



INSTITUTIONAL REVIEW 2017

Uva Wellassa University of Sri Lanka



Institutional Review Report

Uva Wellassa University

November 2017

Review Team

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INSTITUTIONAL REVIEW

UWA WELASSA UNIVERSITY

Section 1: Brief introduction to the University and its review context

The Uva Wellassa University (UWU) was established in Badulla, three kilometers on the Passara Road in the Uva province of Sri Lanka effective 1st June, 2005. The Uva Province is known to be one of the underdeveloped provinces in Sri Lanka, where the education is at a lower level compared to the other areas of the country. The civil society in the Uva Province urged setting up of a university in the province with the belief that it would enhance the opportunities for rapid development of the province. A committee was appointed by the University Grants Commission (UGC), headed by Mr. Chandra Embuldeniya for establishment of the UWU. A location with salubrious surroundings of a panoramic view of hills was identified as the site to establish the University and a concept paper which outlined a new model for setting up of a university avoiding traditional pitfalls was submitted and approved by the UGC. Mr. Chandra Embuldeniya became the founder Vice Chancellor of the UWU from 27th July, 2005. The university has three former Vice Chancellors, namely, Mr. Chandra Embuldeniya, Prof Ranjith Premalal de Silva and Dr G Chandrasena. Current Vice Chancellor is Dr Jayantha Lal Ratnasekara. The Hon Chancellor is Thripitakacharya Dharma Keerthi Sri Sumangala Rathanapala Dhammarakkhitha Most Venerable Bengamuwe Sri Dhammadinna Nayake Thero.

Total acreage of UWU is 65 acres. It has four faculties, namely, Faculty of Animal Science and Export Agriculture, Faculty of Management, Faculty of Science & Technology, and Faculty of Technology. It offers 13 degree programmes.

The Vision of the University is “To be the center of excellence for value addition to the national resources base”. The Mission of the University is “To produce well rounded and employable technocratic and entrepreneurial graduates equipped with knowledge, skills, values and attitudes to make outstanding contribution to national development whilst excelling in teaching, learning and research with strong emphasis on value addition to the national resources.”

Following degree programmes are offered by the four faculties:

Faculty of Animal Science and Export Agriculture

- Animal Science

- Aquatic Resources Technology
- Export Agriculture
- Palm and Latex Technology and Value Addition
- Tea Technology and Value Addition

Faculty of Management

- Entrepreneurship and Management
- Hospitality, Tourism and Events Management

Faculty of Science & Technology

- Computer Science and Technology
- Industrial Information Technology
- Science and Technology
- Mineral Resources and Technology

Faculty of Science & Technology

- Engineering Technology
- Bio Systems Technology

The UWU offers few postgraduate degrees but not at a substantial level. Faculty of Science & Technology and Faculty of Animal Science & Export Agriculture offers postgraduate research degrees leading to the award of Degree of Master of Philosophy and Degree of Doctor of Philosophy. Faculty of Science & Technology and Faculty of Animal Science & Export Agriculture offers postgraduate research degrees leading to the award of Degree of Master of Philosophy and Degree of Doctor of Philosophy.

The UWU academic staff strength is growing with of high caliber staff in numerous fields with a total number of staff increasing up to 122 including 47 Senior lecturers out of which 34 are PhD holders. The first Professor (merit) of the University was appointed in 2016, and the university has two Professors at present. Non-academic staff in the University also has increased to 89 as at 31.12.2016 by recruiting staff categories such as Technical Officers, Management Assistants (earlier CAA), Clerks etc. The total annual intake of students for the thirteen Degree programmes at present including the students of Faculty of Technological Studies is 840. According to the SER current student population is over 2500. However, the exact figure of current student total population is not indicated in the SER.

The Institutional Review of the UWU was conducted on 10 criteria, described in the Section 5 in detail.

Section 2 - Review team's view of the University's/HEI's Self - evaluation (SER)

The Institutional Review (IR) process for the period 2012-2016 was initiated as directed by the UGC letter dated 20th December, 2016. The UWU was scheduled to be reviewed during the period from July to December, 2017.

The process of SER preparation was initiated on 11.1.2017, by appointing Dr. S.C. Jayamanne as the overall Coordinator and Director/ IQAU as the convener of the process. A steering committee consisting of 10 members responsible for 10 criteria, headed by the Director/IQAU was appointed, and ten working groups each led by a steering committee member were established. Each sub-committee was requested to investigate and report on the criterion and associated standards. The lists of members of the steering committee and members in each working group are given in Annex 1.9. All steering committee members have participated in the workshop held for SER writing and preparation for IR, conducted by QAAC on 25th April, 2017.

