by-laws	1.12-01
		Records of distribution	1.12-02
		Examination by-Laws and student charter	1.12-03
		Records of adherence to / violation of University regulations	1.12-04
1.13	The Faculty implements Work Norms for the academic staff, and Work Load is monitored and reported to FB/ Senate. Codes of	Academic staff work norms	1.13-01
		FB/ Senate minutes	1.13-02
		Codes of practice	1.13-03

	Practice for academic staff have been communicated and are also made available in the Web. Job description of administrative staff and duty lists of non- academic staff are communicated and are monitored by relevant authorities.	( <a href="http://www.wyb.ac.lk/index.php/documents-and-downloads">http://www.wyb.ac.lk/index.php/documents-and-downloads</a> )	
		Job description and duty lists	1.13-04
1.14	The Faculty adopts the performance appraisal forms prescribed by the University for administrative staff and for non-academic staff. Academic staff are recognized and awarded for research performance under the Wayamba University Research Awards (WURA) scheme. Special achievements of the academic staff are reported at the FB/Senate. Certificates are awarded for non-academic staff for highest annual attendance. Performance of staff is enhanced through training Programs. Formulation of a University Level Appraisal System for Academic Staff, and Faculty level Research Performance Evaluation Systems are in progress.	Annual appraisal forms /Assessment forms (samples)	1.14-01
		WURA scheme and records	1.14-02
		FB/Senate Minutes	1.14-03
		Certificates for attendance	1.14-04
		CPD programs planned and conducted	1.14-05
		Draft appraisal systems	1.14-06
1.15	The Faculty has established Faculty Quality Assurance Cell (FQAC) with well-defined functions. It works in liaison with the CQA of the University and implements the	Documentary and physical evidence for FQAC	1.15-01
		Minutes of FQAC and CQA meetings	1.15-02
		Implementation of AQEF	1.15-03

	Academic Quality Enhancement Framework (AQEF) of the University.	Implementation of recommendations of EQAs.	1.15-04
1.16	The Faculty has established a Curriculum and Academic Development Committee (CADC) for reviewing and updating the curriculum.	CADC composition and ToR	1.16-01
		CADC Minutes	1.16-02
		Curriculum review and updates	1.16-03
		Employability survey reports	1.16-04
		Graduate tracer study	1.16-05
1.17	The Faculty takes into consideration SLQF and SBS, and outcome based education (OBE) and student-centered learning (SCL) approaches in academic program development and review, and in provision of education.	FB minutes	1.17-01
		CADC minutes	1.17-02
		SLQF/SBS in curriculum development and revision	1.17-03
		SDC /CPD programs on OBE-SCL	1.17-04
		Records of SCL	1.17-05
1.18	The Faculty adopts the UGC/University approved policies and procedures on program approval and implementation, and ensures that students complete their education without any disruption.	Course/ Study Program approval policy	1.18-01
		Mechanism adopted in implementing new curricula.	1.18-02
		FB/Senate approved procedures	1.18-03
		Records of course module/program continuation/discontinuation	1.18-04
1.19	The Faculty monitors the implementation of the curriculum and the quality of education provision through student	Student feedback	1.19-01
		Peer observations	1.19-02
		Graduate satisfaction survey	1.19-03

	feedback, peer observations, student satisfaction survey, employability survey and external reviews, and the findings are used for improvement of the programs.	Employability survey	1.19-04
External reviews		1.19-05	
Records of program Improvement		1.19-06	
1.20	Collaborative partnerships with national and foreign universities/ organizations have been established at Faculty/ individual level for academic and research corporation.	Funded research projects	1.20-01
MOUs/ Agreements		1.20-02	
1.21	The Faculty operates an academic mentoring program and student counselling service through academic staff appointed as mentors, academic advisors, and through two student counsellors. Faculty adheres to the student welfare mechanisms implemented by the Student Welfare division of the University. Academic mentors and student counsellors receive training through Staff Development program and through workshops.	Appointment of student counsellors , mentors and academic advisors	1.21-01
		Records of mentoring and counselling	1.21-02
		Welfare facilities ( <a href="http://www.wyb.ac.lk/index.php/resources-facilities-services">http://www.wyb.ac.lk/index.php/resources-facilities-services</a> )	1.21-03
		Manual of procedures- Welfare mechanisms	1.21-04
		Staff training	1.21-05
1.22	The Faculty assures that all the students have access to health care services provided by the University Medical Centre. Programs are conducted to introduce Health care services, and Sports facilities. Faculty facilitates students cultural and aesthetic activities, and recreational and sports activities.	Health care facilities	1.22-01
		Facilitation of access to health care services, sports and aesthetic activities	1.22-02
		Students' sports and recreational activities	1.22-03
		Students' cultural and aesthetic activities	1.22-04

	Sports facilities are provided through the Physical Education Unit.		
1.23	The Faculty ensures the safety and security of the students by provision of Fire extinguishers, 24hr security service, CCTV surveillance system, and through laboratory/ safety regulations.	Safety and security measures	1.23-01
1.24	The Faculty adopts and practices University approved by-laws for Examinations, examination offences, student discipline and students' union, which are introduced to the students during the orientation program and made available through the Web site and also noticed, as appropriate. Proctor /Deputy Proctor are appointed to the premises/Faculty to take care of student discipline.	Examinations by-laws: Examination procedures, offences and punishments	1.24-01
		By-laws relating to Student discipline and students union	1.24-02
		Adoption of by-laws	1.24-03
		Proctor/deputy proctor appointments	1.24-04
1.25	The Faculty adopts the University Disability Policy and offers support and assistance to differently-abled students/students with special needs.	Disability policy	1.25-01
		Physical facilities	1.25-02
		Support and assistance provided	1.25-03
1.26	The Faculty adopts University Gender Policy and takes measures to ensure gender equity and equality (GEE) and prevent sexual and gender based violence among staff and students, through student	University gender equity and equality policy	1.26-01
		Past and planned activities of GEE cell	1.26-02
		Student counsellors	1.26-03
		Stakeholder feedback	1.26-04



	counsellors and GEE cell of the University.		
1.27	The Faculty practices the University policy of zero-tolerance to ragging and takes measures through the effort of all the stakeholders to prevent ragging and all forms of harassments.	Ragging, bullying, harassment and discrimination prevention policy	1.27-01
		By-laws relating to student discipline	1.27-02
		Measures taken to prevent ragging	1.27-03

### Summary

FAS has an effective organizational structure for execution of its core functions of program design and development, and delivery. Management procedures adopted are in compliance with institutional standards and policies. Faculty activities are in line with the Faculty Action Plan, which is aligned with the University Corporate Plan and the Strategic Plan. The Faculty adopts a participatory approach in management.

Faculty conducts a comprehensive orientation program for the incoming students. Students are provided with a Prospectus, and University by-laws relating to student discipline. Examination by-laws and the Student Charter are made available through the Web. Faculty Web site is updated and has links to essential information. Codes of Practice for academic staff, SBS and SLQF are made available through the Web. Faculty adopts ICT tools for educational purposes and for limited management functions.

Work norms are implemented for the academic staff and their workload is monitored annually. Duty lists are provided to the non-academic staff and are monitored by relevant authorities. University approved performance appraisal systems are adopted by the Faculty.

Faculty adheres to the national guidelines in curriculum development and revision, and in education provision. Faculty has established a CADAC and a FQAC for curriculum review and revision and for quality enhancement of the academic programs.

Mentoring and counselling services are provided through mentors and student counselors appointed from among the academic staff. Faculty facilitates students' access to health care and welfare facilities, and sports and recreational facilities. Faculty takes measures to establish a conducive learning environment; adheres to the academic calendar and ensures that students graduate within the prescribed period.

The Faculty manages the study programs according to stipulated guidelines so that students receive a quality learning experience and earn a standard qualification.

### 3.1.2 Criterion 2 – Human and Physical Resources

Table 10: Criterion 2 - Human and Physical Resources

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
2.1	FAS recruits and retains adequate qualified staff to design, development and delivery of the academic programmes, research and outreach activities	Faculty cadre report	2.1-01
		Student prospectus	2.1-02
		WUSL website	2.1-03
		Vacancy advertisement	2.1-04
2.2	FAS measures and ensure its HR profile meet the needs of faculty through recruitment of qualified academic and non-academic staff. Staff members develop their competencies comparable with national and international needs. HR policy for the University is currently being drafted.	Faculty recruitment details	2.2-01
		Student prospectus	2.2-02
		University calendar	2.2-03
		Recruitment advertisements.	2.2-04
		Carder request information.	2.2-05
		Membership obtain by staff in different institutes	2.2-06
		Draft HR policy	2.2-07
2.3	FAS directs and allows new staff members to participate Certificate Course of Staff Development (CCSD) programme, workshops and awareness sessions to enhance the competency and well aware about their roles, duties and responsibilities	Appointment letters stating the need of undergoing the CCSD programme	2.3-01
		SDC programme book	2.3-02
		Curriculum of CCSD programme	2.3-03
		Annual training programme schedule of SDC	2.3-04
		Workshops conducted for the staff by the faculty	2.3-05
2.4	FAS ensures that the capacity of all staff is continuously upgraded and enhanced through workshops, encouraging participation of professional development (CPD) programmes and evaluates the impact of such programmes through peer evaluations, student feedbacks and at the staff meetings.	Annual workload of academic staff	2.4-01
		Staff performance appraisals	2.4-02
		Student feedback	2.4-03
		CPD programme participation detail	2.4-04
		Faculty board minutes	2.4-05

		Department meeting minutes	2.4-06
2.5	The Faculty/Institute ensures the availability of adequate infrastructure facilities for administration, teaching and learning process.	Inventory of infrastructure facilities	2.5-01
		Physical verification of infrastructure facilities	2.5-02
		Lecture hall utilization	2.5-03
		Time tables	2.5-04
		Hall reservation system	2.5-05
		Respective attendance sheets for the special workshops, guest lectures and other interactive sessions	2.5-06
		Procurement details	2.5-07
		Request for repairing	2.5-08
		Reservation request letters for the lecture theatres, laboratories, interactive learning centre and e-learning centre.	2.5-09
2.6	The Faculty/ institute has arranged specialized practical training facilities e.g. Field visits, Laboratories, industrial training, workshops	Evidence of field visits (photo, letters)	2.6-01
		Laboratory reservation requests	2.6-02
		Attendance for workshop	2.6-03
		Training placement letters	2.6-04
2.7	The staff is provided with required training in outcome-based education and student-centred learning approach (OBE-SCL). Staff has access facilities to implement OBE-SCL through LMS.	Availability of different hall facilities (E-learning, interactive learning)	2.7-01
		Student handbooks/prospectus (assessment criteria)	2.7-02
		Letters issued to established formal links with other external organizations.	2.7-03
		Academic record book	2.7-04
		Annual plan of SDC	2.7-05
		Workshops through QIG (LMS, ILO, Curriculum)	2.7-06
2.8	The main library of the university serves to the Faculty.	University library system and network user guide.	2.8-01

	Library enrich with latest and essential books. It ensured student access to a well-resourced library facility. There are other facilities such as photocopying, internet, inter-library loan etc., and provides a user-friendly service.	University library electronic resources user guide information	2.8-02
		University inter-library loan request forms (Manual/ Online)	2.8-03
		Library membership applications	2.8-04
		Library information sharing documents	2.8-05
		Library orientation programme (group activity outputs and handouts)	2.8-06
		List of inventory of library resources	2.8-07
		Library circulation reports	2.8-08
		Orientation and learning skill development programme/ University library network Literacy skill surveys	2.8-09
2.9	ICT facilities are provided by the computer laboratory of the department of CMIS and the University ICT centre with adequate number of computers, software, internet and Wi-Fi to facilitate students to acquire ICT skills. Necessary technical support is provided by the ICTC staff and relevant academic staff.	Report on ICT facilities available	2.9-01
		Physical evidence of operation of internet and Wi-Fi facility	2.9-02
		Student handbooks/Prospectus	2.9-03
		Allocations of lab sessions in time tables	2.9-04
		Usage reports of LMS	2.9-05
		List of software available at the laboratory	2.9-06
2.10	An intensive course is offered at the beginning of the Degree programmes and two compulsory subjects are included in the curriculum of degree. English Language Teaching Department (ELTD) offers courses on Business English and English proficiency. ELTD has language laboratory to improve communication skills of students.	Student handbooks/prospectus	2.10-01
		Intensive English course	2.10-02
		Details of activities conducted for FAS students (debates, English day competitions etc.)	2.10-03
		Allocation of times for English course modules in time tables.	2.10-04
		Staff allocations details for the FAS.	2.10-05

		Students' performance records	2.10-06
		Report on human and physical resources available.	2.10-07
		Report on staff profiles of ELTD	2.10-08
2.11	Customized career guidance activities are offered by the Career Guidance Unit (CGU), with the support of CG coordinator of FAS. Soft skills/ life skills of the students are developed through the core curriculum as well as the programmes offered by the CGU.	Student handbooks/prospectus	2.11-01
		Annual plan of the CGU	2.11-02
		Letters inviting/ thanking resource persons for events.	2.11-03
		Records on students participation in the events of workshops/ guest lectures/ outward bound training programmes (attendance sheets and photographs if available)	2.11-04
		Feedback reports	2.11-05
2.12	FAS promotes harmony and cohesion among students of diverse ethnic and cultural backgrounds. Multicultural activities are organized by the students. FAS provide necessary support and facilities for such events.	Faculty board minutes on granting permissions and excuses for lectures and appreciating such activities.	2.12-01
		Invitations for cultural events	2.12-02
		Student requests for organizing cultural activities	2.12-03
		Photos of the events	2.12-04

## Summary

FAS has recruited adequate qualified human resources for different disciplines to design, development and delivery of academic programmes, and to undertake research, innovations, counselling and outreach activities. Newly recruited staff members undergo induction programme, or CCSD programme to acquire competencies required to perform duties and responsibilities. Faculty inspires the staff continuing CPD programmes and encourages the timely progression of their service while providing necessary infrastructure facilities.

