



Intuitional Review Report University of Ruhuna December 2021



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**The Quality Assurance Council
University Grants Commission
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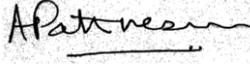
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Abbreviations

AB	Assistant Bursar
AR	Assistant Registrar
BoS	Board of Study
BGS	Board of Graduate Studies
CCPDHE	Certificate Course for Professional Development in Higher Education
CDC	Curriculum Development Committee
CINTA	Centre for International Affairs
CQA	Centre for Quality Assurance
DCEU	Distance and Continuing Education Unit
DELT	Department of English Language Teaching
FGS	Faculty of Graduate Studies
FHSS	Faculty of Humanities and Social Sciences
FMED	Faculty of Medicine
FMST	Faculty of Fisheries and Marine Science & Technology
FoA	Faculty of Agriculture
FoS	Faculty of Science
HEIs	Higher Education Institutions
IQAU	Internal Quality Assurance Unit
LMS	Learning Management System
MIS	Management Information System
MOU	Memorandum of Understanding
NIPO	National Intellectual Property Office
OBE	Outcome-Based Education
QA	Quality Assurance
SBS	Subject Benchmark Statements
SCL	Student-Centred Learning
SDC	Staff Development Centre
SLQF	Sri Lanka Qualification Framework
SOP	Standard Operating Procedures
TISC	Technology Innovation and Support Centre
TTO	Technology Transfer Office
UoR	University of Ruhuna
UGC	University Grants Commission
UGC/QAC	Quality Assurance Council of the University Grants Commission

Section 1: Brief Introduction to the University and its Review Context

The University of Ruhuna (UoR) was officially commissioned on 1st February 1984 after functioning as the Ruhuna University College for a few years. The Ruhuna University College was established in 1978 with four faculties - Faculties of Agriculture, Humanities and Social Sciences, Medicine, and Science. Over the years the University has expanded steadily with the addition of new faculties and study programmes, and by steady increase in student enrolment. At present, the University of Ruhuna has 10 Faculties – Faculty of Graduate Studies, Faculty of Management and Finance, Faculty of Humanities and Social Sciences, Faculty of Fisheries and Marine Sciences and Technology, and Faculty of Science on the main campus in Wellamadama; Faculty of Agriculture and Faculty of Technology in Kamburupitiya; Faculty of Allied Health Sciences and Faculty of Medicine in Karapitiya; and the Faculty of Engineering in Galle. The Faculty of Technology which was established in 2016 was not taken into consideration for the institutional review.

In 2019, the UoR had 8355 undergraduates enrolled in 39 study programmes and 1714 postgraduate student enrolments covering all the Faculties. Almost 2500 undergraduates were admitted with the intake to different Faculties ranging from 100 to the Faculty of Technology to 476 to the Faculty of Humanities and Social Sciences. There were 576 academics, including 79 professors, and there were 48 academic support staff and 46 administrative and financial officers. The UoR also had a total of 895 non-academic staff.

The last IR of the UoR was conducted in 2014 and the University was given a judgment of “confidence” with 24 recommendations. The SER submitted by the University highlighted those recommendations and the actions taken to implement the respective recommendations. According to the QAC’s schedule of five-yearly reviews, the UoR should have undergone an IR in 2019. In the meantime, (between 2017 and 2019) eight degree programmes offered by four Faculties were subjected to programme reviews. Except for the MBBS programme offered by the Medical Faculty which received the Grade of ‘C’, the other seven programmes offered by the Faculties of Humanities and Social Sciences, Management and Finance and Agriculture received a Grade of either ‘A’ or ‘B’.

Although the UoR had started preparations for the IR in 2018, the review was not conducted in 2019, and it was then further delayed due to the Covid-19 pandemic and eventually it was scheduled for the end of 2021. The period under consideration for this review was June 2015 to June 2020 and the preparation of the SER was completed by the UoR in September 2021. The review team indeed has taken into consideration of this slight misalignment between the period under review and the actual time of the review.

The health guidelines related to the pandemic made it necessary to conduct the desk review using digital technology and move most of the meetings related to the site visit to the online

platform. The collaboration provided by the QAC and the UoR in this regard is commendable. The details of the review process are elaborated in Section 3.

Section 2: Review Team's View of the University's Self- evaluation Report (SER)

The review team is very satisfied with the process followed by the University in preparing the SER. The University had started the formal process for this IR as early as 2018 when the Senate appointed 11 sub-committees to write the sections on the introduction and 10 quality criteria of the SER. All sub-committees had representatives from the different Faculties, covering academic, non-academic, technical, and administrative categories of the staff. Each committee was headed by a senior academic as the chairperson and assisted by an administrative officer as the secretary. In addition, an advisory committee consisting of four senior academics with experience in quality assurance provided the necessary guidance in the SER preparation process. The progress of the SER preparation was regularly reported to the Senate. The final draft of the SER was prepared by the writing team consisting of the chairpersons of the sub-committees and the Director of the CQA.

The SER follows the format given in the IR manual of the UGC/QAC. Section 1, the introduction to the University describes its history, the details of each Faculty, and the programmes they offer. This is followed by a section on the progress made by the University since its last IR conducted in 2014 presented according to the goals set out in the Strategic Plan (2014 – 2019). The SWOT analysis reflects the strengths, weaknesses, opportunities, and threats and elaborates on the strategic approach that is likely to enable the UoR to improve its overall performance.

Section 2, describes the degree of adherence to the prescribed best practices and level of achievement with respect to 145 standards prescribed under the 10 criteria listed in the Manual for Institutional Review with a list of documentary evidence to support the claims. The information on each standard was tabulated in four columns. Column 1 contains the description of the Standard. Column 2 indicates the University's adherence to the best practices and achievements with respect to the respective Standards. Column 3 lists the documentary evidence to support the claims and Column 4 indicates the code number of each supporting document.

The SER had been prepared professionally and can be considered as a fair reflection of the ground situation.

Section 3: A Brief Description of the Review Process

The 1st IR of the UoR was conducted in 2014. The scheduled 2nd IR of the UoR was delayed by the Covid-19 pandemic, and in 2021 the UoR was requested to submit the Self-Evaluation Report (SER) by the Quality Assurance Council of the University Grants Commission (UGC/QAC). Due to the pandemic situation, all meetings and reviews/evaluations were held virtually using the Zoom platform. The Chairman of the UGC with the concurrence of the University appointed a six-member review team. Senior Professor A. Pathmeswaran served as the chairman of the review team.

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2. Emeritus Professor N. Shanmugalingam, Former Vice-Chancellor, Department of Sociology, Faculty of Arts, University of Jaffna
3. Professor N. Salim, Senior Professor, Department of Botany, Faculty of Applied Sciences, University of Sri Jayewardenepura
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6. Professor Sisira Ediriweera, Professor, Department of Science and Technology, Faculty of Applied Sciences, Uva Wellassa University

The first Zoom meeting was held on 30th September 2021 chaired by the Director/ QAC, Prof. Tilak P. D. Gamage, (with the participation of, the Director of the CQA/Ruhuna University) who introduced the new online platform developed for the reviewers and discussed the relevant aspects of the IR process. The SER was made available online to each member of the team on the same day for the desk review.

During the institutional review process, the following 10 aspects (Criteria) were evaluated.

- Governance and Management
- Curriculum and Programme Development
- Teaching and Learning
- Learning Resources, Student Support, and Progression
- Student Assessment and Awards
- Strength and Quality of Staff
- Postgraduate Studies, Research, Innovation, and Commercialization

- Community Engagement, Consultancy, and Outreach
- Distance Education
- Quality Assurance

The desk review was based on the descriptions and evidence provided in the SER, and the review team chaired by Prof. A. Pathmeswaran had a virtual meeting on 09th November 2021 to discuss the outcomes of the completed desk review. Online meetings with stakeholders were held from 13th to 16th December 2021.

Before the stakeholder meetings, all the documents mentioned as evidence were made available to the reviewers via an online system; most of them were in the form of searchable PDF documents and others as images. The Director CQA and the IT team of the UoR demonstrated the system to the review team via Zoom, and their assistance was available to resolve any technical issue, as and when required. The system developed in-house by the IT team of the UoR was found to be user-friendly and reliable.

On 13th December 2021, the first meeting was held with the Vice-Chancellor. Council members, Deputy Vice Chancellor, Deans, Directors of Centres and Units, CQA Director, Proctor, Registrar, Bursar, Librarian, Chief Marshall, Chief Medical Officer, Wardens, and Senior Student Counsellor, etc., participated in the meeting. The remainder of the meetings were held to discuss the matters with Deans of Faculties, the Heads of Departments and academic staff, Registrar, Bursar, administrative staff, Internal Auditor, Student Counsellors, Proctors, the Audit Committee, academic support staff, non-academic staff, both internal and external students, student unions, graduate students, and alumni. Eighty-four (84) virtual meetings were held, and the list of stakeholder meetings held is given in Annex I.

The review team conducted the on-site review during the period from the 28th and 29th of December 2021. The site visit took place in an extremely cordial manner. The Vice-Chancellor, Deputy Vice-Chancellor, Deans of Faculties, Registrar, and the Director/CQA paid attention to every detail to ensure that the site visit was conducted successfully. The agenda of the site visit is given in Annex II. The facilities visited by the review team included nine Faculties and the respective Departments, Centres and Units, Libraries, student hostels, auditoriums, gymnasium and administrative divisions. Considerable time was spent by the review team in discussions triangulating the evidence provided as documents and the outcomes of the stakeholder's meetings and the observation of facilities. A wrap-up meeting was held on 29th December with the Vice Chancellor, Deputy Vice Chancellor, Deans of Faculties, Registrar, Proctor, Directors of Centres and Units, Director/CQA, and members of the SER writing team, and other relevant staff members. The major findings of the review were highlighted at this final wrap-up meeting.

The review team would like to place on record the leadership given by Prof. Mahinda Atapattu, former Director of the CQA and Prof. Kanthi Yapa, the Director of the CQA of the UoR, who led her team in formulating the SER, coordinating virtual meetings with stakeholders, and organizing the site visits to enable the review to be conducted smoothly.