Each sub-committee had series of meetings for preparing relevant standards and identifying evidences for each standard. The progress of each sub-committee was monitored at IQAU committee meetings held on 2.2.17, 20.4.17, 30.5.17 and 20.06 17. The standards developed by each working group and the evidences were compiled by the Coordinator for preparation of SER for IR. The draft SER report was compiled by the Coordinator and was discussed at a one day workshop held on 18.6.17. The final report was then prepared and was scrutinized by a committee appointed for the purpose and was amended and submitted to the QAAC.

The review team has observed that SER of UWU has been written according to the UGC guidelines. It includes all the sections in the SER format given by UGC and SWOT analysis has been conducted comprehensively and methodically.

The SER has been prepared in accordance with the format given in the "Manual for Institutional Review of Sri Lankan Universities and higher education Institutions published by the UGC, Sri Lanka in April 2015". It is a comprehensive document and covers practically all aspects that have an impact on quality. Much weight is being placed on the improvement of resources by way of infrastructure, and the achievements by way of output in terms of research and publications. In the preface, a brief description on the history and the present status of the university was given. Chapter 1

described the University goals and corporate planning. The Vision and Mission of the University, Goals, Objectives and a SWOT analyses of the University were clearly stated in this chapter. Chapter 2 describes the ten aspects of review in table format including documentary evidences available. Apart from the main text, number of annexures were given as supplementary documents. This document was made available on request to the review team.

Section 3 - A brief description of the Review Process

This is the second Institutional Review of the UWU. It was carried out from 13th to 17th November 2017. The review team consisted of the following members. All members were with in-depth knowledge and experience in University Institutional Review process.

1. Prof. Rohana P. Mahaliyanaarachchi (Chairperson)
2. Prof. Sandun
3. Prof. T. Velnampy
4. Prof. Athula Ranasinghe
5. Prof. Palitha Weerakkody

The SER for Institutional Review prepared by the UWU and a recommendations of the first institutional review report were provided to the members of the review team for perusal before the review visit.

During the institutional review processes the following ten aspects were evaluated.

- Governance and Management
- Curriculum and Programme Development
- Teaching and Learning
- Learning Resources, Student Support and Progression
- Student assessment and Awards
- Strengthen and Quality of Staff
- Postgraduate studies, Research, Innovation and commercialization
- Community Engagement, Consultancy and Outreach
- Distance Education
- Quality Assurance

On 13th morning, the review process commenced with a discussion between members of the Review Team and a visit to the Vice Chancellor. Thereafter the agenda for the review visit was finalized with the Chairperson of the Internal Quality Assurance Unit (IQAU) of the UWU and the agenda is described in Annex I. The review team then met the Vice-Chancellor who briefed about the quality assurance activities carried out at the UWU. This was followed by a presentation on the SER by the Vice Chancellor. The higher officials of the University were present at this meeting (VC, Deans, Registrar, Bursar and Librarian).

The review team had discussions with all stakeholders of the university including the Vice-Chancellor, Deans of Faculties, Heads of Departments, Unit Coordinators, Bursar, Registrar, members of the academic staff and non-academic staff, hostel wardens, student counselors, students, alumni, employers, Directors of Centers, etc. During the review visit, many documents were examined by the review team. Further, the review team observed the facilities of UWU.

A report incorporating the findings of the review team was prepared after the review visit. In the report, the strengths/good practices and the weaknesses of each aspect reviewed were highlighted together with some recommendations. Based on the findings of the review team, an overall judgment on the quality assurance arrangements of the university was developed as per the guidelines of the IQAU.

After two weeks of the completion of the IR site visit review team submitted the major findings of the site visit.

Section 4 - Overview of the University's approach to Quality and Standards

The UWU has established an acceptable quality assurance system. Subject reviews for the departments of the UWU have been conducted and the first round of the IR review was completed in year 2009. We noted the following details:

- Number of workshops have been conducted on quality assurance since establishment of the university.
- University Management has established an Internal Quality Assurance Unit (IQAU) of the university.

The quality assurance activities included organizing seminars and workshops for training and preparing the academic staff for process of subject reviews.

Further, the university management has taken number of steps to ensure the quality of students' education by improving the Computer based education, English language proficiency, Information Communication Technology (ICT), library, infrastructure of the lecture theatres, practical components, student accommodation, canteen , health care, sports and other related facilities.

Sustained interest in university-wide quality assurance activity is indicated by it being included as a permanent item in the agenda of the University Senate and the Faculty Board meetings. All these facts and information gathered during the review visit indicated that UWU has taken substantial efforts to assure a higher quality in education, management and related areas. As such, it can be concluded that the University has a positive approach towards quality assurance even though some of the university academic staff members does not have a clear understanding of the importance of QA of the degree programmes and the university as a whole.