The main library of the university enriches with latest essential books, ICT based tools, online catalogues and limited access electronic databases. There are other facilities such as photocopying, internet, inter-library loan etc., and provides a user-friendly service. ICTC and

CMIS computer laboratory facilitates FAS students with necessary technical guidance to acquire ICT skills. ELTD supports the improving the English language proficiency of FAS students. Both ICTC and ELTD embedded with faculty curriculum.

FAS obtains support from university CGU through CG coordinator to improve soft skills/life skills of the students in addition to the faculty curriculum. Properly guided industrial training program, field visits and industry oriented projects enhance students' capabilities at the world of work. FAS promotes social harmony and ethnic cohesion among students with diverse ethnic and cultural background through annual multicultural events.

### 3.1.3 Criterion 3 – Programme Design and Development

Table 11: Criterion 3 - Programme Design and Development

Standard No.	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
3.1	The FAS adopts a participatory approach inclusive of all major academic disciplines through the curriculum and academic development committee.	CADC minutes	3.1-01
		Minutes of Faculty board on curriculum development	3.1-02
		ADPSEC minutes on programme recommendation to senate	3.1-03
		Study programme approval policy of WUSL	3.1-04
3.2	The FAS ensures external stakeholder participation in programme planning, design and development and review.	Study programme approval policy of WUSL	3.2-01
		Curriculum proposals (Special Degrees) to Faculty board (CMIS)	3.2-02
		Minutes of stakeholder meetings (curriculum revision)	3.2-03
		Records of suggestions for Special Degree program (MATS)	3.2-04
3.3	Programme design and revision process incorporates feedback of employer/professional reviewers.	Study programme approval policy of WUSL	3.3-01
		Minutes of stakeholder meetings (MATS/ ELTN)	3.3-02
		Surveys conducted to get external feedback for programmes (IMGT/ELTN)	3.3-03
3.4	The programme is consistent with the mission, goals and objectives of WUSL, and meets the demands of national and global levels and reflect current knowledge and trends.	Cooperate/Strategic plan of WUSL	3.4-01
		Graduate profiles	3.4-02
		Student prospectus/ programme specification	3.4-03
		Compliance with professional bodies (IEEE, ACM)	3.4-04
		Survey records	3.4-05
		Relevant minutes of FB/ CADC	3.4-06



3.5	The Programme design complies with the SLQF guidelines and fulfils the requirements of the SBS.	Study programme approval policy of WUSL	3.5-01
		Student prospectus (evidence of adopting SLQF guidelines)	3.5-02
		Minutes of CADC	3.5-03
		Relevant SBS	3.5-04
		Professional bodies (IEEE, ACM guidelines)	3.5-05
		UGC guidelines (2005) for new programmes	3.5-06
3.6	Programme design and development procedures include aims, Intended Learning Outcomes (ILOs), qualification descriptors and qualification levels criteria according to SLQF. Teaching, learning activities and assessment methods are constructively aligned with the ILOs for the programme.	Course/ Study Programme approval policy 2018	3.6-01
		Programme/ course specification template	3.6-02
		Minutes of CADC	3.6-03
		Student prospectus	3.6-04
3.7	The graduate profile is used as the foundation to develop ILOs of the course/modules appropriate for each level of the program.	Faculty handbook	3.7-01
		Graduate profile (mapping with course modules)	3.7-02
		Programme/ course specification template reflecting constructive alignment	3.7-03
3.8	Intended learning outcomes of the study programs are realistic, deliverable, feasible and achievable within the allocated period.	Student feedback forms collected by Faculty office	3.8-01
		Graduate profile	3.8-02
		Program specification listing ILOs	3.8-03
3.9	The FAS adopts an Outcome Based Education (OBE) and the program outcomes are clearly aligned with those of courses/modules. Teaching, learning and assessment methods are aligned with learning outcomes of courses.	SDC programme	3.9-01
		Training Programme (OBE)	3.9-02
		Programme specification/ Course information plan	3.9-03
		Curriculum of course/ programme	3.9-04
		Student feedback	3.9-05
3.11	Several courses in the curriculum integrate topics that address sustainability, cultural and social diversity, gender equity, social justice etc.	Course/ Study Programme approval policy of WUSL	3.11-01
		Student prospectus	3.11-02
		Evidence of integration of diverse courses in the	3.11-03

		curriculum: - IMGT (sustainable development), E-Learning course (road to adulthood)	
		University gender equity and equality policy 2018	3.11-04
		Student feedback	3.11-05
3.13	The curriculum promotes progression of students by selection of students for high demanding specialization areas based on the Cumulative Grade Point Average (GPA) in Level I and Level II. Further, students are encouraged to compete for Faculty Awards and Gold Medals. This stimulates the demands on the students in intellectual challenge, skills, knowledge and conceptualization.	Curriculum matrix	3.13-01
		Student prospectus	3.13-02
		Progression rates	3.13-03
		Records/Details of Faculty awards	3.13-04
3.14	The study programme has clearly defined appropriate measurable indicators and employment rates, graduation rates, admission rates to higher education are considered as the outcome based performance indicators, which are used for evaluation of the programme.	Graduation rates: - Employability survey report	3.14-01
		Employment rates: - Employability survey report	3.14-02
		Progression rates data for Special Degree/ Joint Major Degree	3.14-03
		Admission rates to advanced degree programmes, and participation rates in foreign trainings, internships, and special programmes	3.14-04
3.15	FAS ensures that academic standards of the programme with respect to awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS and SLQF.	Degree awarding criteria	3.15-01
		Selection criteria for subject awards/medals	3.15-02
		Awards / Qualifications - SLQF and SBS	3.15-03
3.16	Faculty ensures that different criteria of proposed study program such as appropriate academic standards, programme specifications are considered and discussed through CADC, recommended by the Faculty	University policy on Course/Study Programme approval	3.16-01
		Minutes of CADC: programme approval	3.16-02
		Minutes of Faculty board	3.16-03

	Board, ADPSEC and approved by the Senate before submitting to the UGC for its approval.	Minutes of Senate sub-committee on ADPSEC/WUSL	3.16-04
		Revised curriculum	3.16-05
3.17	The program design and development process considered to maintain a fair balance between theoretical, practical, and skill components. Appropriateness of titles, awards and human and physical resource availability to support the program were clearly documented and communicated to the academic staff during the programme review process.	Relevant minutes of CADC	3.17-01
		Minutes of Faculty board	3.17-02
		Samples of programme proposal (Special Degree)	3.17-03
		Minutes of Department meetings (Staff feedback on curriculum design)	3.17-04
		Revised curriculum	3.17-05
3.19	Programme design and development includes teaching methods for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork into the courses.	Course/Study programme approval policy of WUSL	3.19-01
		Relevant minutes of CADC and FB	3.19-02
		Student prospectus: - projects assessment reports (individual/group based)	3.19-03
3.20	The Faculty IQAC adopts internal monitoring strategies and effective processes to improve the programme design and development, and approval processes. Peer evaluation for each course is conducted during the semester.	Minutes of FQAC meetings with attendance	3.20-01
		Mails from FQAC	3.20-02
		Faculty board minutes related to IQAC	3.20-03
		Minutes of CADC related to FQAC	3.20-04
		Physical Evidences of FQAC	3.20-05
		Peer evaluation reports	3.20-06
3.21	Faculty ensures monitoring of the study programme routinely and adopts subject reviews and IR and routine external review by UGC (in 5 years) following the policy and guidelines of the university and SLQF/ UGC.	Actions taken response to subject review and IR	3.21-01
		AQEF	3.21-02
		Course / study program approval policy of WUSL	3.21-03
		Stakeholder meeting minutes and reports for special degree programs in departments of the FAS	3.21-04

		Relevant minutes of Faculty CADC	3.21-05
3.22	FAS uses the outcomes of the internal/external monitoring and reviews as inputs to foster ongoing design and development of the curriculum.	Reports/Records of incorporation of recommendations of Review Reports (Ex: -IR or previous subject reviews)	3.22-01
		Graduate survey reports	3.22-02
		Curriculum revision (reviewing) approval by the Senate and minutes of Faculty CADC	3.22-03
3.23	Faculty conducts graduate employability survey annually and maintain database of Graduate Employability and it is used for continuous improvement of the programme.	University calendar-Employability survey reports	3.23-01
		Tracer survey of graduates	3.23-02
		SSLC notice and minutes	3.23-03
		Student satisfaction Survey Results	3.23-04
3.24	Faculty evaluates the effectiveness of provisions for differently-abled students according to the Disability Policy of the University. Mentors are appointed for each student.	Disable policy of the University	3.24-01
		Students request letters with medical reports	3.24-02
		Letters issued to the student	3.24-03
		Appointment letters to counsellors and mentors	3.24-04
		Special attention is provided on request	3.24-05
		Records of performance and awards	3.24-06

### Summary

The FAS has adopted a participatory approach in the design and development of the degree programmes through the Curriculum and Academic Development Committee (CADC) of the Faculty, and follows the course/ programme approval policy and procedures of the University. The degree programmes are consistent with the mission, goals and objectives of WUSL, and

meet the national needs and global trends. B.Sc. (General) degree has minimum total of 90 credits, B.Sc. (Joint Major) degree and B.Sc. (Special) degree in FAS have minimum total of 120 credits in line with SLQF and SBS guidelines.

The program ILOs are developed so that they are aligned with the graduate profile of FAS. Further, ILOs prepared for the course units and assessments are led by the ILOs of the program. ILOs of the course modules are realistic, deliverable and feasible. Moreover, FAS adopts Outcome Based Education through theoretical knowledge, practical and experimental knowledge (Industrial training, research projects etc.), and skill enhancement (IT, presentations, carrier guidance activities, etc.) Intensive English courses and English Language Proficiency courses are compulsory for all students in the FAS. The students are provided with the opportunity to select number of courses from other specialization areas. Moreover, students are allowed to make choices on specialization area, research project and Industrial training.

The degree programmes are logically structured from the first year to final year, and students improve their intellectual challenge and knowledge throughout all courses in the curriculum. The FAS has measurable performance indicators to evaluate the degree programme. The employability survey report provides information on graduation rates, employability and the usage of the knowledge of the degree programmes in employment. The qualifications considered for awards are aligned with SBS and SLQF. The Industrial Training has been planned in the second semester of the fourth year in B.Sc. (Joint Major) degree and a guideline on the specific responsibilities in relation to Industrial Training was documented and informed to students.

Self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork are highly encouraged through research reports, dissertation, projects assessment reports (Individual/Group). The Faculty IQAC adopts internal monitoring strategies to improve the degree programmes. Course evaluation for each course is done at the end of semester. The Faculty conducts graduate survey annually and maintains database of graduate employability. Faculty uses the outcomes of these surveys for ongoing design, development and revision of the curriculum.

The Faculty facilitates disable students in various situations when requirements arise. Mentors have been appointed for each student and special attention is provided to solve issues related to individual students immediately.