Section 4: Overview of the University's Approach to Quality and Standards

The approach of the UoR to the process of quality assurance (QA) is commendable, and it appears that many effective quality assurance practices have already been institutionalized. The importance of the QA process and the central role that the QA system has to play in university governance and management has been identified and endorsed by the University as indicated in its successive Strategic Plans.

The establishment of the Internal Quality Assurance Unit (IQAU) as per the guidelines set out by the UGC Circular 2015/5, which was subsequently renamed as Centre for Quality Assurance (CQA) has resulted in the expansion and institutionalization of the quality assurance system within the University. A Senior Academic at the level of professor with experience in quality assurance activities has always been appointed as the Director of the CQA. Adequate space has been allocated to set up an office for the CQA within the administrative building of the University. The CQA functions effectively by coordinating and spearheading all QA activities within the University. As per the UGC Circular 2015/5, the Internal Quality Assurance Cells have been established in all Faculties (F/IQACs) with representations from all academic departments. The F/IQACs have their own offices with the support staff at the respective Faculties.

Further to the establishment of the institutional network, the QA-related activities have been given prominence on the agenda of all Faculty Boards and Senate Meetings. The Director/CQA is mandated to present the progress of the CQA activities to the Senate. Similarly, the QA activities of each Faculty have been regularly reported by the Coordinators of F/IQACs at the respective Faculty Boards. Thus, the Faculty Boards and the Senate are closely monitoring the progress implementation of the QA-related activities and achievements. This procedure of regularly reporting the QA activities at the Senate and Faculty Boards has resulted in disseminating the progress of QA activities among all the staff members within the University.

Thus, the UoR has taken effective steps to institutionalise the QA system and internalize the best practices within the University. This was quite evident during the site visit as all the staff members including non-academic staff members expressed their awareness of the QA system and procedures. It was also commendable to note that all the senior academic members have contributed effectively to the QA activities, especially in the preparation of the SER. Many senior academics who participated in the online stakeholder meetings were present at the time of site visits by the review team for further consultations.

The key functions of the CQA include the coordination of all QA-related activities across the University, promoting the adoption of best practices, representing the QA Standing Committee meetings at the UGC level, liaising with all relevant stakeholders, and organizing and preparation of the Faculties for the Programme Reviews and University for the Institutional Review. The CQA of UoR has successfully attended to all these functions. All the Faculties are conversant with the national framework of quality assurance in higher

education. Academics are aware of Sri Lanka Qualification Framework (SLQF) and have aligned their study programmes with the SLQF. Most of the study programmes have adopted principles of outcome-based and student-centered learning (OBE-SCL) approach. The curricula are reviewed periodically and the process of review and approval of the new or revised curricula by the department, Curriculum Development Committee (CDC) of the faculty, Faculty Board, and the Senate has been methodically followed. When curriculum revisions are carried out, stakeholder feedback has been taken into consideration by some Faculties. All Faculties are adopting the student feedback and peer evaluation practices and these assessments appear to be conducted regularly and methodically. Further, the University has also established various mechanisms to disseminate QA-related information to all stakeholders. The Website of CQA provides all the information relevant to QA activities and it is updated frequently.

The University follows rules and regulations and accepted norms which help to internalize the best practices into all aspects of the governance and management and academic programmes design and delivery. The powers and functions prescribed by the Universities Act No. 16 of 1978 and subsequent amendments, Ordinances and regulations and guidelines issued by the UGC and other relevant agencies through circulars are fully complied with by the University. The meetings of the Council, Senate, and Finance Committee along with other subcommittee meetings are held regularly.

However, the internalization of quality assurance activities across all administrative departments and units, Faculties and academic Departments, and Centres and Units are not uniform. Though all the academic study programmes are required to adopt modern approaches in curricular design and development, teaching and learning, and assessments, there were some variations across Faculties in the degree of adoption of such practices. Therefore, CQA and IQACs should take the catalytic role in ensuring that all Faculties, Centres and Units conform with the prescribed guidelines and best practices within a given period through regular training and monitoring.

Despite the above-mentioned shortcoming, the review team is of the view, that the UoR has a vibrant QA mechanism supported by the administration at the highest level and led by the Director CQA and other senior staff members.

Section 5: Commentary on the Ten Criteria of Institutional Review

5.1 Governance and Management

The University's governance structure comprises the Council, the Senate, and ten Faculty Boards established in compliance with the Universities Act No 16 of 1978. Five of the 10 Faculties, including the Faculty of Graduate Studies, are situated on the main premises at Wellamadama. The Faculties of Agriculture and Technology are situated in different locations in Kamburupitiya. The Faculties of Allied Health Sciences, Engineering and Medicine are situated in different locations in Galle. All five Faculties situated outside the main premises have faculty-level finance divisions/units linked to the Finance Department of the University operating at the main campus at Wellamadama. This decentralisation has enabled the smooth running of the administration of these Faculties without causing any undue delays related to financial matters. The only major outstanding issue with the Finance Department is that it has been manned by Acting Bursar during the period under review.

The University of Ruhuna has been proactive in expanding higher education opportunities in the country by establishing new Faculties and introducing new study programmes in established Faculties. The Faculties of Technology and Allied Health Sciences established during the past decade are the most recent additions. During the five years under review, the student intake of the UoR had increased by more than a third. In some instances, this has led to offering study programmes with minimum infrastructure facilities and learning resources (i.e., Faculty of Allied Health Sciences). But the authorities of the UoR should be commended for their ability to obtain funds for large-scale building projects to resolve these issues, especially in the current environment.

The UoR has taken initiatives to adopt the national higher education policy and the key elements included in the Strategic Plan, which was formulated by adopting a participatory approach with the involvement of all key stakeholders. Vision and mission statements and the Goals of the Strategic Plan/Corporate Plan (2019 – 2023) are well articulated.

The establishment of an effective Management Information System (MIS) has enabled the UoR to streamline many of the administrative processes. This functional MIS is utilized to handle student affairs such as student registration, examination matters, issue of transcripts, etc.

The UoR adheres fully with the UGC prescribed staff recruitment procedure in a very transparent manner. The academic staff members are well qualified and experienced with over two-thirds of academics at the level of Professors or Senior Lecturers and more than 40% with PhDs. However, almost half the Cadre Chair Professor positions have remained vacant and it is indeed a matter of concern for a well-established university like UoP. Similarly, almost 40% of the academic support staff positions have also remained vacant.

Therefore, effective mechanisms should be formulated and implemented to address these issues.

Adequate computer facilities are made available to students. All Faculties have put in place a Learning Management System (LMS) which is widely used for teaching and learning. These facilities enabled the University to continue the teaching programme with minimal interruption during the Covid-19 pandemic. In all Faculties, students have access to Wi-Fi at least in selected locations. Email and other ICT technologies are used for communication. However, there is considerable variation in the provision of access to the university network from the student hostels, and this needs to be addressed to enhance the learning environment of students.

The University has enforced policies and practices on academic honesty and integrity, conflict of interest, and ethics. A code of practice for teachers has been adopted. Ethics Committee at the university level has been established in addition to the faculty level ethics committees. Appropriate steps have been taken to educate students about plagiarism and an effective mechanism has been put in place to detect plagiarism. Publication in predatory journals is discouraged and the university publishes a 'whitelist' of journals. Academics with good publication records receive the annual Vice Chancellor's Awards. A similar scheme to appreciate the outstanding contribution of non-academic staff should also be established by the University.

The UoR has also taken steps to strengthen the international liaison. The establishment of the Centre for International Affairs (CINTA) is one step taken in this regard and it has indeed facilitated the internationalisation attempts of the UoR. Already MOUs have been signed with several foreign universities to promote staff and student exchanges. University has fully complied with UGC guidelines in enrolling international students and promoting staff and student exchanges. The University was able to promote these activities through collaboration with foreign universities and donor-funded projects. Nonetheless, the University is yet to adopt a policy and a framework on internationalization that should include international student recruitment, provision of facilities for international students and staff and their safety and welfare aspects, staff/student exchange, and partnerships with off-shore Universities/HEIs,

The University has established a Grievance Committee in May 2015 to provide a mechanism for the employees to address their grievances. Though the Committee is in operation, the awareness of the existence of such a committee among employees is poor. Therefore, more effort is required to make the employees aware of an existence of such a committee and its intended purpose. The grievances of students to a large extent are addressed through the student counselling systems operating at the faculty level.

The UoR has taken effective steps to eradicate ragging in all its Faculties. The University has achieved the status of a zero-ragging by strictly enforcing the relevant laws and regulations. The university authorities should be commended for not only putting a stop to ragging but

also for taking meaningful steps to re-unroll students who had left the University in the past due to ragging.

Overall, the Governance and Management of the UoR are at a high level of accomplishment. This criterion earned 71 out of 87 (29 standard X 3) equal to a percentage score of 82%.5.2

5.2 Curriculum Design and Development

Faculty-wise Curriculum Development Committees (CDCs) are in place to spearhead the curricula development and revision and the minutes of CDCs are recorded at the relevant F/IQACs and CQA. Evidences were presented to indicate the use of guidelines and reference points prescribed by the SLQF and SBSs in the design and development of curricula of study programmes and courses/modules. Further, the CQA plays a role in the curriculum review and approval process. Evidence with regards to the utilization of employment market signals, and involvement of expertise from outside including industry and employers were not among the documents made available to the review team. It is suggested to have a common policy and guidelines that can be applied to all faculties on curriculum design and development, approval, evaluation, and review. None of the Faculties has adopted the credit accumulation and transfer policy.

There was some evidence regarding the adoption of OBE and SCL methods in teaching-learning. These include interactive lectures and tutorial sessions, small group activities, uploading articles and videos to LMS, etc. Some Faculties provide programme specifications which specify the graduate profile of respective study programmes, curriculum layouts, programme learning outcomes, course objectives and course learning outcomes, course content and teaching-learning and assessment methods, recommended readings, etc., and it is communicated to students via the Faculty Prospectus/Student Handbooks at the time of their enrolment. It is indeed a commendable practice. Therefore, there is a need to have a consistent standardized approach in this regard across the University. Further, all the Faculties need to consider adopting a mechanism to update the curricula by regularly incorporating recent advances in discipline/subject, modern pedagogical approaches, and also any changes in professional standards, if relevant.