Section 5 - Commentary on the ten criteria of Institutional Review

5.1. Criterion 1: Governance and Management

The central administration and statutory bodies such as Faculty Boards, University Senate, University Council and Council-sub committees as Finance Committee, Audit and Management Committee are the powerful actors in university's governance system. The players involved in ensuring the governance at the university include all the administrative layers from office of the Vice Chancellor, Dean of the Faculty, Head of the Departments and administrative offices like Registrar, Bursar, Proctor, Deputy registrar, Senior Assistant Registrars, Librarian and Director of Student Welfare and others. The admission and registration procedure, grading system, performance evaluation, fairness and transparency and financial management are setting good examples towards good governance of university in general.

The UVU has put in place, the governance and management system in compliance with what is prescribed in the Universities Act No. 16 of 1978 as amended, relevant Ordinances and their amendments, Universities Establishments Code, and the Circulars and Establishment Letters by the UGC and relevant ministries. However, it was found that organizational structure in operation is not according to the actual scenario of the university. As an example Registrar and Bursar are placed at the same level in the management structure which is not appropriate hence the Bursar should be under the preview of Registrar. Deans of the faculties, Librarian and Internal Auditor are directly under the supervision of Vice Chancellor. Therefore it is a prime need to design a clear and accurate organization structure.

Vision and mission of the UWU is clear with innovative statements, than traditional ones. The university clearly follows the Sri Lanka Qualifications Framework (SLQF), Subject Benchmark Statements (SBS) and Codes of Practices (COP). The university also follows the standards, by-laws and guidelines drafted by the council and senate.

The university follows the outcome and output based management system to a certain extent and needs further enhancement.

However, the university did not have a permanent Registrar for more than three years. Nevertheless very recently (on 15th November 2017) a permanent Registrar was appointed. There is a permanent Bursar and university has got a favorable opinion from the Auditor General on the annual accounts submitted for fiscal year 2016/2017.

Annual reports of the university has been submitted up to year 2015. However, 2016 annual report is delayed. The university has a five year Strategic plan, which is renewed annually.

The available human resources are substantial for smooth governance of the University. According to SER and available information the administrative and supportive staff numbers are as below.

Category	Approved carder	Available carder
Administrative	19	15
Medical Officer	2	1
Clerical and Allied Grades	59	51
Technical Grades	16	09
Other Staff	27	13
Total	123	89

University has no authority to recruit staff to above grades independently. Administrative staff are recruited and allocated by UGC and it is the accepted and common practice. Clerical and allied grades, technical grades and other staff must be selected from the list send by Minister of Higher Education, which is totally an unacceptable practice to maintain quality. This practice needs to be changed and introduce a more transparent system as in other state institutions.

In the university there are only two Professors among the academic staff. However there is a gradual increase in number of PhD degree holders. There are 63 temporary Assistant Lecturers and Demonstrators who are not in the approved carder. University administration, in consultation with UGC should take immediate measures to obtain approval for these positions from treasury.

There is no Internal Auditor and it is a hindrance to maintain good governance. The UGC should take immediate action to recruit staff for the vacant administrative posts for smooth governance of the university.

There is no Management Information System (MIS) in operation in the university, which is essential to maintain an efficient and effective governance. However university has an informative website, which has been updated regularly. University hostels, canteens and administration areas are equipped with Wi-Fi facilities. All academic, administrative & clerical staff are provided with network facilities to support their duties.

The team observed that the university has provided substantial welfare facilities to students, nonacademic and academic staff. Clean and hygienic canteens for students, organized eating places for staff, housing facilities to some of the teachers and an accommodation allowance for rest have been made available. However, the insufficient accommodation for both academic and nonacademic staff should be addressed early.

Team recommends the initiation of activities to complete the University Calendar Book since same is not available.

UWU has an effective appraisal for performance of all staff categories according to the UGC circulars. Work norms and accountability guidelines are followed. Both administrative & non-academic categories are provided with job descriptions. The annual performance of academic and non-academic staff are evaluated separately.

The university has established a separate unit for promoting Gender Equity and Equality (GEE) which is in operation.

Though university top administration, teachers and senior students informed the team that there is no ragging in the university, the team believes that during the last few years ragging has existed up to a certain extent. The review team strongly recommends the university top administration to address the issue of ragging seriously and take appropriate action sooner than later to eliminate tagging from the University.

5.2. Criterion 2: Curriculum Design and Development

All the degree programmes are developed based on needs analysis which includes, liaison with industry, review of national priorities, views of professional bodies, reflecting on latest developments and practices in the fields of study. Curriculum revisions were done with inputs from stakeholders, alumni, academic staff, employers and present students. However, team could not find evidence for market research.