### 3.1.4 Criterion 4 – Course Module Design and Development

**Table 12: Criterion 4 - Course Module Design and Development**

<b>Standard</b>	<b>Claim of the degree of internalization of Best Practices and level of achievement of Standards</b>	<b>Documentary Evidence to Support the Claim</b>	<b>Code No. of the Evidence Document</b>
4.1	Faculty adapts university policies and procedures in course design and development with involvement of internal and external subject experts	Course/ Study programme approval policy of WUSL	4.1-01
		CADC minutes/records	4.1-02
		FB minutes/records	4.1-03
		CADC -TOR	4.1-04
		AQEF	4.1-05
4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.	Graduate Profile	4.2-01
		Student prospectus	4.2-02
		CADC minutes	4.2-03
		Course specification	4.2-04
		Programme specification	4.2-05
		Special Degree program related documents	4.2-06
		Course /Programme ILO mapping sheet	4.2-07
		Stakeholder meetings, new Degree program related documents (CMIS & IMGT)	4.2-08
4.3	The courses are designed in compliance with SLQF/ UGC Guidelines 2005 and relevant SBS where available.	Student prospectus: credit structure compliance with SLQF	4.3-01
		Course/ Study programme approval policy WUSL	4.3-02

		CMIS subject index (align with IEEE Structure)	4.3-03
		Course specification	4.3-04
		Course design policy procedure	4.3-05
		UGC guidelines (2005)	4.3-06
		Subject benchmark index (MATH & ELTN)	4.3-07
4.4	Faculty adopts the University approved standard formats/templates/ guidelines for course/module design and development and uses a standard template	WUSL Course/ Study programme approval policy	4.4-01
		Senate approved course design templates	4.4-02
		Revised curricular	4.4-03
4.5	Courses are designed with the purpose of aligning the content, learning activities and assessment with the outcomes of the programme	Graduate profile	4.5-01
		Courses and programme ILOs alignment	4.5-02
		Course specification	4.5-03
		WUSL Teaching learning policy	4.5-04
		WUSL Student assessment policy	4.5-05
4.7	Comprehensive course specifications that outlines ILOs, contents, teaching learning and assessment strategies and learning resources, made accessible to all students via LMS and printed materials	Student prospectus	4.7-01
		Course specifications / Course information plans	4.7-02
		Web pages maintained by respective lecturers	4.7-03
		LMS Records	4.7-04
4.8	Course design specifies the credit value, the workload ( notional	Student prospectus (adapting SLQF)	4.8-01

	learning hours) as per SLQF, broken down into different types of learning such as direct contact hours, independent learning and assessments, laboratory studies, field studies, industrial training etc.	Time tables	4.8-02
		Staff members workload (faculty board minutes)	4.8-03
		Department record books	4.8-04
		Detailed continuous assessment records	4.8-05
		Attendance records of workshops/field visits	4.8-06
		Course information plans	4.8-07
4.10	Course design and development takes into account the disability policy of the university and allows the needs of differently abled students by employing teaching and learning strategies	WUSL Disability policy.2018	4.10-01
		Evidence of using different teaching techniques	4.10-01
		Medical reports/letters received from students	4.10-02
		Students satisfactory survey	4.10-03
4.11	Courses of FAS are scheduled and offered in a manner that allows the students to complete them within the intended period of time via designing the programme according to SLQF and eight semester academic programme (industrial training scheduled in the last semester)	Curricular mapping sheet	4.11-01
		Course outlines indicating SLQF requirements	4.11-02
		Students' feedback reports	4.11-03
		Minutes-CADC meetings	4.11-04
		Student satisfactory survey.	4.11-05
4.12	FAS prepares its course content with adequate breadth, depth, rigor and balance which facilitates	Student prospectus	4.12-01
		Course/ Study programme approval policy of WUSL	4.12-02



	successful completion within scheduled time.	Course evaluation reports	4.12-03
		Past dropout rates	4.12-04
		Student feedback	4.12-05
		Academic calendar	4.12-06
4.13	FAS uses appropriate media and technology in course design, development and delivery such as Interactive class room, PowerPoint presentation ,Video, Statistical Packages (SPSS, MINITAB, R, ARENA,STATA), multimedia, eBook etc.	LMS report on course delivery	4.13-01
		Websites of individual Lecturers	4.13-02
		Class room inventory list	4.13-03
		Course specifications	4.13-01
		Physical evidence of use of ICT	4.13-04
		Course evaluation reports	4.13-05
		Student feedbacks on ICT facilities	4.13-06
		Usage records of ICT-centre	4.13-07
4.14	The staff of FAS involved in instructional design & development and undergoing regular training via workshops organized by SDC and other training organization	Training schedule of SDC	4.14-01
		Certificates obtained by staff members	4.14-02
		Peer evaluation reports	4.14-03
		Report-ILOs workshop	4.14-04
		Newsletter-WUSL	4.14-05
		Staff feedbacks	4.14-06
		Students' feedback reports	4.14-07
4.15	FAS/University make available human and financial resources for	Report-ILOs workshop	4.15-01
		Minutes-FB/FAS	4.15-02

	course design, approval, monitoring and review through timely allocation of funds	Faculty memo for finance committee Faculty action plan-budget estimation	4.15-03
		FQAC reports	4.15-04
		Minutes-CADC/FAS meetings	4.15-05
4.16	Faculty adopts the course approval policy of the university and ensures that different criteria of proposed courses such as course design principles, academic standards, and appropriateness are considered and discuss through CADC, reviewed by external experts, recommended by the FB, FQAC, and ADPSEC and approved by the senate before submitting to the UGC approval.	Course approval policy	4.16-01
		CADC Minutes	4.16-02
		FB Minutes	4.16-03
		ADPSEC minutes	4.16-04
4.17	Relevant staff of FAS are made aware of the course approval policy and criteria against which the course proposals/specifications are assessed in the course approval process.	Faculty board minutes	4.17-01
		Communication to staff	4.17-02
		Course/ Study programme approval policy 2018,	4.17-03
4.18	The FQAC is liaising with CQA and CADC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course design and development, and course approval processes.	FQAC minutes	4.18-01
		FQAC physical evidence	4.18-02
		Course/ Study programme approval policy 2018	4.18-03
		FB Minutes	4.18-04
4.19	Courses/modules are evaluated at the end of each course/module for content; appropriateness and effectiveness of teaching, learning outcomes by student feedback, peer	Student's feedback form	4.19-01
		Second/External examiners' report	4.19-02
		Course evaluation report	4.19-03

	observation on effectiveness of teaching are practiced for further improvement	Student feedback evaluation reports	4.19-04
		Department meeting reports	4.19-05
		Peer observation Reports	4.19-06

## Summary

FAS design and develop courses in collaborative approach with all stakeholders and implemented through CADC in compliance with the institutional policy and procedures, AQEF and SLQF. Course proposals are discussed through CADC, reviewed by external experts, recommended by the FB, IQAU and ADPSEC and approved by the Senate/Council before submitting to the UGC for approval. Faculty administration timely allocates financial and physical resources to facilitate the process. Courses are designed to achieve the programme outcomes and specify the credit value and workload split among theory and practical lessons, field visits, independent learning and competencies while assuring that courses can be completed during the stipulated time. Course design integrates constructive alignment among course ILOs, learning activities and assessment tasks. Comprehensive course specifications that outline ILOs, contents, teaching-learning and assessment strategies, are made accessible to all students via LMS and printed materials.

Course design/development integrates teaching strategies for student-centred learning e.g. collaborative learning, creative and critical thinking abilities, life-long learning and generic skill as communication and team work. Faculty uses appropriate media/technology in course designing, development and delivery e.g. interactive class rooms, multimedia, smart boards, LMS. Faculty ensures that staff who involves in course designing/development have been trained for such purposes. The FQAC liaising with IQAU and CADC adopts internal monitoring strategies to evaluate, review, and improve the course design and development, and approval processes. Courses are evaluated at the end of each course for its content, appropriateness and effectiveness of teaching, achievement of learning outcomes by student feedback through LMS. Peer evaluations for further improvement.

### 3.1.5 Criterion 5 – Teaching and Learning

Table 13: Criterion 5 - Teaching and Learning

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
5.1	Teaching and learning strategies are based on the Faculty's/ University's mission, and curriculum requirements.	University corporate plan	5.1-01
		Faculty mission statement	5.1-02
		Faculty action plan	5.1-03
		Action plan minutes	5.1-04
		Program specifications	5.1-05
		Course specifications	5.1-06
5.2	The Faculty provides course specifications and timetables to the staff and students before the commencement of the course.	Course specifications	5.2-01
		Faculty time table	5.2-02
		Student feedback	5.2-03
		Course evaluation report	5.2-04
		University website	5.2-05
5.3	Teaching learning strategies, assessments methods and learning outcomes are closely aligned.	Course specifications	5.3-01
		Student evaluation	5.3-02
		Peer evaluation	5.3-03
		Student satisfaction survey reports	5.3-04
5.4	Teaching learning strategies offered by the faculty addresses the requirements of differently abled students. Faculty addresses and supports the requirements of differently abled students as such cases arise.	Facilities for differently abled students	5.4-01
		Evidence of accessing the resources	5.4-02
		Course evaluation report	5.4-03
		Course specification	5.4-04
		Student satisfaction survey reports	5.4-05
5.6	Integration of own/others' research and scholarly work and current knowledge in the public domain into teaching.	Research committee reports	5.6-01
		Teacher evaluation reports	5.6-02
		Research publications	5.6-03
		Annual reports	5.6-04
		Teaching materials	5.6-05
5.7	Teachers engage students in self-directed and collaborative learning using technology as an instructional aid while	Course specification	5.7-01
		Student feedback	5.7-02

	considering individual differences.	Course evaluation reports	5.7-03
		Sample of students' assignments	5.7-04
5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice, appropriate to programme and faculty mission. The department of electronics has its own annual symposium (ASRITE) while the other three departments of the faculty organize a symposium (ASBIRES) as an annual event.	Students' publications	5.8-01
		Student newsletters/magazines	5.8-02
		Activities organized by student societies	5.8-03
		Activities participated by students	5.8-04
		Student feedback	5.8-05
		Students' reflective diaries/ portfolios	5.8-06
		Annual report	5.8-07
5.9	Teaching learning strategies promote collaborative learning by providing opportunities for students to work in study groups.	Group activity photos	5.9-01
		Course specifications	5.9-02
		Peer study groups	5.9-03
5.11	Teaching learning strategies are not gender discriminative and abusive. The faculty has appointed both a male and a female student counsellor.	WUSL Gender equity policy	5.11-01
		Implementation of the policy	5.11-02
		Student feedback	5.11-03
		Student satisfaction survey	5.11-04
5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness. Monitoring is done both at faculty and departmental levels using peer evaluations and student feedback as monitoring instruments.	Monitoring instruments	5.12-01
		Monitoring data and reports	5.12-02
		Student feedback	5.12-03
		Peer evaluations	5.12-04
		Course specifications	5.12-05
		Student satisfaction survey	5.12-06
		Faculty board minutes	5.12-07
		Department meeting minutes	5.12-08
		Department record books	5.12-09
5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning processes and monitor progress.	Course specifications	5.13-01
		Use of technology in teaching	5.13-02
		Use of innovative practises in teaching	5.13-03
		LMS reports	5.13-04
		Student satisfaction survey	5.13-05
5.14	Teachers adopt both teacher directed and student-centred	Course specifications	5.14-01
		Peer observations	5.14-02
		Student feedback	5.14-03

	teaching-learning methodologies.		
5.15	Teaching learning strategies promote the use of appropriate facilities, amenities and activities to engage in active/deep learning, academic development and personal wellbeing.	Carrier guidance unit (CGU)	5.15-01
		Annual report of CGU	5.15-02
		Use of CGU facilities	5.15-03
		Student satisfaction survey	5.15-04
		Activities participated by students	5.15-05
		Students' research/projects	5.15-06
5.16	In each semester, the faculty office obtains feedback on quality of teaching, learning from students while peer evaluations are organized at the department level.	Minutes of FQAC	5.16-01
		Faculty board minutes	5.16-02
		Minutes of CQA	5.16-03
		Peer observations	5.16-04
		Student feedback	5.16-05
		Use of feedback for improvement	5.16-06
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning	Course specifications	5.16-01
		Student performance and statistics	5.17-02
		Course evaluation report	5.17-03
		Sample of mid semester results and relevant notices	5.17-04
5.18	Allocation of staff workload is fair and transparent and equitable as far as possible.	Work norms/loads	5.18-01
		Staff satisfaction survey	5.18-02
		Department meeting minutes	5.18-03
		Faculty board minutes	5.18-04
5.19	The Faculty uses a defined set of indicators of excellence in teaching to evaluate performance of teachers. A draft appraisal schema for evaluating performance of teachers, has been prepared at the university level. Wayamba University Research Awards (WURA) are awarded to the best performers in research and innovation.	Draft appraisal scheme	5.19-01
		WURA records	5.19-02

## Summary

Teaching and learning strategies of the study programme are designed based on the learning outcomes of the programme and individual courses and closely aligned with the assessment methods. Course specifications and semester time tables are provided both to the staff and

students well before the commencement of the semester. Teaching learning strategies are planned incorporating the requirements of differently abled students while ensuring that they are not gender discriminative and abusive. Both teacher directed and student centred teaching-learning strategies are used to maximize student engagement in learning. The faculty encourages use of blended learning to expose students to diverse learning experiences. Teachers integrate research and scholarly activities of their own and others' into their teaching while encouraging students to engage in research and creative work to discover new knowledge. Research project offered for the final year students of four-year degree programme and special degree programme, aims to guide and support students to plan and conduct research and to present and publish the outcomes. Industrial training module in the four year joint degree programme provides an opportunity for students to get industry exposure.

Monitoring of teaching-learning activities are routinely done both at faculty and departmental levels while teaching record books are well maintained for each course. Summary of the feedback are taken into consideration and appropriate actions are taken as it arises. Allocation of staff work load is fair and transparent which is done by HoDs. A draft appraisal schema for evaluating teaching excellence has been prepared at the university level. The university awards Wayamba University Research Awards (WURA) to the best performers in research and innovation.