Most of the Faculties have incorporated industrial training and student research project as compulsory components into the respective curricula to enhance problem-based learning, expose students to the 'world of work', to provide hands-on experience in applying theory into practice. In addition, most Faculties offer both compulsory or GPA courses and optional or non-GPA courses in the area of professional development.

It is recommended that all Faculties should take steps to monitor regularly the effectiveness of study programmes and ensure appropriate actions are taken to remedy any identified shortcomings. Further, the Faculties should consider the inclusion of inter-disciplinary and multidisciplinary courses that enriches and widen the scope of the study programmes. Further, the UoR needs to establish a mechanism to collect and analyse undergraduate/graduate data and review key indicators such as enrolment rates, completion rates, time taken to complete the study programme, graduation rates at the first attempt, participation rates in fellowships and internships, employer satisfaction, enrolment into to PG programmes, etc., across all Faculties and study programmes to

identify shortcomings and take remedial measures to improve the quality of study programmes.

Overall, the Curriculum Design and Development of the UoR is at a high level of accomplishment. This criterion earned 39 out of 45 (15 standard X 3) equal to a percentage score of 87%.

5.3 Teaching and Learning

The University of Ruhuna's commitment to implementing the OBE and SCL approach is documented explicitly in the Strategic Plan (2014- 2018) and also in the Strategic Plan/Corporate Plan (2019 – 2023). All Faculties have adopted to a significant extent the OBE and SCL approach into their curricula. Staff training activities emphasise the role of OBE and SCL approaches in curricula design and development and teaching-learning and assessment activities. Many of the Faculties promote discipline-based student clubs/societies to enhance OBE and SCL approaches.

In general, the UoR has adequate infrastructure facilities in terms of lecture halls, tutorial rooms, laboratories, and IT facilities to ensure a conducive learning environment for the students. The sharing of some of these resources among Departments within Faculties and at times among Faculties has ensured the optimum use of the available scarce resources.

Peer observations and student feedback assessments are used to improving the quality of teaching and learning. However, evidence as regards the formal analysis of the peer reviews, provision of feedback to the teachers and follow-up actions taken to facilitate self-improvement were not available across Faculties. Many teachers undertake innovative approaches to teaching-learning but there was no institutional mechanism in place to appraise and reward those teachers who excel in teaching. A set of indicators need to be defined, publicized, and used to encourage improvements in teaching and learning and to recognize and reward those who excel in their core functions. This would increase the use of innovative teaching-learning approaches and assessment methods to raise the teaching and learning practices to a higher level.

All Faculties have adopted ICT-based teaching and learning tools in programme delivery. The LMS is well developed and staff is provided with training through regular workshops on its use while the students are introduced to the system upon enrolment. The LMS along with the Zoom platform is being used for the online delivery of courses and the LMS also functions as a repository of learning resources/course material. Many academics use the LMS to provide interactive features such as group discussions, quizzes, question and answer sessions, student feedback sessions

Students are given many opportunities to work in groups during field visits, group projects, community engagements, and other group activities. However, there was no university-

wide mechanism to promote the formation of formal peer study groups to develop necessary skills among students and to help students who need additional support.

Curricula are revised regularly taking into consideration of new developments in the respective fields/disciplines of studies and in line with SLQF and SBSs. Uniformity in the process of curriculum revision and the curricula design and development for new study programmes are ensured by adopting a streamlined approval process involving the respective Faculty Boards, CDC, CQA, and the Senate as specified in the SOP for curriculum development and revision.

Overall, the Teaching and Learning of the UoR are at an acceptable level of accomplishment. This criterion earned 21 out of 30 (10 standard X 3) equal to a percentage score of 70%.

5.4 Learning Resources, Student Support, and Progression

The UoR has active Websites with updated information on academic/non-academic staff, Faculties and their study programmes, learning resources, student support services, etc. It is commendable that the UoR maintains its Websites with FAQs element, and a Help Desk at faculty levels to respond to student inquiries. Administrative and Examination Divisions also upload information on their services to a satisfactory level. All Faculties upload necessary information on curricula, handbooks/prospectuses, teaching and research activities of academic staff, academic and examination calendars, examination rules and regulations, student welfare/societies/events, etc. Students are also provided with handbooks/prospectuses that contain programme and course specifications at the commencement of a study programme. Handbooks contain study programme layouts, programme and course specifications, course contents, and evaluation procedures which are also available online. However, Faculties should ensure that every student receives a copy of the Student Handbook/Prospectus with updated examination regulations as students expressed their concern about not receiving printed copies of the Handbooks/Prospectus. It appears that no student feedback is taken on the status of administrative services provided by the University on student admission.

All Faculties organize orientation programmes for new entrants and take measures to integrate them with the student community. Counselling sessions are organized and conducted during the orientation period by all Faculties while arranging the long-term mentor/mentee programmes as the students settled down in the new environment. Most students in all Faculties seek the services of their assigned mentors/counsellors as and when required so that they could relate their personal, financial, academic, and other issues and seek relief. Highly commendable steps have been taken by the UoR to curb ragging, and thus many Faculties have achieved zero ragging status. However, some ragging incidents were apparent even in 2019, and the University needs to remain vigilant and take action continuously to provide a conducive environment for academic pursuits for freshman

students. It is important to obtain and analyse freshman students' feedback on orientation programmes to recognize their strengths and weaknesses/gaps so that remedial actions can be incorporated. The University maintains a MIS and stores data (on student admission, course registration, and examination results) securely and confidentially.

The UoR provides and maintains infrastructure facilities for teaching and learning activities for its student population to a great extent. Student support facilities such as computer laboratories with internet access, lecture theatres with multimedia facilities, laboratory facilities, and Wi-Fi facilities are available in all Faculties. However, teaching facilities in some departments (such as in the Department of Mathematics, Faculty of Science) appear to be marginal thus, causing some difficulties. For example, the Department of Mathematics lacks spacious lecture halls/tutorial rooms to accommodate a large number of students. Therefore, urgent attention should be given to resolving the current space problem in this Department. A few computers in the Computer Centre of the main premises are not in working conditions while several A/Cs are out of order. Lecturers expressed their concern about the inadequacies of resources at the Computer Centre and explain the difficulties encountered in conducting teaching during the Covid- 19 pandemic. Most of the academics have been compelled to bring their personal laptops to the Computer Centre for teaching purposes.

Commendable student support systems are available in most Faculties. Some Faculties facilitate student-student and student-teacher interactions. Field-based activities, group projects/assignments, group practical sessions, health-related community services, etc., are some of such opportunities available for students to interact. This is further encouraged by some Faculties keeping Wednesday afternoon free in timetables so that students can get involved in extracurricular activities. However, many students have highlighted their dissatisfaction with the shortcomings of laboratory facilities. Several common and subject-based student associations and unions at the university/faculty level organize annual events that contribute to social, personal, and professional development. However, it was not evident that student satisfaction surveys are regularly conducted to monitor and improve facilities and student support services.

All Faculties appear to have used LMS, especially during the Covid-19 pandemic. Career Guidance Unit offers programmes to create awareness of carrier opportunities, and to guide soft skills and professional development. However, no attempt was made to obtain student feedback on the effectiveness of career guidance and counselling programmes. Resources, academic support, and welfare are provided to some extent for differently-abled students. Most of the buildings and pathways have disability access. However, there was no evidence as regards to needs of the individual students and their opinions on the facilities provided.

The UoR has a central library located on the main campus and four branch libraries housed at different Faculties. Students are highly satisfied with the library facilities provided including online access to library books, learning resources, articles, etc. New entrants to the University are provided training on the use of library facilities during the orientation programme. The main library has sufficient seating capacity for students. It is apparent that

during study leave and examination periods main library and other faculty libraries are kept open for longer hours.

All faculties have put in place properly assigned mentor/mentee programmes. However, except for the Faculty of Engineering, continuous monitoring of student progression and provision of remedial actions for identified weak students with special support to facilitate their progression are not practised. The student feedback system is not in place to monitor the effectiveness of counselling and mentoring activities.

Through annual tracer studies on the employment status of graduates from all Faculties are conducted, no data was available on the career progression of graduates, and thus it is recommended to put in place an institutional mechanism to monitor employability rates as well as the carrier progression of graduates. This is especially important for the Faculties of Humanities and Social Sciences, Science, Fisheries and Marine Science and Technology and Agriculture. Though all Faculties conduct student satisfaction surveys, there is no evidence of using the findings of such surveys for continuous improvement or adopting remedial measures to alleviate the identified problems. Students expressed their concerns about the shortcomings of programmes and facilities. More practical modules (hands-on experience in lab techniques), more laboratory facilities, updated course contents (e.g. teaching Python programming), internships for general degree programmes, etc., are some of the suggestions and concerns that came out from students. These concerns should be seriously considered when revising curricula.

The UoR has an English Language Teaching Centre operated under the Faculty of Humanities and Social Sciences (FHSS) with several qualified staff members and one member with PhD qualifications. It conducts compulsory foundation courses in General English Language Proficiency for undergraduates in all Faculties. The Website of the Department of English Language Teaching (DELT) conveys information about its services. In tracer studies, the graduates highlighted their shortcomings in the use of the English language. They highlighted their poor proficiency in conversation and writing as one of the reasons for poor employability. However, there was no evidence as regards regular analyses of student feedback on the ELTC service. English language usage in relevant Faculties and records of student attendance in English Language teaching classes were not seen. The large number of students learning the Tamil language through the Tamil Language Teaching Centre (TLTC) of the University is commendable.

The students expressed their concerns about the poor quality and inadequacies in facilities in the canteens of the main campus as well as in the Faculties. University provides hostel facilities for only 1st and final year students which is not quite satisfactory. Nonetheless, the facilities provided to students in hostels appear to be satisfactory. However, in some male hostels, overcrowding was noted. University also provides resident quarters for sub-wardens.