### 3.1.6 Criterion 6 – Learning Environment, Student Support and Progression

Table 14: Criterion 6 - Learning Environment, Student Support and Progression

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
6.1	Faculty provides opportunities to solve students’ problems and develop interaction among students and staff by regular staff – students meetings and conducting surveys	Minutes of FB (students’ requests), minutes of TLC	6.1-01
		Faculty Website, suggestion box	6.1-02
		Student monitoring system - HR profile including job description of relevant staff of the Faculty	6.1-03
		Student monitoring system - appointment letters of academic staff in different co-ordinators of Faculty	6.1-04
		Student monitoring system – ToRs of different co-ordinators	6.1-05
		Organizational structure reflecting interaction between students and staff	6.1-06
		Students feedback report	6.1-07
		Minutes-SSLC meeting	6.1-08



		Minutes of students union, Faculty staff and Vice Chancellor meetings	6.1-09
		Student Satisfaction Survey Reports.	6.1-10
6.2	Faculty encourages the students to request their needs and take necessary actions to provide them. Staff members provide study materials through LMS and students are encouraged to use LMS for online assessments and assignment submission.	Request letters received from the students	6.2-01
		Minutes of Faculty board (students' request – needs and action taken to provide them)	6.2-02
		Photographic evidence on lecture halls, computer Laboratory, etc.	6.2-03
		Student feedback reports	6.2-04
		Student satisfaction survey reports	6.2-05
		LMS–reports	6.2-06
		Past records of SDC programmes	6.2-07
		Guest lecture report	6.2-08
6.3.	Faculty organizes an orientation program for newly enlisted students regarding rules and regulations of the faculty and students centred Learning and outcome based education.	Plan/proposal of induction programme carried out by CGU	6.3-01
		Reports of orientation programmes of the FAS for students	6.3-02
		Attendance sheets of orientation programme	6.3-03

		Student prospectus (SCL)	6.3-04
		Manual of examination procedures	6.3-05
		Course information plan	6.3-06
6.4	At the enrolment, orientation programme is conducted by the faculty giving awareness on the student code of conduct. Further, by getting students feedbacks, students will be notified their rights and their problems are identified	Student charter	6.4-01
		Students by-laws and students union by-laws	6.4-01
		Manual - examination procedures, offence and punishment, student handbook and disciplinary procedures.	6.4-02
		Faculty board minutes (Relevant)	6.4-03
		Minutes-SSLC meetings	6.4-04
		Student satisfaction survey reports.	6.4-05
		Ragging, bullying, discrimination and harassment prevention policy-WUSL	6.4-06
6.5	FAS guides and empower students to optimally use the available student support services in FAS. FAS has mentoring program, student counselling and academic advising services to guide students. Faculty adopts student centred learning approaches for self-directed learning	Orientation programmes of the FAS for students	6.5-01
		Student feedback reports on orientation.	6.5-02
		Evidence on counselling (mentoring records, appointment letters of	6.5-03

		mentors/student counsellors)	
		Course outlines (self-directed learning)	6.5-04
		Group projects (exam time table, photos, outcome, reports)	6.5-05
		Industrial training record books	6.5-06
		Proceedings-ASBIRES	6.5-07
6.6	Regular meetings are arranged with students unions and University officials (VC, Deans, AR/Welfare, AR/General admin, Engineer, etc.) to monitor the welfare facilities and to identify the welfare needs. Faculty entertains the students' requests regularly allowing the participation of appointed two students' representatives at the Faculty Board. Faculty uses the information of students' welfare for requesting funds from donors for facilitating better student's life	Minutes of the welfare meetings to monitor the use of welfare facilities and to find the needs of the students.	6.6-01
		Part A of the Faculty Board Meeting Minutes.	6.6-02
		AHEAD Grant proposal (welfare improvement component)	6.6-03
6.7	Faculty organizes/facilitates the students and staff to participate for training programmes on common learning resources offered by the ICT Centre, Library and English Department	Records of training programmes offered by ICT centre to staff.	6.7-01
		Records of training programmes offered by ICT centre to students	6.7-02
		Records of training programmes offered by library to staff	6.7-03
		Records of awareness/training	6.7-04

		programmes offered by library to students	
		Records of English programmes offered by ELTD for students	6.7-05
		Plans of awareness/training programs to students and staff by library	6.7-06
		Plans of awareness/training programs to students and staff by ICT centre	6.7-07
		Plans of awareness/training programs to students and staff by ELTD	6.7-08
6.8	Departments organize field visits in relation to course modules or subject disciplines in every academic year. Faculty organizes/facilitates special programs to students. Faculty facilitates the staff to participate for Professional Training Programmes	Records of field Visits organized by Departments for students (approval letters, photographs, attendance sheets, etc.)	6.8-01
		Records of staff training	6.8-02
		Records of industrial training (daily diary)	6.8-03
		Records on separate training sessions during the industrial training briefing day	6.8-04
		Records of professional training programmes participated by staff	6.8-05

		Newsletters (staff and students - training, appraisal) - WUSL	6.8-06
6.9	Physical resources have been arranged to facilitate the differently abled students on case by cases.	Records of infrastructure arrangements made by Faculty (Ex: photographs – lift, etc.)	6.9-01
		Disability policy – WUSL	6.9-02
		Student satisfaction report	6.9-03
6.10	Library uses computerized system for providing services, maintains e-Databases, Journals, etc., and has equipped with a computer laboratory.	Records of library information system - <i>KOHA</i> software	6.10-01
		ICT Policy - WUSL	6.10-02
		Library Policy - WUSL	6.10-03
		Reports on ICT facilities available in the library and students' usage	6.10-04
		Records of subscriptions made with scholarly published databases, journals, etc.	6.10-05
6.11	Academic staff of the faculty and library staff conduct regular meetings to discuss the requirements and services expected from library. Students will be given the library orientation and recommend readings	Course specification (references)	6.11-01
		Schedules-library orientation	6.11-02
		Lending history from the library with student	6.11-03

	for students under each course has been mentioned in prospectus	number and books obtained	
		Faculty board attendance-Librarian	6.11-04
		Minutes of library committee meetings	6.11-05
		Library information system (screen shots).	6.11-06
		Book lists sent by each Department	6.11-07
6.12	The faculty has the performance monitoring system with the opportunity to the students to give feedback on courses.	Semester results recording system	6.12-01
		Senate minutes on automated results recording system	6.12-02
		Industrial training monthly reports, daily diary, monthly briefing attendance	6.12-03
		Mentoring (on performance)	6.12-04
		Schedules and attendance sheets of progress presentation of research projects	6.12-05
6.13	Faculty provides opportunities to discuss academic and welfare related matters at the faculty board meetings and encourages to engage them in social activities and provide facilities with the support of the academic staff members	Exhibition - photos, FB minutes, etc.	6.13-01
		Minutes-faculty board meeting - welfare, exhibition, cultural programs, requests, etc.	6.13-02
		Evidence on quiz competitions organized	6.13-03

		for the school students and participation of competitions.	
		Evidence of extra-curricular activities (ex: musical programmes, dramas, film festivals, book donations, blood donation, etc.)	6.13-04
		Out-bound training – CGU and Faculty orientation	6.13-05
		Seminars conducted for school students	6.13-06
		Evidence-ASBIREs	6.13-07
		Evidence for the use of Students' interactive centre, auditorium, mini auditorium, etc.	6.13-08
		Students' usage records on musical instruments that have been purchased by the Faculty to promote cultural programmes	6.13-09
6.14	Faculty has appointed academic advisors, student counsellors and mentors to raise the students' matters. Faculty introduced the SSLC to discuss academic matters with students and staff. Faculty entertains the students' requests regularly allowing the participation of	Minutes-Faculty board meeting (Part A)	6.14-01
		Minutes-SSLC meetings	6.14-02
		Appointment letters and ToRs - academic advisors, Student counsellors, and mentors.	6.14-03

	appointed two students' representatives at the Faculty Board	Academic advisers' signature in the course registration forms	6.14-04
		Mentoring schedules and attendance sheets	6.14-05
6.15	Faculty facilitates students to engage in sports activities. Encourage the students to organize co and extra-curricular events through their Academic Societies	Examination time tables	6.15-01
		Corporate plan/strategic plan of the University	6.15-02
		Evidence of events organized by the Faculty	6.15-03
		Extra-curricular activities organized by academic societies	6.15-04
		Records-CGU	6.15-05
		Records on students' engagement in sports activities	6.15-06
		Action plan of CGU	6.15-07
6.16	Faculty provides opportunities to improve their career management skills and soft skills of the students through the CGU.	Action Plan of CGU	6.16-01
		Physical and documentary evidence of CGU	6.16-02
		Minutes - Faculty Board meetings - CV writing workshops, interview facing workshops	6.16-03
		Newsletter – University	6.16-04



		Events organized by the CGU and students – job fair, etc.	6.16-05
		Guest lectures organized for the students	6.16-06
6.18	The faculty ensures the gender equity and equality and maintains zero level direct or indirect sexual discrimination/harassment	GEE and SGBV Policy-WUSL	6.18-01
		Strategic plan-WUSL	6.18-02
		TORs of Students counsellors and mentors	6.18-03
		Evidence of participating staff members for GEE workshops.	6.18-04
6.19	The Faculty encourages the students to give feedbacks on ongoing study programmes and support services. The Faculty uses all those feedbacks for the improvement of the faculty	Student satisfactory survey	6.19-01
		Feedback analysis reports prepared by the University statistical officer	6.19-02
		Minutes - Faculty Board meetings (Part A)	6.19-03
		Programme evaluation reports	6.19-04
		Students' feedback reports	6.19-05
		Minutes-SSLC meetings	6.19-06
		AHEAD proposal - Feedbacks are	6.19-07

		considered for the faculty improvement	
6.20	Faculty allocates academic staff members to provide counselling and mentoring service to the students for facilitating their progression from one level to another and for awards and employment.	Student satisfaction surveys	6.20-01
		Employability survey conducted by the external resource director	6.20-02
		Tracer survey	6.20-03
		MOUs-with professional institutions	6.20-04
		Appointment letters-student counsellors/mentors	6.20-05
		ToR-student counsellors and mentors and attendance	6.20-06
		MOUs with professional bodies, MOUs with CIMA/CASL/ACCA/CMA with exemptions with the registration fee waived off and without exemption fees.	6.20-07
		Reports on awareness programmes conducted by the professional institutions	6.20-08
		Minutes-FAS meetings	6.20-09
6.22		Tracer survey	6.22-01

	Faculty initiates the surveys to get the graduation rate, employment rates, salary range of our graduates in order to monitor the progress of the graduates and to guide he existing students.	Records at University statistical officer	6.22-02
		Records of alumnae	6.22-03
		Employability survey by the external affair units	6.22-04
6.23	The faculty has been following a well-organized system to promptly deal with the students' requests, grievances, appeals and complaints and deliver timely responses	Part A of Faculty Board minutes	6.23-01
		Students appeals	6.23-02
		Disciplinary by-laws for students	6.23-03
		Minutes of board of discipline	6.23-04
		By-laws for student grievance redressal mechanisms	6.23-05
		Complaints received and action taken	6.23-06
		Ragging, bullying, harassment and discrimination prevention Policy; gender equity and equality policy WUSL	6.23-07
6.24	Faculty maintains a strong relationship with alumnae in order to assist the students for a successful professional future.	Records of University/Faculty alumnus.	6.24-01
		Minutes of alumnus committee	6.24-02
		Records of alumni association activities.	6.24-03
		Graduate database.	6.24-04

## **Summary**

The Faculty ensures the quality education with a student friendly environment with administrative, academic and technical support for the students and confirms conducive and caring environment providing opportunities to solve their problems. It further supports to develop a good rapport between students and staff.

During the admission time, the Faculty gives guidance and academic and moral support in different ways such as orientation programs and mentoring. From that onwards students' needs and ideas are properly obtained and handled in many ways such as meetings, discussions, entertaining requests, etc. Proper steps are diplomatically taken to give the students technical, academic, moral and cultural supports not only to carry out their studies but also to meet their expectations. During their University life, the Faculty ensures a secured and conducive environment. The Faculty has always been introducing new methods to maintain the administrative friendly environment. In addition to that, steps are taken to enhance the students' entertainment activities. New trends and technologies are always accommodated to enhance not only the academic program but also the student life at the faculty.

After the graduation also, students are not forgotten. Details of the graduates from the Faculty of Applied Sciences are obtained and maintained. Ideas and feedbacks are obtained from the graduates after they entered the job market. Using those ideas and feedbacks, the demand and need of the industries are identified and accommodated during the syllabi revision. Further, students/graduate satisfaction survey has been conducted to make sure that students are getting quality education with the joyful environment.

Further, strong links with industries are maintained in order to get the need and their expectations. Not only that their ideas are also accommodated during the syllabi revision and new course designing. By this, the faculty is able to produce high quality graduates suitable to the present job market.

### 3.1.7 Criterion 7 – Student Assessment and Awards

Table 15: Criterion 7 - Student Assessment and Awards

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
7.1	Students' assessment strategy has been considered as a key element during the program design stage. The assessment strategy consists with Continuous Assessment (CA) and end-semester evaluation with detailed CA. The structure of the semester end examination is well defined based on the credit value of the course. The components of CA has carefully identified by referring to the ILOs and programme outcomes.	Students assessment policy 2018	7.1-01
		Student prospectus	7.1-02
		Course information plans	7.1-03
		List of examiners	7.1-04
		Exam by-laws	7.1-05
7.2	Assessment strategies of Degree programmes have been designed according to the UGC guidelines and requirements of professional bodies. Ongoing major curriculum revision aligns the assessment methods to level descriptors of the SLQF. Further, two new degree proposals initiated by the faculty have aligned its ILOs to the requirements of SLQF and professional bodies.	Student prospectus	7.2-01
		Academic procedure handbook for Sri Lankan Universities, Codes of Practice Part I - Assessment of Students	7.2-02
		CADC meeting minutes.	7.2-03
		BSc in MSA [alignment of assessment methods to ILOs and level descriptors of the SLQF]	7.2-04
		BSc in Software Engineering proposal [alignment to the requirements IEEE and ACM]	7.2-05
7.4	The faculty review and amend the assessment strategies and regulations. The undergraduates' opinion on continuous assessment will be reviewed by the 'Student's Feedback Questionnaire – Course	Minutes of Faculty board	7.4-01
		Formats of the student's feedback questionnaire – course evaluation and summary/ analysis.	7.4-02

	Evaluation' at the department level. The WUSL reviews and amends its examination by-laws when it requires.	Minutes of the senate.	7.4-03
7.5	The faculty has a clear policy on weighting the assessments into continuous assessment and end-semester evaluation. The weightages on different CA components are defined and communicated to the students.	Student prospectus	7.5-01
		Course information plans	7.5-02
		CA – detailed mark sheets	7.5-03
		Format of the mark return sheet	7.5-04
7.6	The faculty follows the policies and guidelines of the university in appointing the internal and external examiners. The lists of examiners approved by the Faculty Board.	AQEF	7.6-01
		FB minutes	7.6-02
		Senate minutes	7.6-03
		Examination by-laws [about the policy on the appointment and the procedure for approving the examiners	7.6-04
7.7	The marks given by the second examiner is considered in determining the final grade. The faculty appoint external examiners as second examiners for some course modules. Industrial training programme considers the marks given by the external examiners.	Marks return sheets	7.7-01
		List of examiners	7.7-02
		Amended assessment strategy of industrial training programme (assessed by NAITA).	7.7-03
7.8	The rules and regulations pertaining to the assessments are communicated to the students at the time of registration, published in the noticed board during the examination period, and available in the web. Details about the assessment methods including the breakdown of CA are outlined and available to the students.	Examination by-laws	7.8-01
		Web of WUSL	7.8-02
		Student prospectus available in the LMS	7.8-03
		Course information plans	7.8-04
		Orientation program schedule/ details.	7.8-05
		CA summary sheets	7.8-06
		Marks return sheets	7.8-07
7.9	The academic staff members are trained on new assessment and	List of lecturers who have already completed	7.9-01

	evaluation methods by the induction programme and other staff development programmes. The faculty ensures that only the senior academic staff members are appointed as the moderator and second examiners. The faculty adhered to the guidelines of holding practical examination approved by the Senate.	the induction program for academic staff	
		List of staff development programs	7.9-02
		FB minutes	7.9-03
		Senate minutes	7.9-04
		Guidelines for holding a practical examination.	7.9-05
7.10	The faculty make alternative arrangements for the disables students on their requests [Note: there are no differently abled students in the faculty at present. However, the faculty had two such students before 2015, and they were provided with necessary facilities such as arranging lectures in the class rooms in ground floor, and providing extra time in the examinations including final examination].	Students' request letters	7.10-01
		FB minutes	7.10-02
7.12	Faculty adopts a documented examination procedure and implements marking schemes, moderation/scrutiny of papers, second marking, marks return sheet, and marks verification board at the departments, faculty and examination branch. The faculty ensures transparency and fairness of marking by accommodating request of students to verify the final marks/ grades.	Submitted question papers with the marking scheme for the moderation	7.12-01
		Minutes of Faculty board	7.12-02
		Minutes of Senate	7.12-03
		Mark sheets of the second examiner	7.12-04
		Mark return sheets	7.12-05
		Records of result board meeting	7.12-06
		Records of result scrutinizing board	7.12-07
		Minutes of result verification board	7.12-08
		Number of requests received for the re-scrutinizing	7.12-09
7.13	The graduation requirements are well outlined and communicated to the relevant parties including students and examination branch. Final Result Board considers the results and recommends them to the	Student prospectus	7.13-01
		Printouts of the results where summaries have been prepared as per the graduation requirements	7.13-02

	senate. The transcripts issued by the Examination Branch accurately reflect the stages of progression and student attainments including the classes, the Dean's List.	The letters of Senior AR examination by requesting the HoDs to check the accuracy of final results before the Final Result Board	7.13-03
		Records of the final result board	7.13-04
		Sample transcript	7.13-05
7.14	The examination branch issues a complete transcript including the courses followed, grades, GPA, classes, and eligibility for the Dean's list. The transcripts are issued after approving the results by the Senate (before the graduation)	Complete transcripts	7.14-01
		Records of issued transcripts and the date of graduation	7.14-02
		Examination by-laws	7.14-03
7.15	The Results Scrutinizing Boards of the departments ensure that the results are accurately documented in the Marks Return Sheet by considering both first and second examiners' result sheets. The Results Board at the Faculty ensures the accuracy of recorded-results/ grades by checking the individual record. The faculty ensures that the semester results are issued within the stipulated time (within 3 months).	Minutes of results scrutinizing boards at the department level	7.15-01
		Sample mark return sheet	7.15-02
		Records of the Faculty results board	7.15-03
		Minutes of Faculty board [schedule for submission of results to the examination branch within 6 weeks from the last date of the examination]	7.15-04
		Senate minutes [on progression of issuing results by each faculty]	7.15-05
7.16	The Faculty has taken steps to change the name of the degree programs as per the SLQF guidelines. The faculty has mapped and changed the BSc (Joint Major) degree programs against the requirement of SLQF. The new degree proposals carefully have mapped the degree programs against the level descriptors, and followed the other guidelines of SLQF including the credit requirement. Present major curriculum revision ensures that it	Minutes of Faculty board, ADPSEC & the Senate	7.16-01
		The document prepared and submitted by the Dean by mapping the degrees with SLQF requirements	7.16-02
		Minutes of the CADC, the Faculty board and the Senate [recent changes]	7.16-03
		Student prospectus (compliance to the credit requirement)	7.16-04



	is in compliance with the requirements of the SLQF.	Proposals of new degree programs	7.16-05
		CADC Meeting minutes	7.16-06
7.17	The examination by-laws, and student charter have been well communicated to the students and academic staff. The university used a Supervisor's Report and related documents to report the misconduct of the students during the examination. Any misconduct by the students will be reported and the senate takes actions against them in a timely manner as per the provisions in the by-laws.	Web link of handbook/ students' orientation session	7.17-01
		The examination by-laws and students charter (available in the university web)	7.17-02
		By-laws are published in the noticeboards during the examination period	7.17-03
		By-laws are available in the examination halls for the reference of academic staff	7.17-04
		Sample supervisor's report and other documents	7.17-05
		Minutes of the Senate	7.17-06

## Summary

The FAS has identified assessment strategy of student learning as a key element of programme design and aligned with the UGC guidelines, SLQF, SBS and institutional policies. The assessment criteria are documented in student prospectus and communicated to the new entrants. Monitoring and reviewing of assessment strategies are carried out by relevant committees such as FQAC, CADC and TLC and approved by the Faculty board.

FAS has well defined credit structure and the weight of the assessment components of the degree programme. The FAS practices formative and summative assessments in order to evaluate students' performance. The formative assessments have been designed and communicated to the students with the weightage of each continuous assessment component. The students are provided with marked assignments, tutorials, lab reports as well as mid-semester examination results to improve their studies.

All assessments are conducted according to the well-documented examination procedure in a strictly confidential manner but with transparent, honest and fair practice. Appointment of examiners and moderators are approved by the Senate on recommendation of Faculty Board. Faculty adopts a documented examination procedure and implements marking schemes, moderation/scrutiny of papers, second marking, marks return sheet, and marks verification board at the departments, Faculty and examination branch. The Faculty ensures that the

semester results are issued within the stipulated time. Students are also allowed to verify the final marks/ grades.

The examination by-laws, and student charter have been well communicated to the students and academic staff. Examination malpractices are immediately reported by the examination supervisor and submitted for senate appointed inquiry committee which recommends disciplinary actions according to the By-laws.

### 3.1.8 Criterion 8 – Innovative and Healthy Practices

Table 16: Criterion 8 - Innovative and Healthy Practices

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
8.1	Faculty has established and operates ICT-based platform, LMS via University ICT Centre to facilitate multi- mode teaching delivery and learning.	Inventory of teaching and learning methods	8.1-01
		Physical evidence of presence of Faculty LMS	8.1-02
		Physical verification of use of LMS	8.1-03
		Uploaded documents and materials	8.1-04
		Student feedbacks of using LMS	8.1-05
8.2	Faculty encourages OER such as Open Stax, MIT Open course ware etc.), by staff/students to supplement teaching/learning, in compliance with University Academic Honesty Policy for academic honesty, integrity and plagiarism.	Academic honesty policy of WUSL	8.2-01
		Use of OER by teachers (course specifications, course web sites)	8.2-02
8.3	Faculty recognizes academic training, research and innovations, and industry engagement as core duties of academics.	Research and innovation policy of WUSL	8.3-01
		Academic accountability and workload policy of WUSL	8.3-02
		Records on institutional and national recognitions received by academics (NSF awards, presidential awards, NRC awards).	8.3-03
		Benefits accrued for undergraduate training from R&D (ASBIRES, ASRITE	8.3-04

		conference proceedings)	
8.4	The Faculty/Institute has established Senate Research Higher Degree Committee (SRHDC) liaising with Faculty Research and Higher Degree Committee (FHDC) to facilitate/coordinate University Research Grants and postgraduate research activities. Business, Research and Development (BREAD) centre and University Business Cell (UBL) of WUSL facilitate and promote research and innovations with industry engagement. Faculty promotes and facilitates community engagement activities with the support of External affairs division of WUSL.	SRHDC members and minutes	8.4-01
		FRHDC members and minutes	8.4-02
		BREAD centre establishment and activities	8.4-03
		UBL cell establishment and activities	8.4-04
		Activities by external affairs coordinator	8.4-05
		Symposiums (ASBIRES, ASRITE)	8.4-06
		Action plans	8.4-07
8.5	Faculty/Institute implements Wayamba University Research Award (WURA) to recognize and encourage academics for achieving excellence in research and innovations. In additional, Faculty has initiated Faculty level Research award scheme to encourage academic staff.	Records of WURA	8.5-01
		FB minutes	8.5-02
8.8	Faculty has established and operationalized strong linkages with different agencies. These collaborations help in R&D, human resources and institutional development activities as well as increase the reputation of the Faculty.	List of MOUs signed with external agencies/organizations	8.8-01
		Minutes of various meetings with external agencies	8.8-02
		Attendance records on faculty representations of external party events.	8.8-03
8.9	Faculty offers fee-levying diploma programs for external students. Faculty also in the process of	List of fee levying courses	8.9-01

	offering fee-levying master degree program. The generated income is used for faculty development.	FB and fee-levying course meeting minutes	8.9-02
		Report on the benefits accrued through fee-levying courses	8.9-03
8.10	Credit Transfer Policy is currently being drafted at the University level.	Senate minutes on credit transfer	8.10-01
		Minutes of ADPSEC on credit transfer policy preparation	8.10-02
8.11	The Faculty promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry- related activities by adopting institutional mechanisms. These activities are supported by disbursing physical, financial and human resources through different units of the faculty/university.	External affairs unit, career guidance unit	8.11-01
		Student/staff societies	8.11-02
		Evidences of co-curricular activities conducted	8.11-03
		FB minutes	8.11-04
8.12	Faculty supports and encourages student participation for competitions at regional and national levels. Outstanding performers are rewarded and recognized at University/Faculty level.	Faculty policy/guidelines for competitions	8.12-01
		Records on student participation	8.12-02
		Selection criteria for awards (University/Faculty)	8.12-03
		Records on awards given (Annual colours night/commendation certificates)	8.12-04

### Summary

Faculty has adopted several innovative and healthy practices in different aspects to make students competent for current job market. Faculty uses modern technology based LMS to facilitate multi-mode teaching delivery and learning and encourage staff and students to use OER to supplement teaching and learning.

Faculty believes that research, innovation and industry engagements as core duty of academics by recognizing outstanding performers. Students conduct undergraduate research projects,

present and publish their findings in the Faculty symposiums which help students to develop their capacities. Faculty promotes and facilitates community engagement activities with the support of External affairs division of WUSL, BREAD, UBL cell to enhance entrepreneurial skills of students and staff. Students participation of co-and extra-curricular activities such as competitions and sports are promoted and best performed students are recognized.

Faculty has assured academic standards of study programs through regular revisions of curriculum, close monitoring of its implementation by student feedback, peer observations, CADC, TLC and FQAC and use of transparent mechanisms for examination matters.