The UoR maintains learner-support services such as health/medical care, and facilities for sports and recreation, and cultural and aesthetic activities to a satisfactory level. The Physical Education Unit facilitates sports events including freshers' meets, games, and

competitions for students in all Faculties. Annual student awards/colour awards for sports are in place. Additionally, facilities for indoor games such as carom and chess are also available for students. University gymnasium with 3000 seating capacity is commendable. Medical Centre provides medical facilities for students and staff of the University. However, the University should seriously consider relocating the medical centre to a suitable location, preferably to the ground floor of the same building complex. Further, the evidence on the use of all these services and facilities is not recorded. In most facilities, there was no evidence of obtaining user feedback on learner support activities.

Overall, the Learning Resources, Student Support, and Progression of the UoR are at a high level of accomplishment. This criterion earned 33 out of 42 (14 standard X 3) equal to a percentage score of 79%.

5.5 Student Assessment and Awards

The UoR has adopted an effective procedure for designing, approving, monitoring, and reviewing the assessment strategies. Such activities are handled through the respective CDCs of Faculties, Senate, and Council of the UoR. Some of the strong attributes of the assessment criteria are recorded under commendations, and the elements which require further improvements are stated under recommendations in the review report.

In general, the review team has identified several good practices applied in student assessments and awards. Most Faculties, Centers, and Units follow relevant internal circulars and examination by-laws. For certain Faculties, the CQA has facilitated the review of curricula and assessment strategies by external experts and the recommendations from such reviews were then adopted with the approval of the respective Faculty Boards and the Senate. It was also observed that any new by-laws or any amendment to existing by-laws are reviewed by a Senate-appointed review committee before being submitted to the Senate for approval.

The Faculties of UoR adopt both the formative and summative assessments. However, the extent of the adoption of assessment strategies varies among Faculties and Departments in accordance with the requirements of the curricula of courses/modules. However, records of formative assessments were not presented for observation by some Faculties and Departments. Furthermore, it was evident that assessment strategies for different programme and course ILOs are not clearly defined in some curricula. It is well conceived that aligning the assessment criteria with programme and course ILOs is a key motivator to facilitate learning. Though the regular curricula revisions in many Faculty/Departments of UoR were apparent, there were no records of periodical reviews on assessment methods and regulations, except in the Faculty of Engineering. Therefore, it is recommended to review and amend assessment methods and regulations to ensure that programmes remain current and valid in the light of advancing knowledge in the respective disciplines. The review team also observed that formative assessments are not treated as learning tools

though the formative assessment intends to provide constructive feedback to students and give opportunities for them to get to know about their deficiencies and take corrective measures to improve their performance. Thus, introducing mechanisms to provide constructive feedback on formative assessments to students is recommended. Further, evidence for the implementation of external examiners'/moderators' suggestions for making further improvements in assessment strategies and methods and also the teaching/learning process was not made available except the Faculty of Engineering.

A proper policy and regulations on credit transfers are not available at the UoR. It is recommended that recognition of prior learning/credit transfer policy and procedure and regulations for inter-faculty and inter-institutional credit transfer are developed and implemented to promote inter-faculty and inter-disciplinary course combinations. The University has taken measures to ensure the release of results within three months of conducting the end-semester examinations, and this is especially appreciated. The review team observed that a verification procedure for grades/results of course units is available in all Faculties. It is a good practice since it not only addresses individual concerns but also improves confidence in the examinations among students. Moreover, the library is giving the facility for students to use plagiarism detection software for screening both undergraduate and postgraduate assignments.

Overall, the Student Assessment and Awards of the UoR are at a high level of accomplishment. This criterion earned 37 out of 45 (15 standard X 3) equal to a percentage score of 82%.

5.6 Strength and Quality of Staff

The UoR has adopted a human resource management policy and plan and the Academic and Non-academic Establishment Divisions maintain records on recruitments and promotion of academic and non-academic staff and maintain a register of approved, filled and vacant cadres which is updated regularly. A policy and records on the student: staff ratio at faculty/department level and also with respect to subject/disciplines were not seen in many Faculties. There exists a shortage of staff in all categories including academic staff in all Faculties. Of the 41 approved cadre of Cadre Chair Professors, only 21 were filled. Vacancies in all other academic cadre grades were also apparent in all Faculties (e.g. number of vacancies to be filled in Faculties of Medicine, Science and Human and Social Sciences were 39, 22 and 27, respectively). Out of the 702, UGC approved cadre vacancies in the categories of Cadre Chair Professor, Probationary Lecturer/Senior Lecturer Grade II/I, 126 positions were scheduled to be filled by 31st December 2019. The shortfall of academic staff has overburdened the exiting staff, especially those members who are involved in additional work. A high number of vacancies also exist in non-academic staff both at the executive and support cadre levels. During the stakeholder meetings, it was apparent that nearly 50% vacancy exists in the Administration Branch. The administrative/management assistant staff expressed their deep concern about the slow process of recruitment. Further, they

expressed concerns over filling some categories of vacancies through the UGC list as most of such appointees were not having the required skills and desired personality attributes.

The qualification profiles of existing academic staff members of each Department were made available. As of the information given, most of the Faculties/Departments have highly qualified academic staff with 60-80% of them having PhD level qualifications. Nevertheless, few other departments of some Faculties (e.g., Faculty of Fisheries and Marine Science & Technology) lack sufficiently qualified staff where less than 40% of the staff have acquired the PhD level qualification.

The qualification profiles of administrative staff officers were not given in the SER. However, as of the Strategic Plan (2014-2018), the University expected the executive grade staff officers to complete their postgraduate level training so that almost all officers would be equipped with postgraduate qualifications by 2018. It was apparent that although the University provides study leave for the staff of executive grades, still many of them have not utilised these provisions and gained their postgraduate qualifications.

The University supports the career enhancement of probationary academic staff by providing study leave and adequate support to secure postgraduate placements and funds to obtain their postgraduate qualifications, and it is indeed commendable. Further, the regular programmes conducted by the SDC for the newly recruited as well for the existing academic staff in the University help their professional development. Additionally, many Departments guide and support the newly recruited young staff by appointing a senior academic/coordinator of the relevant field as mentors for them. The SDC is provided with sufficient funds and resources to conduct those programmes. Staff development training schedules for all Faculties on the OBE-SCL approach and methods were not made available. Further, the information on the training provided for all levels of staff was not apparent. Academic support staff expressed their concern about the lack of local/foreign training opportunities provided by the University. Professional training on job-related themes has not been practised for the review period. Management assistants/laboratory support staff/assistants pointed out their training needs. It was also pointed out that they need exposure to peer groups in other national universities through workshops and training sessions to enhance their intellectual and personal/professional development. However, during the review, it was apparent that the SDC has recently introduced (since 2019) some programmes on the career development of non-academic staff members and this activity must be continued to motivate them as well as to enhance their productivity.

The University ensures allocation of workload to academic staff in line with UGC-prescribed work norms. The timetables for a given semester are prepared collectively by the Departments. However, some staff members who are holding administrative positions and holding additional responsibilities (such as directors/coordinators) pointed out that they are overburdened with work, particularly due to the shortage of academic staff. The annual workload of each academic member of any given Department should be discussed and

agreed upon at the department meetings as a practice. Job descriptions and duty lists are provided to non-academic staff of almost in Faculties at the time of their appointments.

Most of the academic staff members are actively involved in research and development work. Many members have research collaborations with other national universities, overseas universities and research institutes, and private/public organizations and institutions. It is commendable that most staff members of all Faculties have a considerable number of research publications in indexed/peer-reviewed journals. Academic staff members are rewarded for outstanding research. However, there is no clear policy or formal mechanism to assess and reward the academic staff for their outstanding teaching performance and for their engagement in additional work beyond their allocated workloads. Further, the information on performance appraisal and rewards system (other than the annual increments) to motivate the administrative officers and academic support staff was not made available for the period of review.

Student feedback forms on teacher evaluation are available in many Faculties for the period of review. However, for some Faculties (e.g., Faculty of Medicine), it was only available for 2018 and even the some of the forms available did not indicate the year of evaluation. In the Faculty of Fisheries and Marine Science and Technology too, the year and the date of the evaluations were not clear but a summary of student feedback was given. Regular peer observation records of academic staff performance were not made available. Only one record done in 2018 was made available in the Faculty of Medicine. The Departments do not have a mechanism for assessing the progress in the performance of academic staff who have received postgraduate training. Further, it is also not apparent about the procedure adopted to address the issues highlighted in student feedback assessments, and there was no record of any remedial actions taken. However, it appears that the performance of non-academic and technical staff is monitored and suitable actions are taken adequately.

Guidelines put in place on occupational health, safety, and protective measures of the University are commendable. Health and safety manuals and first aid boxes are available in many Departments and laboratories. A Grievance Committee is available only for academic staff. The non-academic staff expressed their concern about lacking a grievance redress mechanism except for the provision to submit an appeal, as and when required.

Overall, the Strength and Quality of Staff of the UoR are at an acceptable level of accomplishment. This criterion earned 25 out of 33 (11 standard X 3) equal to a percentage score of 76%.

5.7 Postgraduate Studies, Research, Innovation and Commercialization

The UoR recognizes postgraduate training, research, scholarship, and research commercialization as its core functions and this is emphasised in planning and resource allocation. The establishment of the Faculty of Graduate Studies (FGS) in 2011 has allowed

the University to expand opportunities provided for postgraduate training and research. All Faculties have established their Boards of Studies and are represented well in the Board of Management of the Faculty of Graduate Studies. The postgraduate programmes are designed in consultation with all stakeholders and are in line with UGC prescribed guidelines such as SLQF. The details of the courses offered by the FGS are available on its Website and the programmes and courses are regularly advertised both in print and in electronic media. Eligible candidates are selected through a transparent selection process. The progress of postgraduate students is reviewed regularly, and their progress in the chosen study programmes is closely monitored. Some postgraduate students are allowed to gain overseas experience by facilitating visits to collaborating centres abroad.