## **Part 2 - Programme Specific Standards**

### 3.2.1 B.Sc. (General) Degrees

Table 17: Programme specific standards for B.Sc. (General) degrees

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
3.10	B.Sc. (General) Degree programmes have specially identified supplementary courses such as inter-disciplinary & multi-disciplinary (Intensive English courses, IT, Career guidance activities).	Faculty handbook	3.10-01
		Time tables	3.10-02
		Programme/ course specification	3.10-03
3.12	Degree programmes are logically structured and consists of a coherent set of courses/ modules with several optional courses.	Student prospectus for program specification	3.12-01
		Curriculum matrix	3.12-02
		Students statistics for combinations	3.12-03
		Student prospectus: evidence of core and elective courses in the curriculum	3.12-04
		Course registration form	3.12-05
		Subject combination selection form and course selection form	3.12-06
3.18	While B.Sc. (General) Degree programmes currently do not have industrial training component, students get industry exposure by going Factory/Industry visits.	Program details/course modules with the connection of industry	3.18-01
		Records on factory/industry visits	3.18-02
		Student prospectors	3.18-06
4.6	Faculty takes into account student-centred teaching strategies when designing and developing courses in the way such as individual/group presentations and projects.	Student prospectus / course specifications	4.6-01
		Exam time table (presentations/ projects)	4.6-02
4.9	Course design and development integrates appropriate learning	Course/Study programme approval policy-2018	4.9-01



	strategies for the development of self-directed learning, collaborative learning, creative and critical thinking and life-long learning, interpersonal communication and teamwork (ex. group assignment, presentations).	Course evaluation report	4.9-02
		CADC minutes/ records	4.9-03
		Stakeholder meeting minutes(department wise)	4.9-04
		Department meeting minutes(regarding curriculum development and course design)	4.9-05
		Student feedbacks	4.9-06
		Volunteer group works/ group test/ field visits	4.9-07
5.5	The Faculty encourages blended learning as a way of maximizing student engagement with the programme.	Course specification	5.5-01
		Student feedback	5.5-02
		Course evaluation reports	5.5-03
		Use of LMS	5.5-04
		Factory visit/ workshop photos	5.5-08
5.10	Teachers engage students in research as part of the teaching and learning strategy and encourage students to publish them.	Course specifications	5.10-01
		Publications of students	5.10-07
6.17	Learning experience of the students is being enhanced by providing Factory/Industrial visits	Curricula – 2018/2019	6.17-03
		Details of short visits	6.17-06
		Feedback from employers	6.17-07
6.21	While academic staff provides guidance to incomplete students, faculty board and/or senate provides grace chances to those students who do not complete the program within the expected number of attempts.	Faculty policy on fall back options	6.21-01
		Mentoring	6.21-02
		Faculty board minutes, Senate minutes on fall back examples.	6.21-03
		Student prospectus	6.21-04
7.3	The FAS adopts WUSL policy on students' assessment. Specific approval procedure is outlined for new program/course development, major and minor curriculum revisions. The procedure ensures the	Student assessment policy 2018 WUSL	7.3-01
		Learning and teaching policy 2018 WUSL	7.3-02
		AQEF [component 2 & 4 of AQEF]	7.3-03

	<p>contents including the assessment strategy are monitored, reviewed and approved at different forums. The faculty follows a standard procedure for paper setting, moderation, and evaluation process with the recommendation and approval by the Faculty Board and the Senate. The assessment results will be reviewed in different forums.</p>	Course/ Study program approval policy 2018 WUSL	7.3-04
		ADPSEC minutes	7.3-05
		FB minutes	7.3-06
		Senate minutes	7.3-07
		CADC minutes	7.3-08
		Student prospectus	7.3-10
		The records of result scrutinizing board at the department level.	7.3-11
		The records of the result verification board meetings.	7.3-12
	The records of the results boards.	7.3-13	
7.11	<p>The formative assessments have been designed and communicated to the students with the weightage or each component. The students are provided with marked assignments, tutorials, lab reports, etc. The mid-semester examination results will be communicated to the students. The course modules with projects require students to meet the supervisor regularly to observe the progress and guidance. Weak students identified during the evaluations are given supports.</p>	Student prospectus	7.11-01
		Course specification plan	7.11-02
		Corrected tutorials/ assignments/ lab reports/ reports etc.	7.11-03
		Published mid-semester examination results	7.11-04
		Log forms	7.11-06
	Progress presentations	7.11-07	
8.6	<p>General degree programs contains project based assignments.</p>	Student prospectus	8.6-01
		Sample assignments	8.6-02
8.7	<p>General degree programs currently does not include an industrial training component</p>	Student prospectus	8.7-01
		Records on industry/factory visits	8.7-02
8.13	<p>The academic standards of the study programs of the Faculty is assured through regular revision (in 5 year cycles) of curriculum, close monitoring of its implementation by student feedback, peer observations, CADC, TLC and FQAC with Faculty Board approval. Examination paper moderation and second marking are practiced. The process of appointing external examiners is in progress at the University level.</p>	University policies/procedures (AQEF/Learning and Teaching policy)	8.13-01
		Examination by-laws and procedures	8.13-02
		Moderator and second examiner appointments	8.13-02
		Faculty CADC, TLC and FQAC minutes	8.13-03
	University ADPSEC and Senate minutes	8.13-04	

8.14	While general degree students currently do not have fall back options, Faculty permits student to pass examinations within eight (8) academic years and grace chances are also considered to complete the degree.	FB minutes	8.14-01
		Student prospectus	8.14-02

### 3.2.2 B.Sc. (Joint Major) Degrees

Table 18: Programme specific standards for B.Sc. (Joint Major) degrees

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
3.10	B.Sc. (Joint Major) Degree programme has specially identified supplementary training as vocational professional (Industrial training), inter-disciplinary & multi-disciplinary (Intensive English courses, IT, Career guidance activities).	Faculty handbook	3.10-01
		INDT guideline book	3.10-02
		Time tables	3.10-03
		Programme/ course specification	3.10-04
3.12	Degree programmes are logically structured and consists of a coherent set of courses/ modules. Third year and fourth year students can specialize in two specialization areas. Students are allowed to make choices on specialization areas and Industrial Training.	Prospectus for Program Specification	3.12-01
		Curriculum matrix	3.12-02
		Students statistics for combinations	3.12-03
		Student prospectus: - evidence of core and elective courses in the curriculum	3.12-04
		Course registration form	3.12-05
		Subject combination selection form and course selection form	3.12-06
3.18	Faculty ensures that ILOs for Industrial Training are clearly defined and informed to students of their specific responsibilities by Industrial Training guidelines and Training Record books.	Program details/course modules with the connection of industry	3.18-01
		Industrial training guidelines	3.18-02
		Industrial training letters /placement letters	3.18-03
		Samples of industrial training record books submitted by the students	3.18-04
		List of NAITA registration	3.18-05
		Student prospectors	3.18-06

4.6	Faculty takes into account student-centred teaching strategies when designing and developing courses in the way such as group presentations and industry based research project etc.	Student prospectus / course specification	4.6-01
		Exam time tables (presentations/ projects)	4.6-02
		Training record books and progress reports	4.6-03
4.9	Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning (e.g. group assignment, presentation) creative and critical thinking (e.g. industrial research project) life-long learning, interpersonal communication and teamwork.	Course/study programme approval policy-2018 WUSL	4.9-01
		Course evaluation report	4.9-02
		CADC minutes/ records	4.9-03
		Stakeholder meeting minutes(department wise)	4.9-04
		Department meeting minutes(regarding curriculum development and course design)	4.9-05
		Student feedbacks	4.9-06
		Volunteer group works/ group test/ field Visits	4.9-07
		Training record books	4.9-08
5.5	The Faculty encourages blended learning as a way of maximizing student engagement with the programme. Industrial based project and industrial training are integrated in the program for self-centred learning.	Course specification	5.5-01
		Student feedback	5.5-02
		Course evaluation reports	5.5-03
		Use of LMS	5.5-04
		ASBIRES photos	5.5-05
		Industrial training reports	5.5-06
		Industrial training photos	5.5-07
		Factory visit/ workshop photos	5.5-08
5.10	Teachers engage students in research as part of the teaching and learning strategy and encourage students to publish in the faculty symposium and other forums.	Course specifications	5.10-01
		List of research supervisors	5.10-02
		Proceedings of ASBIRES	5.10-03
		Proceedings of ASRITE	5.10-04
		Proceedings of WINC	5.10-05
		Proceedings of research congress	5.10-06

		Other publications of students'	5.10-07
6.17	Learning experience of the students is being enhanced by providing industrial training and Factory/Industrial visits	Placement confirmation letters sent by the training organizations	6.17-01
		Training record books submitted by the students	6.17-02
		Curricula – 2018/2019	6.17-03
		Placement confirmation letters received from employers	6.17-04
		MOUs-with professional bodies.	6.17-05
		Details of short visits and training program	6.17-06
		Feedback from employers	6.17-07
6.21	While academic staff provides guidance to incomplete students, faculty board and/or senate provides grace chances to those students who do not complete the program within the expected number of attempts. Joint major degree students are given an option to get the general degree in case if they could not satisfy the requirements.	Faculty policy on fall back options	6.21-01
		Mentoring	6.21-02
		Faculty board minutes, Senate minutes on fall back examples.	6.21-03
		Student prospectus	6.21-04
7.3	The FAS adopts WUSL policy on students' assessment. Specific approval procedure is outlined for new program/course development, major and minor curriculum revisions. The procedure ensures the contents including the assessment strategy are monitored, reviewed and approved at different forums. The faculty follows a standard procedure for paper setting, moderation, and evaluation process with the recommendation and approval by the Faculty Board and the Senate. The Industrial Training program is evaluated by multi-stage process. The assessment results will be reviewed in different forums.	Student assessment policy 2018 WUSL	7.3-01
		Learning and Teaching Policy 2018 WUSL	7.3-02
		AQEF [component 2 & 4 of AQEF]	7.3-03
		Course/ Study program approval policy 2018 WUSL	7.3-04
		ADPSEC minutes	7.3-05
		FB minutes	7.3-06
		Senate minutes	7.3-07
		CADC minutes	7.3-08
		Industrial training guide	7.3-09
		Student prospectus	7.3-10
The records of result scrutinizing board at the department level	7.3-11		

		The records of the result verification board meetings	7.3-12
		The records of the results boards.	7.3-13
7.11	The formative assessments have been designed and communicated to the students with the weightage of each component. The students are provided with marked assignments, tutorials, lab reports, etc. The mid-semester examination results will be communicated to the students. The course modules with projects and INDT program require students to meet the supervisor regularly to observe the progress and guidance. Weak students identified during the evaluations are given supports.	Student prospectus	7.11-01
		Course information plan	7.11-02
		Corrected tutorials/ assignments/ lab reports/ reports etc.	7.11-03
		Published mid-semester examination results.	7.11-04
		Monthly briefing day schedules and assigned works	7.11-05
		Fortnight reports, monthly reports of INDT program	7.11-06
		Daily diary	7.11-07
		Log forms	7.11-08
		Progress presentations	7.11-09
8.6	Joint Major degree programs contains an industrial research project. Students are guided by supervisors on proposal writing, planning, designing, conducting and dissemination of findings through Faculty Symposiums (ASBIREs/ASRITE) and other symposia/journals.	Student prospectus	8.6-01
		By laws/guidelines	8.6-02
		sample projects and theses	8.6-03
		ASBIREs and ASRITE proceedings	8.6-04
		Other journal/conference publications	8.6-05
8.7	Joint Major degree programs include an industrial training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with 'industrial' establishments/organizations	Student prospectus	8.7-01
		By laws/guidelines	8.7-02
		Industrial training placement records	8.7-03
		Official letters	8.7-04
		Training diary/reports	8.7-05
8.13	The academic standards of the study programs of the Faculty is assured through regular revision (in 5 year cycles) of curriculum, close monitoring of its implementation by student feedback, peer observations, CADC, TLC and FQAC with Faculty Board approval. Examination paper	University policies/procedures (AQEF /learning and teaching policy)	8.13-01
		Examination by-laws and procedures	8.13-02
		Moderator and second examiner appointments	8.13-02

	moderation and second marking are practiced. Currently, Faculty uses external examiners for Industrial Training and the process of appointing external examiners is in progress at the University level.	Faculty CADC, TLC and FQAC minutes	8.13-03
		University ADPSEC and Senate minutes	8.13-04
8.14	Faculty permits Joint Major degree (4 years) students to obtain general degree as a fallback option. Faculty permits student to pass examinations within eight (8) academic years and grace chances are also considered.	FB minutes	8.14-01
		Student handbooks	8.14-02
		Records on student fall back from Joint major to general degree	8.14-03



### 3.2.3 B.Sc. (Special) Degrees

**Table 19: Programme specific standards for B.Sc. (Special) degrees**

<b>Standard</b>	<b>Claim of the degree of internalization of Best Practices and level of achievement of Standards</b>	<b>Documentary Evidence to Support the Claim</b>	<b>Code No. of the Evidence Document</b>
3.10	B.Sc. (Special) Degree programmes have specially identified supplementary courses such as inter-disciplinary & multi-disciplinary (Intensive English courses, IT, Career guidance activities).	Faculty handbook	3.10-01
		Time tables	3.10-02
		Programme/ course specification	3.10-03
3.12	Degree programmes are logically structured and consists of a coherent set of courses/ modules. Third year and fourth year students can specialize in a specialization area. Students are allowed to make choices in course selection on specialization area and preferred research topic.	Prospectus for program specification	3.12-01
		Curriculum matrix	3.12-02
		Students statistics for combinations	3.12-03
		Student prospectus: evidence of core and elective courses in the curriculum	3.12-04
		Course registration form	3.12-05
		Subject combination selection form and course selection form	3.12-06
3.18	While not all B.Sc. (Special) Degree programmes have industrial training component, students get industry exposure by going Factory/Industry visits.	Program details/course modules with the connection of industry	3.18-01
		Records on factory/industry visits	3.18-02
		Student prospectors	3.18-06
4.6	Faculty takes into account student-centred teaching strategies when designing and developing courses in	Student prospectus / course specification	4.6-01
		Exam time table (presentations/ projects)	4.6-02

	the way such as group presentations and research project etc.	Course evaluation feedback	4.6-03
		Proposal of field visits	4.6-04
		Accreditation from professional bodies (CMIS)	4.6-05
4.9	Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning (e.g. group assignments, presentations) creative and critical thinking (e.g. research projects) life-long learning, interpersonal communication and teamwork.	Course/study programme approval policy-2018 WUSL	4.9-01
		Course evaluation report	4.9-02
		CADC minutes/ records	4.9-03
		Stakeholder meeting minutes(department wise)	4.9-04
		Department meeting minutes(regarding curriculum development and course design)	4.9-05
		Student feedbacks	4.9-06
		Volunteer group works/ group test/ field visits	4.9-07
5.5	The Faculty encourages blended learning as a way of maximizing student engagement with the programme. Research project is integrated in the program for self-centred learning.	Course specification	5.5-01
		Student feedback	5.5-02
		Course evaluation reports	5.5-03
		Use of LMS	5.5-04
		ASBIRES photos	5.5-05
		Factory visit/ workshop photos	5.5-08
5.10		Course specifications	5.10-01

	Teachers engage students in research as part of the teaching and learning strategy and encourage students to publish in the faculty symposium and other forums.	List of research supervisors	5.10-02
		Proceedings of ASBIRES	5.10-03
		Proceedings of ASRITE	5.10-04
		Proceedings of WINC	5.10-05
		Proceedings of research congress	5.10-06
		Other publications of students'	5.10-07
6.17	Learning experience of the students is being enhanced by providing Factory/Industrial visits	Curricula – 2018/2019	6.17-03
		Placement confirmation letters received from employers	6.17-04
		MOUs-with professional bodies.	6.17-05
		Details of short visits	6.17-06
		Feedback from employers	6.17-07
6.21	While academic staff provides guidance to incomplete students, faculty board and/or senate provides grace chances to those students who do not complete the program within the expected number of attempts	Faculty policy on fall back options	6.21-01
		Mentoring	6.21-02
		Faculty board minutes, Senate minutes on fall back examples	6.21-03
		Student prospectus	6.21-04
7.3	The FAS adopts WUSL policy on students' assessment. Specific approval procedure is outlined for new program/course development, major and minor curriculum revisions. The procedure ensures the contents including the assessment strategy are monitored, reviewed and approved at different forums. The faculty follows a standard procedure for paper setting, moderation, and evaluation process with the recommendation and approval by the Faculty Board and	Student assessment policy 2018 WUSL	7.3-01
		Learning and teaching policy 2018 WUSL	7.3-02
		AQEF [component 2 & 4 of AQEF]	7.3-03
		Course/ Study program approval policy 2018 WUSL	7.3-04
		ADPSEC minutes	7.3-05
		FB minutes	7.3-06
		Senate minutes	7.3-07

	the Senate. The assessment results will be reviewed in different forums.	CADC minutes	7.3-08
		Industrial training guide	7.3-09
		Student prospectus	7.3-10
		The records of result scrutinizing board at the department level	7.3-11
		The records of the result verification board meetings	7.3-12
		The records of the results boards.	7.3-13
7.11	The formative assessments have been designed and communicated to the students with the weightage of each component. The students are provided with marked assignments, tutorials, lab reports, etc. The mid-semester examination results will be communicated to the students. The course modules with projects and research project require students to meet the supervisor regularly to observe the progress and guidance. Weak students identified during the evaluations are given supports.	Student prospectus	7.11-01
		Course specification plan	7.11-02
		Corrected tutorials/ assignments/ lab reports/ reports etc.	7.11-03
		Published mid-semester examination results.	7.11-04
		Log forms	7.11-08
		Progress presentation	7.11-09
8.6	Special degree programs contains a Research Project. Students are guided by supervisors on proposal writing, planning, designing, conducting and dissemination of findings through Faculty Symposiums (ASBIREs/ASRITE) and other symposia/journals.	Student prospectus	8.6-01
		By laws/guidelines	8.6-02
		sample projects and theses	8.6-03
		ASBIREs and ASRITE proceedings	8.6-04
		Other journal/conference publications	8.6-05
8.7	While one special degree programmes includes an industrial training component, other special degree programmes includes industry/factory visits.	Student prospectus	8.7-01
		Industrial training records	8.7-02
		Records on industry/factory visits	8.7-03
8.13	The academic standards of the study programs of the Faculty is assured through regular revision (in 5 year cycles) of curriculum, close monitoring of its implementation by student feedback, peer observations, CADC, TLC and FQAC with Faculty Board approval. Examination paper	University policies/procedures ( AQEF /learning and teaching policy)	8.13-01
		Examination by-laws and procedures	8.13-02
		Moderator and second examiner appointments	8.13-02

	moderation and second marking are practiced. The process of appointing external examiners is in progress at the University level.	Faculty CADC, TLC and FQAC minutes	8.13-03
		University ADPSEC and Senate minutes	8.13-04
8.14	While special degree students currently do not have fallback option, Faculty permits students to pass examinations within eight (8) academic years and grace chances are also considered.	FB minutes	8.14-01
		Student prospectus	8.14-02

## **Chapter 4. Overall summary**

## **Overall summary**

The FAS has an administrative structure to manage and execute its core functions effectively. The action plan of the FAS is developed in alignment with latest WUSL action plan. Strategic Management Plan, which demonstrates flexibility to accept latest developments in the WUSL. The FAS recognize quality assurance as an important component of the Faculty. FQAC liaises with the CQA of the WUSL, undertakes regular monitoring of all aspects of the study programmes. The FAS complies fully with national and WUSL administrative and financial regulations and guidelines. The FAS adapts policies and procedures of WUSL to prevent ragging and other forms of harassments.

Designing, development and delivery of academic programmes, research and outreach are conducted by academic staff qualified with required postgraduate qualifications. All newly recruited staff members are encouraged to follow induction programme at SDC and SDC organizes CPD programmes for professional developments of the staff. The FAS ensure that Students and academic staff have access to the well-resourced library facilities in the WUSL. IT skills are facilitated through the ICTC and the CMIS department. English language skills of the students are improved by the comprehensive courses offered by the ELTD. FAS promotes social harmony and ethnic cohesion among students with diverse ethnic and cultural background via regularly held multicultural events.

B.Sc. (General) degree programme has minimum total of 90 credits, B.Sc. (Joint Major) degree programmes and B.Sc. (Special) degree programmes in FAS have minimum total of 120 credits in line with SLQF and SBS guidelines. The programme ILOs are developed aligned with the graduate profile of FAS and vision and mission of the WUSL and the FAS. The FAS promotes self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork by organizing research conferences and learning activities such as project reports, dissertations and presentations. FQAC adopts internal monitoring strategies to improve the quality of the degree programmes.

FAS ensures that the courses are complying with the SLQF and SBS. ILOs of course units are mapped in-line with ILOs of the degree programmes and the courses are designed based on the student centred learning strategies. The courses have been designed and developed in collaborative approach with participation of all stakeholders and compliance with the WUSL policy and procedures. Courses are designed sufficiently representing the concepts, theories, applications and competencies while assuring the courses could be completed during the stipulated time. The FQAC liaising with CQA and CADC adopts internal monitoring strategies to evaluate, review, and improve the course design and development, and approval processes. Additionally, courses and effectiveness of teaching are evaluated at the end of each course unit through students' feedback, and the peer-evaluation by the lecturers.

Teaching and learning strategies of the study programmes are designed based on the mission of the FAS and curriculum requirement of the study programmes. The FAS promotes the use

of student centred learning methodologies to maximize student engagement with the curriculum. Teaching learning strategies are planned incorporating the requirements of differently abled students while ensuring that they are not gender discriminative and abusive. FAS uses novel ICT technologies such as LMS for effective and innovative teaching. Teachers integrate research and scholarly activities of their own and others' into their teaching. Monitoring of teaching-learning activities are routinely conducted for the further improvement.

The FAS ensures a student-friendly conducive and caring environment with administrative, academic and technical support for the students to provide opportunities to solve students' problems. FAS organize an orientation program for newly-enrolled students to acclimatize to the new environment. FAS has a mentoring programme for guide and empower students. FAS promotes extra-curricular activities of the students by supporting cultural and sports activities by the students. FAS monitors retention, progression, graduation rates of students and conducts surveys about the employability rate.

The FAS practices formative and summative assessments in order to evaluate students' performance. FAS has well defined credit structure and the weight of the assessment components of the degree programme. FAS has clearly documented the rules and regulations on assessments and communicated to the students before the commencement of the programme. Assessment regulations are strictly enforced and disciplinary procedures are in place for handling breaches of examination regulations by students. FAS aims to ensure that degrees awarded complies with recent guidelines such as SLQF.

The FAS uses modern technology based LMS to facilitate multi-mode teaching delivery. Academic staff of the FAS engage in research, innovation and industry engagements. Faculty promotes and facilitates community engagement activities with the support of other entities of the WUSL. Students conduct undergraduate research projects, present and publish their findings in the Faculty symposiums. Students participation of co-and extra-curricular activities are promoted and best performed students are recognized. FAS has assured academic standards of study programs through regular revisions of curriculum and close monitoring of its implementation.



## **Annexure 1: Major Milestones in Introducing Degree Programs and Curriculum Revision**

A curriculum was first developed with foreign and local expertise to introduce 3-year BSc (General) Degree program in the academic year 2000/2001. This General Degree program was replaced by a 4-year BSc (Joint Major) Degree program in academic year 2001/2002. This Joint Major Degree curriculum was reviewed and revised during the period 2005-2006, and an exit point was introduced at Level 3 providing an optional pathway for students to graduate with a BSc (General) Degree.

### **Major Curriculum Revision**

In year 2011, a major revision of the then BSc (General) and BSc (Joint Major) Degree curricula was undertaken towards enhancing employability of the graduates. All the recommendations made by the UGC in respect of Science Degree programs were also adopted. Further, the revision resulted in the following:

- A major structural change into the choice of subjects
- Updating the syllabi of major subjects in accordance with subject benchmarks, where applicable,
- Facilitating academic background for introducing subject specific Special Degree programs.

### **Introducing Special Degree Programs**

During the period 2013-2017 subject specific 4-year Special Degree programs were introduced by all the Departments.

### **Introducing Engineering Technology Degree Programs**

In 2016, Faculty introduced two Degree Programs in Engineering Technology: Bachelor of Engineering Technology (BET) and BET in Nano Science Technology, and also established two Departments: Department of Engineering Technology and Department of Nano Science Technology, which later detached from the Faculty to form the Faculty of Technology.

### **Present Status**

Currently, Faculty is in the process of revising the curricula of the General and Joint Major Degree programs based on stakeholder feedback. Both structural and subject specific changes are envisaged.

## **Annexure 2: Departments of Study**

### **Department of Computing and Information Systems**

Department CMIS offers course modules in Computer Science amounting to 76 credits, for all the degree programs. Computer practical is an integral component of all the course modules and the Department possesses sufficient laboratory facilities. Department of CMIS introduced the Special Degree in Computer Science in 2017. Currently, it conducts the only external program of the Faculty: Diploma in Software Engineering, and has received approval to commence Higher Diploma in Software Engineering. Department is also in the process of formulating an Honors Degree program for a separate intake.

### **Department of Electronics**

This is the only Department of this discipline in a Science/Applied Science Faculty of a state university. While offering course modules totaling 76 credits for all the relevant degree programs, department has also produced several postgraduates with Ph.D./M.Phil qualifications. Department has dedicated laboratory facilities for conducting Electronics practicals. Senior academics of the Department have been engaged in research in the fields of polymer electronics, nano-technology and automation.

### **Department of Industrial Management**

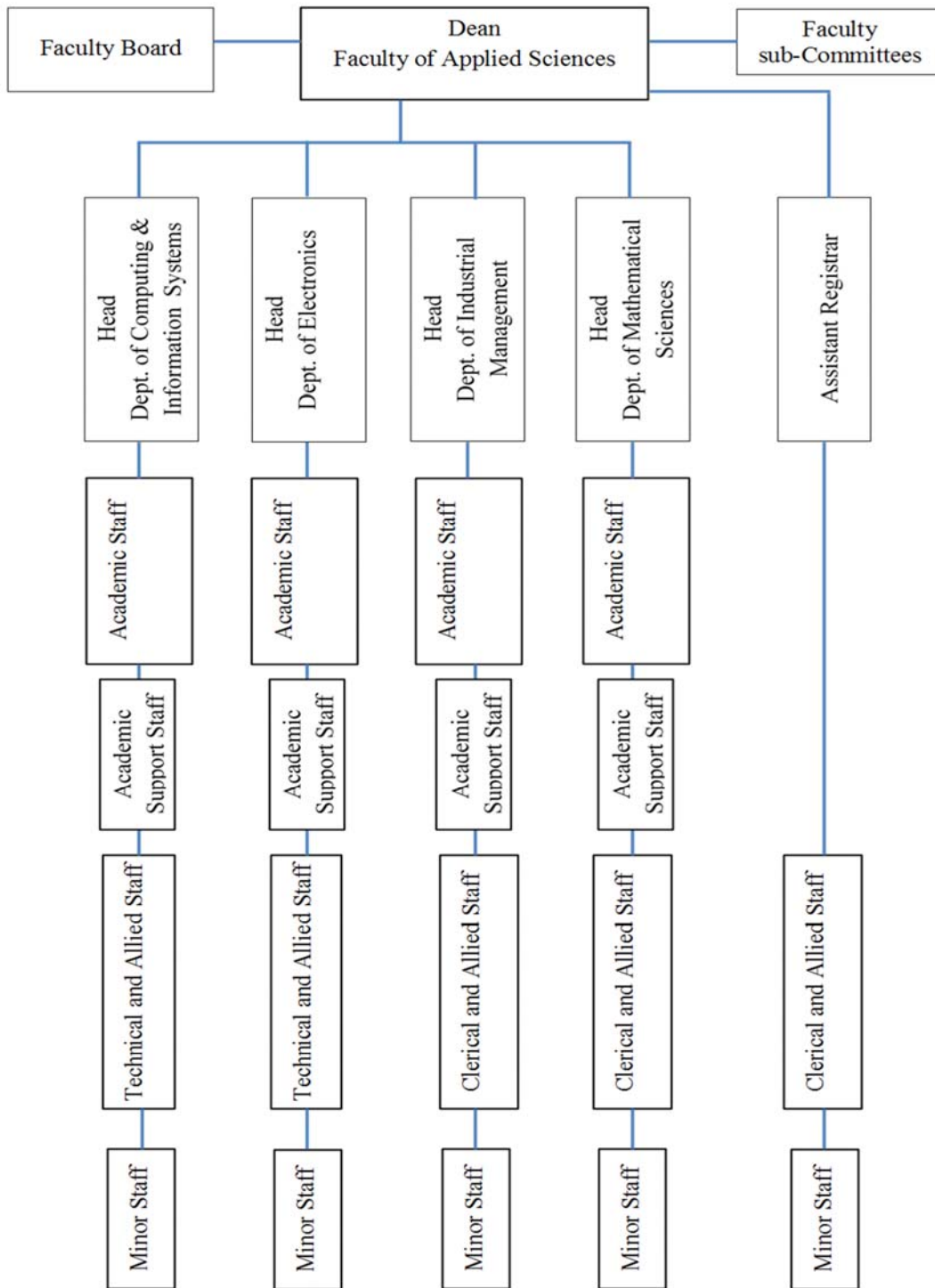
This is the second department of its nature in a Science/Applied Science Faculty of a state university. Department offers course modules worth 72 credits. Courses offered deal with essentials in management, economics, and operational research and adopts a more science based approach. Department programs especially target students' entrepreneurial and soft skills development. Department has prepared a proposal for introducing an Honors Degree program for a separate intake, and has received university approval.