The research output of the UoR has increased many folds over the past decade and this has helped to improve the Webometrics Ranking of the University. University-level grants are made available to encourage research by academics. In addition, financial support is provided to academics for participation in international conferences and to cover publication charges to publish their research findings in reputed journals. The practice of prominently displaying the research publications of the academics in the main library is likely to have an impact on students by creating a positive attitude towards research.

In most of the Faculties, the student research project is an integral component of the undergraduate curriculum. The students are not only allowed to carry out research projects but also encouraged to present their research at national and international academic conferences and publish their research communications in peer-reviewed journals.

Guidelines are in place regarding the standards and authorship of scholarly papers, ethical conduct, and plagiarism. Both staff and students undertaking research are informed about the existence of predatory journals and the measures that can be taken to avoid them. The 'whitelist' of journals approved by the UoR is a progressive undertaking that protects its academic community from predatory journals.

Most Faculties have established arrangements with organizations in both the public sector and private sector to offer meaningful real-life problems as student projects. The establishment of the Technology Transfer Office (TTO) has ensured that the intellectual property rights of the university community are guaranteed and preserved. The review team was impressed by the examples provided on practical problems relevant to the community that were handled by the staff and students of the UoR.

Overall, the Postgraduate studies, Research, Innovation, and Commercialization of the UoR are at an acceptable level of accomplishment. This criterion earned 67 out of 75 (25 standard X 3) equal to a percentage score of 89%.

5.8 Community Engagement, Consultancy, and Outreach

The mission statement of the UoR, *'To advance knowledge and skills through teaching, research and services to serve the society'* clearly reflects its commitment towards the

society and community and the Strategic Plan (2014-2018) and the activities highlighted in the SER emphasizes its commitment towards community engagement.

Institutional arrangements and mechanisms adopted by the University to ensure and enrich consultancies and outreach activities are unique and appear to be very successful models for future development. In this respect the establishment of the Technology Transfer Office to promote technology development, and commercialization culture and to build linkages with industry and community is noteworthy. Further, the work extended by the Technology Innovation and Support Centre (TISC) through National Intellectual Property Office (NIPO) to help the community, and potential inventors commercialize their inventions and seek patent rights is commendable.

The review team wishes to appreciate the initiatives taken by some of the Faculties in engaging in projects such as the Active Citizen Project and other community-building projects. Getting the Career Guidance Unit and student societies/clubs involved in community engagement activities is a progressive step to sustain these endeavours. In turn, these student engagements and placements contribute to career development and strengthen the community engagement activities as inclusive academic endeavours. The review team was impressed by the well-functioning Cultural Centre of the UoR, especially the active participation of the students in cultural and creative aesthetic endeavours irrespective of their academic disciplines.

In addition, cherishing and celebrating the architectural designs of the University created by the renowned architect Geoffrey Bawa is also a reflection of the cultural sensibility of the University. The auditorium named after Gurudev Rabindranath Tagore, adds grandeur to the University landscape with its characteristic and aesthetically tiled roof. This auditorium with a seating capacity of 1500, the largest in any of the universities in Sri Lanka, is also a unique blessing for broader community engagements. Erecting a name board and the bust of Tagore inside the auditorium would enhance the cultural awakening of the present generation of students.

Formulation of the Business Start-up Policy indicated in the SER is a commendable activity and it is encouraged to complete the process as planned. Regular surveys, in-depth analysis, and assessments on present programmes of engagements have to be done. In this respect, assessments of community need through periodic surveys are also necessary.

Overall, the Community Engagement, Consultancy, and Outreach of the UoR are at a high level of accomplishment. This criterion earned 17 out of 18 (6 standard X 3) equal to a percentage score of 94%.

5.9 Distance Education

Open and Distance learning is an alternative path to pursue studies programmes/courses offered by an institute through external mode. It offers open and flexible access to learning

opportunities to anyone, anywhere, and at any time. The Distance and Continuing Education Unit (DCEU) of UoR was established in 1997, and it is aiming to expand higher education opportunities for those who were unable to enter into a university as an internal student and also for those who wish to pursue higher education while employed for career advancement.

The DCEU functions with a clear vision and mission which have been framed in line with those of the University. It has sufficient office space and other required infrastructure facilities. The administrative structure and functions of the unit have been well defined including the Board of Management with representatives from administrative bodies - Council, respective Faculties, and Centres/Units. It also maintains a very informative Webpage. Further, all necessary documentary evidence (*such as SoP for DCEU, relevant UGC Circulars of 2012 and 2017, handbooks, policy and strategy documents on DCEU, application forms, past papers, results, and other relevant documents*) were made available and such information are also made available on the DCEU Webpage. The review team noted that the DCEU has recently established (*after submission of the SER*) an Internal Quality Assurance Cell, and it is indeed considered as a progressive step towards enhancing quality and standards of education provisions.

The DCEU offers a Bachelor's degree programme in Arts and a wide range of certificate, diploma, and extension courses (EDPs/ECs) such as Diploma in Human Resource Management, Diploma in Psychological Counseling, Diploma in Scientific Tea Manufacturing and Quality Management, Extension Courses in English, etc. All the programmes offered by the DCEU have obtained the approval from the relevant BoS, Management Committee of the DCEU, and the Senate and Council as per the guidelines prescribed by the UGC. In general, the academic activities of the DCEU are conducted on weekends by the staff of the relevant Faculties and hence their involvement in EDPs/ECs does not have much adverse impact on the internal programmes. However, it is required to formulate a policy on work norms and workload concerning the faculty involved in teaching both internal and external programmes.

During the site visit, it was evident that the online system for course delivery by the DCEU had been well-employed, and student enrolment for all programmes offered by DCEU is done through an online registration system. Moreover, the Learning Management System (LMS) platform is being used for the online delivery of courses. However, a full range of ICT applications and resources are not incorporated into the teaching and learning process (*such use of video, audio materials, online sources, etc.*) and hence it is recommended to enrich the curricula of EDPs/ECs by incorporating ICT-based applications and resources and by introducing online guest speeches on important topics such as entrepreneurship, personality development, professionalism, etc., to widen the scope of training provided to external students. It was also observed that the library facilities are not made available for the external students, and hence it is recommended to establish an institutional mechanism to allow the external students to use library facilities (such as providing access to library material through digital mode).

Though the curricula of EDPs/ECs were made available, it was observed that those curricula have not fully complied with the guidelines prescribed by the SLQF. For example, the credit value of course units is not described in terms of notional hours, and ILOs related to study programmes and courses were not properly defined and listed. Therefore, it is recommended to describe the credit value of each programme and course of EDPs/ECs in terms of notional hours as per the guidelines of SLQF (2015). Moreover, all considerations should be directed to make the study programmes outcome-based and student-centric and it must be reflected in the curriculum layout, course curricula and contents, delivery and assessments. Additionally, revising and introducing formative assessments is required to monitor students' progress in learning, and further, adopting appropriate assessment criteria is necessary to assess learning outcomes effectively. The review team also noted that there were long delays in processing examination results and hence necessary remedial actions are recommended.

Overall, the Distance Education of the UoR is at an acceptable level of accomplishment. This criterion earned 28 out of 39 (13 standard X 3) equal to a percentage score of 72%.

5.10 Quality Assurance

Quality assurance had been accorded high priority in the successive Strategic / Corporate Plans of the UoR where its commitment to enhancing the quality of education, research, and services is clearly stated. Further, the UoR has shown a strong commitment to complying with the quality assurance policy and strategies prescribed through the relevant directives issued by the UGC. The Strategic Plan for 2019-2023 which is erroneously labelled as the Corporate Plan (2019- 2023) has also identified "Enriching Quality of Education" as a goal with the focus on the initiation of new degree programmes giving priority to cater to national and regional requirements.

The UoR established the Internal Quality Assurance Unit IQAU in 2015 and subsequently it was renamed as the Centre for Quality Assurance (CQA) in accordance with the UGC circular instructions. The 47th QA Management Committee meeting held on 14th November 2019 emphasized the need to establish a Senate-level standing committee on QA as per the guidelines given in the new UGC circular.

The CQA prepares its annual action plans in line with the Strategic/Corporate Plan of the UoR, and the roles and responsibilities of key officers of the university including all Deans, Registrar, Bursar, Coordinator and support staff in each F/IQACs, Librarian, Director/DCEU have been clearly defined. This ensures that the University effectively integrates the QA process into all planning and administrative processes. Though CQA prepared an action plan, the review team could not find evidence of periodic review and monitoring of academic programmes and administrative functions. The CQA meets every month and the minutes of proceedings are submitted to the Senate and then forwarded to the Council for

information and review. Faculty-level Internal Quality Assurance Cells (F/IQACs) have been established and operated and the coordinating committees of F/IQACs meet monthly according to a fixed calendar and report the progress achieved in planned activities at their respective Faculty Boards.

The UoR promotes the internalization of best practices prescribed by the QA Manual through CQA and its network of F/IQACs. It is commendable that the academic workload reporting mechanism is practised by all Faculties and peer reviews are practised by some Faculties. It is suggested that the CQA streamline the peer review mechanism and ensure it is conducted in all Faculties on regular basis. The preparation of the Manual of Procedures for the conduct of examinations in the year 2015 was a commendable undertaking. This needs to be revised periodically to incorporate new developments, particularly to include the guidelines and regulations on online examination procedures. It is suggested to develop a mechanism to review programmes/courses/awards regularly against identified performance targets by the CQA in liaison with the F/IQACs and report the outcomes of such reviews to the Senate via the respective Faculty Boards.

Overall, the Quality Assurance of the UoR is at a high level of accomplishment. This criterion earned 20 out of 21 (7 standard X 3) equal to a percentage score of 95%.

Section 6: Grading of Overall Performance of the University

The actual criteria-wise scores for the University of Ruhuna were calculated based on the cumulative total score under each of the 10 criteria and the weightages given in Table 4.2 of the Manual for Intuitional Review (Table 1).