### **Department of Mathematical Sciences**

The Department of MATS offers course modules in Mathematics (MATH), Mathematical Modeling (MMOD) and Statistics (STAT) for the relevant study programs. The total number of credits from these three subject areas amount to 108. Core modules in MATH, MMOD and STAT are offered to all the students/subject combinations as compulsory modules at Level 1 and 2, while more advanced and some unique modules are offered at higher levels of the

programs. Department of MATS was the first department to introduce a Special Degree-BSc (Special) in Mathematics with Statistics.

**Annexure 3: Organogram - Faculty of Applied Sciences**



#### **Annexure 4: Graduate Profile**

The graduate attributes of the Faculty encompass not only the future employment and contribution to the economic & social growth of the country but also producing a self-contained, committed and inquisitive person who has curiosity for lifelong learning.

The undergraduates of the Faculty will be provided with different learning assignments creating the opportunity to develop the following specific attributes:

- Economic engagement
- Social accountability
- Life-long learning
- Self-containment

In order to inculcate the above attributes in the graduates, they are expected to develop the following skills and understanding through the courses offered in their programs of study:

- Critical understanding of the subjects offered along with a balanced knowledge of its place in the broader spectrum of the relevant field,
- Be informed about latest developments related to the fields of their study,
- Thirst for new knowledge,
- Ability to identify/ analyse the problems and issues to formulate, evaluate and apply evidence based arguments and solutions,
- Ability to deploy techniques of analysis and enquiry,
- Familiarity with advanced techniques and skills with excellence in communication skills,
- Creativity and originality in formulating, evaluating and applying evidence-based arguments and solutions,
- Understanding of the need for a high level of ethical, social, cultural, environmental and wider professional conduct,
- Ability to work collaboratively and the capacity to work with minimum supervision.

**Annexure 5: Subject-wise Credit Distribution of the Degree Programs (Ac.Y. 2015/2016)**

**BSc (General) Degree Program**

Level \ Subject	CMIS	ELTN	IMGT	MATH	STAT
Level 1	10	10	10	6	6
Level 2	10	10	10	7	6
Level 3	4*-14 <sup>#</sup>	4-16	4-14	11-15	13-16
Total Credits	24-34	24-36	24-34	24-28	25-28

\*Credits from Compulsory modules.      <sup>#</sup>Maximum credits offered with optional modules.

**BSc (Joint Major) Degree Program**

Level \ Subject	CMIS	ELTN	IMGT	MMST
Level 1	10	10	10	12
Level 2	10	10	10	13
Level 3	14*-18 <sup>#</sup>	16-18	16-20	13-39
Level 4	16-18	16-19	16	16-24
Total Credits	50-56	52-57	52-56	54-84

**BSc (Special) Degree Programs**

Level \ Subject	Computer Science	Applied Electronics	Industrial Management	Mathematics with Statistics
Level 1	10	10	10	12
Level 2	10	10	10	13
Level 3	26	25	25	25-39
Level 4	30	27-31	27-30	28-40
Total Credits	76	72-76	72-75	78-104

**CMIS** Computing and Information Systems

**ELTN** Electronics

**IMGT** Industrial Management

**STAT** Statistics

**MATH** Mathematics and Mathematical Modelling

**MMST** Mathematics, Mathematical Modelling and Statistics

**Annexure 6: Undergraduate Enrolments in the Academic Year, 2017/2018**

<b>Level</b>	<b>Degree Program</b>	<b>No. Enrolled</b>	<b>Sub Total</b>
<b>1</b>	BSc*	178	<b>178</b>
<b>2</b>	BSc*	163	<b>163</b>
<b>3</b>	BSc (General)	69	<b>153</b>
	BSc (Joint Major)	58	
	BSc (Special)	26	
<b>4</b>	BSc (Joint Major)	55	<b>68</b>
	BSc (Special)	13	
<b>Total enrolled at the Faculty for Academic Year 2017/2018</b>			<b>562</b>

\*Note: Students are selected for BSc (Joint Major) Degree and to BSc (Special) Degree Programs at the beginning of Level 3.

### Annexure 7: Academic and Academic Support Cadre Distribution

<b>Description \ Department</b>	<b>CMIS</b>	<b>ELTN</b>	<b>IMGT</b>	<b>MATS</b>	<b>Total</b>
Permanent Academic Cadre approved	10	10	15	16	51
Permanent Academic Cadre available	8	9	12	14	43
Professor/Associate Professor	0	2	0	1	3
Senior Lecturer (Gr. I)	1	3	4	0	8
Senior Lecturer (Gr. II)	6	3	5	9	23
Lecturer	0	0	1	2	3
Lecturer (Prob.)	1	1	2	2	6
Temporary Lecturer/ Tutor/Demonstrator	6	6	6	5	23
<b>Highest Academic Qualification</b>					
PhD/DSc/DEng	1	7	7	5	20
MSc/ MBA/ MPhil	6	1	4	7	18

Cadre information as at 1<sup>st</sup> March 2020.



## Annexure 8: SWOT Analysis of the BSc (General) Degree Program

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Wider scope of the program delivered in English medium</li> <li>• Subject combinations consisting of at least one practical based subject</li> <li>• Well established study program and qualified and experienced academic staff</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum not updated, and limited choice in subject selection</li> <li>• No opportunities for Industrial exposure or research experience, and limited opportunities for soft skills development</li> <li>• Less focus on practical applications and industry relevance of the program</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Employment opportunities in fields related to the subject areas offered.</li> <li>• Some industries' preference for 3-year degree programs</li> <li>• Master Degree opportunities in all the relevant subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduates with 4-year degrees in the same subject areas.</li> <li>• Graduates with similar degrees from other HEIs, and having higher level of soft skills and English language skills</li> <li>• Limited employment opportunities in the government sector</li> </ul>

### Annexure 9: SWOT Analysis of the BSc (Joint Major) Degree Program

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Unique program structure with deeper coverage of two subjects</li> <li>• Compulsory industrial Training and Research project for all the students</li> <li>• A lot of opportunities for soft skills development included in to the program</li> </ul>	<ul style="list-style-type: none"> <li>• Limited laboratory facilities and resources for projects</li> <li>• Limited choice of Course Modules within a subject stream</li> <li>• Lack of industrial experience of the staff</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Offer of industrial projects by organizations</li> <li>• More employment opportunities in the industrial sector in related fields than for General or Special/Honors degree qualifications</li> <li>• PG programs and research opportunities in related fields</li> </ul>	<ul style="list-style-type: none"> <li>• Competition for Industry placements.</li> <li>• Less awareness of the Degree program in the private sector, and less recognition in the public sector.</li> <li>• Graduates with Special/Honors degree qualifications in similar fields.</li> </ul>

## Annexure 10: SWOT Analysis of the BSc (Special) Degree Program

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Two years of study of three subjects including a practical based subject and Mathematics, before selection of specialization area.</li> <li>• In depth coverage of the specializing subject</li> <li>• A closely supervised individual research project spanning an academic year</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of industry relevant Course modules or industrial training in majority of disciplines.</li> <li>• Lack of laboratory resources for advanced Course modules</li> <li>• Limited research scope of the academic staff</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Direct enrolment options and scholarships for PG studies</li> <li>• Wider range of employment opportunities in industrial, academic and research fields</li> <li>• Full compliance to local standards</li> </ul>	<ul style="list-style-type: none"> <li>• Honours /4-year Degree holders in similar fields, from many other HEIs.</li> <li>• Very high standards expected from Special Degree graduates.</li> <li>• Very limited direct employment opportunities in the government sector.</li> </ul>

## **Annexure 11: Changes Implemented since last Subject Reviews**

- Special Degree Programs were introduced by all the Departments in their respective disciplines.
- Curriculum was reviewed, streamlined and updated.
- Advanced course modules were introduced at Level 3 and 4, adding more depth to the subject content.
- Student Projects/mini-projects were introduced to the General Degree program (in limited disciplines)
- Industrial Training program was streamlined with specific guidelines and coordination.
- Soft skills development is addressed in the curriculum and more opportunities made available through Academic Societies and Faculty Symposia.
- Laboratory facilities -space, capacity and equipment, were improved.
- More academic staff were recruited and majority have been supported to obtain postgraduate qualifications.
- Student Counselling and Mentoring services were introduced.
- Facilities for staff – office space, office equipment and IT facilities were enhanced.
- Infrastructure facilities at the Faculty were developed.

## Annexure 12: Learning Resources

- **University Library:** The main Library of the University is located at Kuliyaipitiya premises and has a total collection of around 39,000 books, majority of which are related to subjects offered at the FAS. Annually, the Library conducts an orientation program for the new entrants. In addition to regular services, Library provides access to online databases and e-journals. It also has computer facilities for use of e-materials.
- **Department of English Language Teaching (DELT):** The Department of English Language Teaching (DELT) offers the following courses to improve the English language competency of the undergraduates of FAS.
  - Intensive English Course : New entrants to the Faculty
  - English Language Proficiency Course I : Level 1 (Compulsory)
  - English Language Proficiency Course II : Level 2 (Compulsory)
  - Certificate Course in Business English : Level 3 (Optional)
  - Advanced English Proficiency Course : Level 3 (Optional)
- **Information Communication Technology Centre (ICTC):** The ICTC at the premises provides ICT services to Faculties and administration divisions and staff: internet, network and Wi-Fi facilities; laboratory facilities for general students, computer practicals and for examinations. A Diploma in IT is conducted by the ICTC for the students of the FAS. This is an optional, two year program conducted in parallel with the Degree program for the benefit of students who could not offer CMIS as a subject.
- **Laboratories:** Department of CMIS has Computer Laboratory facilities (60 networked computers) for computing needs of all the students of FAS. Department of ELTN has two dedicated laboratories with essential equipment for Electronic practicals and examinations.
- **Learning Management System (LMS):** Currently the LMS is managed and maintained by the ICTC. Significant section of the staff of the Faculty use the LMS for their online delivery of courses and for assessments.

### **Annexure 13: Student Support System**

- **Career Guidance:** Career Guidance services are provided through the CG Unit of the University headed by a Director. Faculty activities are coordinated by a Faculty Coordinator. The services being provided include Job Fairs, CG Workshops, Field visits, Industry Visits and Out-Bound Training Programs.
- **Student Welfare Services (Accommodation, Bursaries):** Student Welfare services are managed by the Student Welfare division of the University. Students are made aware of the services during the orientation program. Majority of the Students receive Bursaries and a large majority of students of FAS receive accommodation facilities within the University premises. Welfare division also manages canteen services which has become a concern at present due to large student population at the Faculty/premises.
- **Medical Care:** Students are provided primary medical facilities by the University Medical Centre, where a Medical Officer is available on part-time basis.
- **Sports and Recreation:** Sports activities are managed and facilitated by the Department of Physical Education. Sufficient facilities for several sports, including a well-equipped gymnasium are available. Students of FAS have participated in many sports activities and events: Freshers' Meet, Inter Faculty Meet, SL University Games, and have performed well. Faculty facilitates students' recreational activities by providing space, material and musical instruments.
- **Student Counselling and Mentoring:** Faculty/University provides a student counselling service by appointing two Student Counsellors to the Faculty and a Senior student Counsellor to the premises. Faculty also appoints academic mentors from among the academic staff to every student on their admission to the Faculty. Mentoring service has resulted in significant improvement in students' behaviour and attitudes.
- **Student Societies:** All the Departments have Academic Societies through which students can be engaged in co-curricular activities under supervision of the staff. Faculty Students' Union is also appointed annually, and is supposed to take care of the student welfare.