Table 1: Overall performance of the University of Ruhuna

No	Criteria	Weighted minimum score*	Actual Criteria-wise score
1	Governance and Management	90	146.9
2	Curriculum Design and Development	60	104.0
3	Teaching and Learning	50	70.0
4	Learning Resources, Student Support, and Progression	40	62.9
5	Student Assessment and Awards	50	82.2
6	Strength and Quality of Staff	50	75.8
7	Postgraduate studies, Research, Innovation, and Commercialization	50	89.3
8	Community Engagement, Consultancy, and Outreach	30	56.7
9	Distance Education	20	28.7
10	Quality Assurance	60	114.3
	Total		830.7
	%		83.1

*Represents 50% of the maximum achievable standardized criterion-wise score.

- i) Overall University Score is 83.1
- ii) Number of Criteria which received equal to or more than the weighted minimum score is 10
- iii) Criteria which received less than the weighted minimum score are none

Accordingly, the Review Team recommends awarding the University of Ruhuna the Grade of 'A' with a performance descriptor of "Very Good" which is interpreted as "*High level of accomplishment of quality expected of an academic institution; should move towards excellence*".

Section 7: Commendations and Recommendations

Criterion 1: Governance and Management

Commendations

- The University Strategic/ Corporate Plan is in place and is updated regularly.
- Internal quality assurance system as per the guidelines prescribed by the UGC is in place.
- Continuous efforts taken by the Centre of Quality Assurance (CQA) and F/IQACs to promote the continuous enhancement of quality and standards of study programmes and allied activities.
- Installation of a Management Information System for handling information and facilitating management of key operations.
- Sustaining the vision of the founders of the University and preserving the unique identity of architectural structures of the university premises.

Recommendations

- There is a need to focus on planning across all Faculties to ensure that all faculty-level action plans are in alignment with the University's Strategic/Corporate Plans. Further, the progress of implementation of those plans must be monitored on regular basis.
- Establish an effective grievance redress mechanism for non-academic staff

Criterion 2: Curriculum Design and Development

Commendations

- Adoption of guidelines prescribed by SLQF (2015) in curricula design and development. Most Faculties have undertaken regular review and revision of curricula of study programmes in line with the guidelines prescribed by the SLQF (2015).
- Preparation of Student Handbooks/Prospectuses containing information about the University, facilities and support services provided, study programme specifications, rules and regulations, and disciplinary procedures and making them available to incoming students both via print and online modes.
- Conducting annual tracer studies on graduate employment by obtaining information at the time of graduation.

Recommendations

- There is no approved policy and well-defined framework and guidelines for curriculum development in the University. It is suggested to have a common policy and guidelines on curriculum development, evaluation, and review.

- Introduce a standard format for programme and course specifications to ensure consistency across Faculties.
- Curriculum revisions could be further strengthened by incorporating inputs from industry, employers, and professional bodies, and also from tracer studies and research.

Criterion 3: Teaching and Learning

Commendations

- Provision of adequate facilities and a conducive environment for teaching and learning.
- Committed staff and enthusiastic students in most of the Faculties
- Use of ICT-based learning tools and LMS system to support teaching and learning.

Recommendations

- Effective mechanisms should be in place to provide feedback of students and also assessment outcomes from peer reviews to teachers to facilitate their self-improvement.
- Recognize the value of creative and innovative approaches in teaching and learning and establish schemes to appraise and reward those who excel.

Criterion 4: Learning Resources, Student Support, and Progression

Commendations

- Provision of adequate library, sports, cafeteria facilities and initiative taken to strengthen them further.
- Conducting an effective orientation programme for freshmen students to facilitate their transition from school to university education.
- Provision of informative Websites and Student Handbooks/Prospectus for the students.
- Availability of career guidance and counselling services/programmes for students to facilitate their acquisition of information on career opportunities and a wide array of non-cognitive or 'soft skills' skills.
- Offering industrial placements or externships as a compulsory component in curricula of most study programmes to expose students to real the 'world of work' and also to facilitate finding employment opportunities following graduation.

- Offering opportunities to students to learn the Tamil language through the Tamil Language Teaching Centre (TLTC) of the University

Recommendations

- Articulate appropriate policies and establish practical measures to monitor student progression in the chosen study programme and allied activities.
- Establish a student feedback system to assess the quality and effectiveness of the career guidance programme and mentoring/counselling activities.
- Efforts should be made to relocate the Medical Centre in Wellamadama to the ground floor of the same location or to a suitable location and to provide adequate health centre facilities/ medical services to the students in Faculties located outside of the main campus.
- Improve the infrastructure facilities that are required to meet the needs of the differently-abled students.

Criterion 5: Student Assessment and Awards

Commendations

- Assessments are transparent and aligned with programme and course ILOs (at least in most Faculties)
- Verification procedure put in place for scrutiny of examination grades/results
- QR codes are included in the transcripts issued by the University

Recommendations

- Introduce formative assessments into all study programmes/courses and provide timely feedback given to students on their progress in their study programmes/courses.
- Develop and adopt a policy and procedure for the nominations and appointments of external examiners
- Take steps to streamline the processing of examination results so as to ensure the results of the examination are released in timely manner. Suggested to list the dates of examinations and expected dates of release of results in the academic calendar to avoid delays in releasing examination results.

Criterion 6: Strength and Quality of Staff

Commendations

- Provision of Induction Training Programmes for new academic recruits and offering continuous professional development programmes for all teachers through the SDC.
- Implementation of the Academic Accountability Model based on work norms and workloads.
- Recognition and rewards system in operation to recognize the academics for their achievements in research and innovations.

Recommendations

- Develop and implement a Human Resource Management plan covering all Faculties, administrative and finance divisions and support services.
- Design and introduce a formal performance appraisal system to review and reward high performers and also to deal with underperformers.
- Introduce a formal mentoring system for newly recruited academic staff.
- Streamline the peer evaluation system to ensure regular assessments and provision of feedback to academics including the provision of any assistance required to overcome the shortcomings.

Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization

Commendations

- Adoption of a clearly defined mechanism for monitoring the progress of postgraduate students in their chosen study programmes, especially having annual progress evaluation sessions.
- Establishment of a dedicated section at the main library to display research publications of the university community. It is indeed a practical step to create an interest in research among the students
- Establishment of an institutional mechanism such as the Technology Transfer Office to facilitate the dissemination of research findings and technology transfer.

Recommendations

- Formulate and implement policies and procedures on data recording, data security and confidentiality, handling conflict of interests, and for dealing with grievances, complaints and appeals.

- Promote interaction with industry to facilitate applied research and streamline and strengthen research commercialization.

Criterion 8: Community Engagement, Consultancy, and Outreach

Commendations

- Maintaining a close collaboration with external State and private establishments for arranging work-based industrial placements/internships for undergraduates.
- Facilitating university academia to engage in consultancy work as well as to disseminate research findings and innovations among the community.

Recommendations

- Periodic surveys and in-depth analysis are needed to assess the usefulness of community engagement programmes and their impact on the community in facilitating social transformation.
- Regular monitoring of community engagement programmes and maintaining records including outcomes of such engagements.
- Periodic conduct of community needs assessment surveys.

Criterion 9: Distance Education

Commendations

- Efforts taken by the University and the DCEU in providing higher educational opportunities through Open and Distance Learning (ODL) mode to the young men and women in the community who are unable to enter universities as internal students and for those who seek higher education for career advancement while employed.
- Use of LMS platform for the online delivery of study programmes/courses.
- Introduction of an online student enrolment system

Recommendations

- Institutionalize the activities of IQAC and internalize best practices as prescribed by QA Manuals for External Degree Programmes and Extension Courses to enhance the quality and standards of the external degree programmes and extension courses conducted by the CDEU
- Establish and operate an effective mechanism to obtain student feedback on educational provisions, student support services and other related aspects for continuous improvement of the quality and standards of EPDs/ECs and support services.

- Establish a mechanism to provide access to the library resources for the external students enrolled in study programmes at the CDEU.
- Streamline the assessments/examination procedure and take urgent action to release the results of assessments/examinations of EDPs/ECs within the stipulated time
- Reform curricula of all study programmes offered through CDEU by adhering to guidelines prescribed by SLQF (2015) and adopting the OBE-SCL approach. The volume of learning and hence credit value of courses and programmes must be assessed by adopting notional hours and hence describe the credit value of each course of EDPs/ECs in terms of notional hours as per the guidelines prescribed by the SLQF (2015).
- Take steps to provide programme /course specifications (i.e., *graduate profiles, programme learning outcomes (PLOs), Course learning outcomes (CLOs), course contents, teaching-learning and assessment methods, and recommended reading material*) to all registered students in EDPs/ECs.

Criterion 10: Quality Assurance

Commendations

- Well established and functioning internal quality assurance system (i.e. CQA and F/IQACs) complying with all the principles of QA in higher education.
- Leadership provided by the CQA to promote the adoption of national guidelines (such as SLQF-2015, *Subject benchmark Statements, OBE-SCL approach*) by the Faculties/Departments in designing/revising study programme curricula and in programme delivery.
- Regular reporting of the progress of QA work across the University by the CQA Management Committee to the Senate
- Efforts taken to institutionalise the quality culture within Faculties/Departments and to internalise quality culture at all levels of staff. As a result, the implementation of QA-related activities at the university-/faculty-/department-levels is considered as an important activity for the development of the University
- QA is a permanent agenda item of the Faculty Boards and Senate and the progress of QA activities is monitored both by the Faculty Boards and Senate

Recommendations

- Conduct regular review and monitoring of the progress of activities listed in the QA Strategic Plan (2017-2020).

- Streamline the peer review process including the introduction of follow-up programmes.
- Take further steps to enhance commitment and greater participation of all categories of staff in the quality assurance activities

Section 8: Summary

This Institutional Review of UoR covers the period from 2015 to 2020 and was conducted through a hybrid mode combining online meetings with stakeholders and review of documents and observation of facilities and processes during the three-day on-site review by the review team

The University of Ruhuna (UoR) was officially commissioned on 1st February 1984 after functioning as the Ruhuna University College for a few years. At present, the UoR consists of 10 Faculties and operates with approximately 600 academic staff, and 50 administrative and financial officers. It caters to about 8500 undergraduate and 1700 postgraduate students. Five Faculties including the Faculty of Graduate Studies are located at the main campus in Wellamadama and five other Faculties are located at different locations in Kamburupitiya and Galle.

The infrastructure facilities available for teaching and learning are at an optimal level in terms of quantity and quality in all Faculties except at the Faculty of Allied Health Sciences. But a building project which is due to be completed soon is expected to bring the Faculty of Allied Health Sciences on par with the other faculties.

The University's governing and management system complies fully with the provisions provided in the Universities Act No.16 of 1978 and its subsequent amendments, respective Ordinances, UGC and Universities Establishments Code, rules, and regulations issued by the UGC and other relevant authorities. One of the notable achievements of the UoR is the near elimination of ragging from all Faculties.

The University adopts appropriate methodologies in curriculum development and revision and follows modern pedagogical approaches and principles to ensure that the curricula remain current and the educational provisions are of high quality and standards. ICT-based tools and the LMS are used effectively in programme/course delivery. Adequate learner support systems and services are in place to ensure the successful implementation of the OBE and SCL approach in programme delivery. A range of appropriate assessment methods is used for both formative and summative assessments. Wherever appropriate external examiners/moderators are employed to ensure the quality and validity of the assessments. In general, the quality of the teaching staff is very good. Nonetheless, almost 50% of Cadre Chair Professor posts have remained vacant and this is a matter which needs urgent attention.

The UoR has taken effective steps to promote research and innovations, and the research output of the UoR has increased manyfold over the past decade. The establishment of the TTO has increased opportunities for research commercialisation. Meaningful steps are being taken such as the introduction of the Active Citizen Project to enhance community engagement. The external degree programmes and extension courses offered by the UoR

have widened the opportunities for higher education for young men and women, particularly for those who have failed secure internal placement in universities.

The UoR, through the CQA and F/IQACs, has taken consistent and determined efforts to enhance the quality and standards of educational provisions, research and innovations and services by promoting the internalization of best practices across all Faculties, Centres/Units and administrative and service divisions of the University. It has adopted academic workload assignment and reporting mechanisms to ensure fair distribution of workload among its staff. Student feedback assessments on educational provisions are conducted by all Faculties while the peer reviews are conducted by some Faculties.

In conclusion, the review team is of the view that the UoR is governed and managed well to deliver quality education in an environment conducive for academic and intellectual pursuits. While congratulating the UoR, the review team wishes to remind them that there is always room for improvement!

Appendix: Schedule of Meetings during Institutional Review

Annex-I Institutional Review - University of Ruhuna - 13th - 16th December 2021 Schedule of Stakeholder Meetings

<i>Day 1 - 13th December 2021</i>		
<i>Prof. A. Pathmeswaran, Prof N Shanmugalingam, Prof Nazeera Salim, Prof. R.P.C. Ranjani, Prof. Sisira Ediriweera, Prof W. A. P. Weerakkody</i>		
<i>Time</i>	<i>Stakeholders</i>	<i>Responsible Person(s)</i>
9.00-10.00 am	Meeting with the Vice-Chancellor (in the presence of Council members, Deans, Directors of Centres/Units, Acting Director/CQA, Proctor, Registrar, Bursar, Librarian, Director/PEU, Chief Security Officer/Chief Marshall, Chief Medical Officer, Academic Wardens, Senior Student Counsellor, Works Engineer, Chairpersons of SER Writing Committees, Director/IT, etc.)	<i>VC office</i>
10.00 – 10.30 am	Meeting with external Members of the Council (more than 50% of external members is a must)	<i>Registrar's office</i>
10.30 – 10.45 am	<i>Tea Break</i>	
10.45 – 11.15 am	Meeting with Deputy Vice-Chancellor, Proctor, Deputy Proctors, DR/Legal, and staff	<i>Proctor</i>
11.15 – 12.15 pm	Meeting with IT Unit (s) and demonstration of the University Web, MIS, Academic Workload Model, Faculty MISs & LMSs and other automated processes - Director/IT, Senior System Analyst/Admin, Administrators of Web/LMS/MIS of UoR & Faculties, Network Managers/Engineers, System Analysts, etc.)	<i>Director/IT</i>

12.15 pm – 1.00 pm		Lunch Break				
Time	Prof N Shanmugalingam Prof Nazeera Salim	Responsible person(s)	Prof A. Pathmeswaran Prof W A P Weerakkody	Responsible person(s)	Prof. R.P.C. Ranjani Prof. Sisira Ediriweera	Responsible person(s)
1.00 – 1.30 pm	Meeting with the Registrar and the staff of offices of VC, DVC, and Registrar	<i>Registrar</i>	Meeting with Senior Student Counsellor, Deputy, and Student Counsellors	<i>Senior Student Counsellor</i>	Meeting with the Centre for Quality Assurance, Acting Director/CQA, Chairpersons/IQACs, Staff of CQA	Actg. Dir/CQA
1.30 – 2.00 pm	Meeting with Bursar, SABs, ABs (including the staff of Faculties located outside the main campus)	<i>Bursar</i>	Meeting with the DR and staff of Examination Branch	<i>DR/Exam</i>	Meeting with the Staff Development Centre (SDC), Director, Programme Committee Members, SAR, and staff	<i>Director, SDC</i>
2.00 – 2.30 pm	Meeting with DR and staff of Academic Establishment Division	<i>DR, Academic Establishment</i>	Meeting with SAR and staff of Non-academic Establishment Division	<i>SAR Non-academic Establishment</i>	Meeting with the Director, Career Guidance Unit, Career Counsellors, Career Advisors, and Staff	<i>Director, CGU</i>
2.30 – 2.45pm	Tea Break					
2.45 – 3.15 pm	Meeting with staff of Internal Audit Branch	<i>Internal Audit Branch</i>	Meeting with Wardens and Sub Wardens	<i>SAR/Student Affairs</i>	Meeting with Chairman and members of the Sports Adv. Board, Director/Physical Education Unit, Sports Instructors, and staff	<i>Director/PEU</i>
3.15 – 3.45 pm	Meeting with SAR and staff of Administration Division	<i>SAR/Administration</i>	Meeting with Student Affairs Division (AR, staff), and Chairpersons of Student Scholarship Committees	<i>AR/Student Affairs</i>	Meeting with Director/CINTA, AR and staff of CINTA, Coordinators of overseas collaborative degree programmes, etc.	<i>Director/CINTA</i>
3.45 - 4.15 pm	Meeting with DR and staff of Cooperate Management Division & AR and staff of Capital Works	<i>DR/Corporate Management</i>	Meeting with CGEE unit (Coordinator & Board members)	<i>Coordinator/CGEE</i>	Meeting with the Director TTO and UBL Cell Coordinators, Manager/TTO, and staff	<i>Director, TTO</i>

Day 2 – 14th December 2021

Day 2 – 14th December 2021				
	Faculty of Science		Faculty of Allied Health Sciences	
Time	Prof Nazeera Salim Prof N Shanmugalingam Prof W A P Weerakkody	Responsible person(s)	Prof A. Pathmeswaran Prof. R.P.C. Ranjani	Responsible person(s)
9.00 – 9.45 am	Meeting with the Dean, Heads of Departments, Coordinators/ Chairpersons of Committees/ Centres/ Units	<i>Dean, Chair/IQAC</i>	Meeting with the Dean, Heads of Departments, Coordinators/ Chairpersons of Committees/ Centres/ Units	<i>Dean, Chair/IQAC</i>
9.45 – 10.15 am	Meeting with Senior Academic staff	<i>Dean, Chair/IQAC</i>	Meeting with Senior Academic staff	<i>Dean, Chair/IQAC</i>
10.15 – 10.45 am	Meeting with Probationary Staff & Instructors	<i>Dean, Chair/IQAC</i>	Meeting with Probationary Staff & Instructors	<i>Dean, Chair/IQAC</i>
10.45 – 11.00 am	Tea Break			
11.00 – 11.30 am	Meeting with President/Secretary of Student Societies/Unions	Deputy Senior Student Counsellor	Meeting with President/Secretary of Student Societies/Unions	Deputy Senior Student Counsellor
11.30 – 12.00 pm	Meeting with Students (all batches ~25 students per batch, randomly selected)	Deputy Senior Student Counsellor	Meeting with Students (all batches ~25 students per batch, randomly selected)	Deputy Senior Student Counsellor
12.00 – 1.00 pm	Lunch Break			

	<i>Faculty of Humanities and Social Sciences</i>		<i>Faculty of Engineering</i>		<i>Faculty of Medicine</i>	
	<i>Prof N Shanmugalingam Prof. R.P.C. Ranjani</i>	<i>Responsible person(s)</i>	<i>Prof Nazeera Salim Prof. Sisira Ediriweera</i>	<i>Responsible person(s)</i>	<i>Prof A. Pathmeswaran Prof W A P Weerakkody</i>	<i>Responsible person(s)</i>
1.00 – 1.45 pm	Meeting with the Dean, Heads of Departments, Coordinators/ Chairpersons of Committees/ Centres/Units	<i>Dean, Chair/IQAC</i>	Meeting with the Dean, Heads of Departments, Coordinators/ Chairpersons of Committees/ Centres/ Units	<i>Dean, Chair/IQAC</i>	Meeting with the Dean, Heads of Departments, Coordinators/ Chairpersons of Committees/ Centres/ Units	<i>Dean, Chair/IQAC</i>
1.45 – 2.15 pm	Meeting with Senior Academic staff	<i>Dean, Chair/IQAC</i>	Meeting with Senior Academic staff	<i>Dean, Chair/IQAC</i>	Meeting with Senior Academic staff	<i>Dean, Chair/IQAC</i>
2.15 – 2.45 pm	Meeting with Probationary Staff & Instructors	<i>Dean, Chair/IQAC</i>	Meeting with Probationary Staff & Instructors	<i>Dean, Chair/IQAC</i>	Meeting with Probationary Staff & Instructors	<i>Dean, Chair/IQAC</i>
2.45 – 3.00 pm	<i>Tea Break</i>					
3.00 - 3.30 pm	Meeting with President/Secretary of Student Societies/Unions	Deputy Senior Student Counsellor	Meeting with President/Secretary of Student Societies/Unions	Deputy Senior Student Counsellor	Meeting with President/Secretary of Student Societies/Unions	Deputy Senior Student Counsellor
3.30 – 4.00 pm	Meeting with Students (all batches ~25 students per batch, randomly selected)	Deputy Senior Student Counsellor	Meeting with Students (all batches ~25 students per batch, randomly selected)	Deputy Senior Student Counsellor	Meeting with Students (all batches ~25 students per batch, randomly selected)	Deputy Senior Student Counsellor

Day 3 – 15th December 2021

Day 3 – 15th December 2021				
	Faculty of Agriculture		Faculty of Graduate Studies	
Time	Prof A. Pathmeswaran Prof W A P Weerakkody	Responsible person(s)	Prof N Shanmugalingam Prof. Sisira Ediriweera	Responsible person(s)
9.00 – 9.45 am	Meeting with the Dean, Heads of Departments, Coordinators/ Chairpersons of Committees/ Centres/Units	<i>Dean, Chair/IQAC</i>	Meeting with the Dean, BoS Chairpersons, Study Programme Coordinators	<i>Dean/FGS & IQAC Chair/FGS</i>
9.45 – 10.15 am	Meeting with Senior Academic staff	<i>Dean, Chair/IQAC</i>	Meeting with PG Students	<i>Dean/FGS & IQAC Chair/FGS</i>
10.15 – 10.45 am	Meeting with Probationary Staff & Instructors	<i>Dean, Chair/IQAC</i>	Meeting with Library staff (Actg. Librarian and staff – staff of outside libraries as well)	<i>Librarian</i>
Tea Break				
11.00 – 11.30 am	Meeting with President/Secretary of Student Societies/Unions	<i>Deputy Senior Student Counsellor</i>	Meeting with Director, Distance and Continuing Education Unit and Staff	<i>Director/DCEU</i>
11.30 – 12.00 pm	Meeting with Students (all batches ~25 students per batch, randomly selected)	<i>Deputy Senior Student Counsellor</i>	Meeting with external students of degree programmes offered by DCEU	<i>Director/DCEU</i>

	<i>Faculty of Management and Finance</i>		<i>Faculty of FMST</i>			
	<i>Prof A. Pathmeswaran Prof. R.P.C. Ranjani</i>	<i>Responsible person(s)</i>	<i>Prof Nazeera Salim Prof. Sisira Ediriweera</i>	<i>Responsible person(s)</i>	<i>Prof N Shanmugalingam Prof A. Pathmeswaran</i>	<i>Responsible person(s)</i>
1.00 – 1.30 pm	Meeting with the Dean, Heads of Departments, Coordinators/ Chairpersons of Committees/ Centres/Units	<i>Dean, Chair/IQAC</i>	Meeting with the Dean, Heads of Departments, Coordinators/ Chairpersons of Committees/ Centres/Units	<i>Dean, Chair/IQAC</i>	Meeting with Coordinator, Staff & Faculty Coordinators of Cultural Centre	<i>Coordinator</i>
1.30 – 2.00 pm	Meeting with Senior Academic staff	<i>Dean, Chair/IQAC</i>	Meeting with Senior Academic staff	<i>Dean, Chair/IQAC</i>	Meeting with Coordinator and other Language Coordinators, and Staff of Modern Language Centre	<i>Coordinator and other Language Coordinators</i>
2.00 – 2.30 pm	Meeting with Probationary Staff & Support Staff (Instructors, MAs, etc.)	<i>Dean, Chair/IQAC</i>	Meeting with Probationary Staff & Instructors	<i>Dean, Chair/IQAC</i>	Meeting with Health Centre personnel	<i>UMO</i>
2.30 – 2.45 pm	<i>Tea Break</i>					
2.45 – 3.15 pm	Meeting with President/Secretary of Student Societies/Unions	<i>Deputy Senior Student Counsellor</i>	Meeting with President/Secretary of Student Societies/Unions	Deputy Senior Student Counsellor	Meeting with Works Engineers, Curator and staff of the Maintenance Unit	<i>Works Engineer/ Maintenance Unit</i>
3.15 – 3.45 pm	Meeting with Students (all batches ~25 students per batch, randomly selected)	<i>Deputy Senior Student Counsellor</i>	Meeting with Students (all batches ~25 students per batch, randomly selected)	Deputy Senior Student Counsellor	Meeting with Chief Security Officer, Chief Marshall, and Security staff	<i>Chief Security Officer</i>
3.45 – 4.15 pm	Meeting with the Head and Staff of the DELT and English Coordinators of Faculties	<i>Head/DELT</i>	Meeting with Alumni -recent Graduates (about 50 participants), Ph.D. and MPhil. Holders (about 10 participants – not Ruhuna employees)	<i>Registrar & Alumni associations</i>	Meeting with university/faculty drivers	<i>SAR/General Administration</i>

Day 4 – 16th December 2021

Time	Prof A. Pathmeswaran Prof W A P Weerakkody Prof. Sisira Ediriweera	Responsible person(s)	Prof N Shanmugalingam Prof. R.P.C. Ranjani Prof Nazeera Salim	Responsible person(s)
9.00 – 9.45 am	Meeting with SAR/ARs of Faculties (Farm Manager, Curator, etc. as well)	<i>Registrar, SAR/Non-academic</i>	Meeting with Principal Investigators, Coordinators of Projects – AHEAD, Erasmus+, etc., Co-Director/CSL-CER, OTS Director, etc.	<i>Director/OTS and Director/CINTA</i>
9.45 – 10.30 am	Meeting with TOs, Draftsmen, Mechanists, etc. of Faculties	<i>Registrar, SAR/ Non-academic</i>	Meeting with Management Assistants of the University (including Faculties)	<i>SAR/Administration</i>
10.30 – 10.45 am	<i>Tea Break</i>			
10.45 – 11. 30 am	Meeting with other Non-academic staff of faculties (Lab Attendants, Welders, Chemists, Works Aids, etc.)	<i>Registrar, SAR/Non-academic</i>	Open slot for any interested personnel	

Annex -II

Institutional Review - University of Ruhuna - 28th - 29th December 2021 Schedule of Stakeholder Meetings

On-site inspection

Site Visit - IR 2020 - University of Ruhuna – 28 th December 2021			
Time	Wellamadama Premises	Time	Galle (Medicine, Allied Health Sciences (AHS) & Engineering)
	<i>Prof N Shanmugalingam Prof Nazeera Salim, Prof. R.P.C. Ranjani</i>		<i>Prof. Pathmeswaran & Prof. Sisira Ediriweera</i>
7.45 am	Leave Hotel	7.30 am	Leave Hotel
8.00 – 8.15 am	Visit the Vice-Chancellor	8.45 am	Arrive at Faculty of Medicine – Meet Dean/Medicine
8.15 - 8.30 am	Faculty of Graduate Studies office - Meet Dean/FGS	9.00 - 11.00 am	Visit the Faculty premises (Tea will be served in between)
8.30 - 8.45 am	DCEU office - Meet Dir/DCEU	Travel to Faculty of Allied Health Sciences	
8.45 – 9.00 am	Bursar’s office - Meet Bursar & Staff		
9.05 - 9.20 am	Internal Audit Division (Mr. Anura)		
9.30 - 9.45 am	Examinations Division (DR/Exams)	11.30 - 12.30 pm	Visit faculty premises of AHS
10.00 am	Visit Dean/Science – (Tea will be served there)	Travel to Faculty of Engineering	
10.15 - 12.15	Visit Science Faculty Premises	1.00 pm	Meet the Dean/Engineering (Lunch will be served there)
12.30 pm	Visit Dean/FMST	1.45 - 4.00 pm	Visit the Faculty premises (Tea will be served)
12.30 - 1.00 pm	Lunch at FMST	4.00 pm	Leave the faculty
1.00 - 2.30 pm	Visit FMST premises	5.30 pm	Arrive at the Hotel
2.40 - 3.30 pm	Main Library (Librarian) (tea will be served)		
3.30 - 4.20 pm	Gymnasium (Dir/PEU) & One Girls Hostel (sub warden)		
4.25 - 4.35 pm	Rabindranath Tagore Auditorium		
4.45 - 5.00 pm	One Eliyakanda Boy's Hostel (Warden/sub warden)		
5.15 pm	Arrive at the Hotel		

Site Visit - IR 2020 - University of Ruhuna - 29th December 2020			
Time	Wellamadama Premises	Time	Kamburupitiya Faculty of Agriculture
	<i>Prof N Shanmugalingam, Prof. R.P.C. Ranjani & Prof. Sisira Ediriweera</i>		<i>Prof. Pathmeswaran & Prof Nazeera Salim</i>
7.50 am	Leave Hotel	7.30 am	Leave Hotel
8.30 am	Meet Dean/HSS	8.45 am	Meet Dean/Agriculture
8.45 - 10.30 am	Visit HSS Faculty premises (Tea will be served)	9.00 am - 11.00 am	Visit Faculty premises (tea will be served in between)
10.45 am	Meet Dean/Management	11.00 am - 12.00 pm	Travel to Wellamadama
11.00 - 12.00 pm	Visit FMF Faculty premises		
12.00 - 1.30 pm	Lunch & Reviewers meeting (Old Senate Room)		
1.30 - 2.30 pm	Wrap up Meeting at the New Senate Room <i>– Review Team and the Vice-Chancellor (in the presence of Council, Deputy- Vice-Chancellor, Deans, Directors of Centres/Units, Acting Director/CQA, Proctor, Registrar, Bursar, Librarian, Director/PEU, Chief Security Officer/Chief Marshall, Chief Medical Officer, Academic Wardens, Senior Student Counsellor, Works Engineer, Chairpersons of SER Writing Committees, Director/IT) (A light refreshment will be served there)</i>		