The university has no documented policy on approval, monitoring and review of course and curricula design, by-laws, regulations, rules and schedules. However the university follows the normal procedure of obtaining approval from Faculty Boards, Senate and Council for curricula revisions.

Regular major curriculum revisions of all the degree programmes have been held as per QA requirements. In all the curricula, ILOs are given clearly. Curricular are designed on outcome basis and all the faculties have Curriculum Development Committees (CDC). However, it is observed that curricular need to be further developed to be in par with international standards.

All the curricular had been developed as per stipulated requirements of SLQF.

However, there is no individual Handbook for each degree programme, which is important for students to obtain the relevant information of the degree programmes.

It is necessary to discuss the future of two degree programmes: Tea Technology & Value Addition and Palm & Latex Technology. These are very specific degree programmes with limited employment opportunities. The initiators of these degree programmes may not have been aware of the basics of a bachelor's degree. These highly specialized bachelor's degrees are not suitable when economic conditions are restricted.

The team observed that Tamil language for Sinhala Students and Sinhala language for Tamil students have been introduced to enhance language skills of students. However, team observed that the outcome is not very good and successful. Only few students have a minimum competency of these languages. Hence University needs to take remedial measures to rectify this situation.

The employability under each degree programme/discipline must be assessed periodically by matching the knowledge and skills (soft and hard) gained and the aura of personal interests of graduates with the job market expectations at regional and national levels. Based on the results of this exercise the names and curricular of the present degree programmes must be subjected to revision.

It was observed that from the establishment of the university there is a department named 'Public Administration'. However, to date no degree by that name has been offered by the department. The degrees offered by this department are in Hospitality, Tourism and Events Management. Hence this incongruity needs to be rectified either by changing the name of the department or introducing degrees with the relevant name of the department.

5.3. Criterion 3: Teaching and Learning

The university has followed some of the good practices such as LMS tools and using web based teaching and learning. And the curriculum also has been updated according to novel findings of research done by faculty members in their respective fields. Student log books have been maintained during students' internship or industrial training programmes. The well-equipped teaching laboratories are maintained well and the lecture rooms are of good standard.

However the team observed that the mechanism of obtaining student feedback needs to be modified and the feedback to be analyzed once received. It was observed by the team that the comments made by students have not been delivered to the respective lecturer to develop mechanisms to improve and rectify the adopted teaching methods. Peer observation process too has to be regularized and a mechanism has to be adopted to do

so. Therefore the team wish to suggest to prepare a policy to formalize such mechanisms.

The team observed the necessity of benchmarking the subjects, lack of records on teaching etc. Thus it is suggested to maintain the Record-books at the Head of Department's office and to update regularly by lecturers immediately following the lectures or practical sessions. This would be useful in many ways, including monitoring the courses, revision of syllabi etc.

The student achievement data and evidence for integrated teaching and learning not been maintained. University has abandoned some of the good practices following the first convocation and the team recommends reimplementation of those to encourage the staff.

The team observed that the mechanism of record keeping in the examination unit is not of good standard and the marking by second examiners were not properly documented. Attendance sheets and students' signatures not properly maintained and it is suggested to change the existing system.

5.4. Criterion 4: Learning Resources, Student Support and Progression

The library is well organized and a student friendly environment has been created. However most of the online access to the journals were at a personal level. Therefore a mechanism has to be introduced for the university to have an open access to the journals. The team observed that there is no unit for student welfare and a Director of Student Support Services and Welfare has not been appointed. No help desk for students was available and they had to visit the office for required support. Hence it is suggested by the team to improve such facilities and to introduce a "Hot line" or a 24 hour help desk for the benefit of the students.

The mechanism of appointing the student counselors need to be changed and the number has to be increased. It is suggested by the team to have at least two (one male and one female) student counselor for each faculty and the Director to have regular meetings with the student counselors to discuss student issues or the students personal problems in a confidential manner. It is also suggested by the team that Director of the Career Guidance Unit should arrange formal short course for counselors on "Basic counseling skills".

Student hostels maintained well with good facilities. However it was observed by the team that there is a need to increase the number of canteens. University has a well-equipped quality kitchen which has been maintained by the students who follow the Hospitality Management Course which is highly appreciated by the team. There was a small mobile canteen too which was operated by a student and it too was of good quality.

The team observed that the Chief Security Officer and the Maintenance Engineer were not residing within university premises. Hence it is necessary to provide residential facilities for both as their services may be required in emergency situations at any time of the day.

The University Health Center is operating at a satisfactory level. However there is a need for the university to have its own ambulance. There was no dedicated access for the buildings for students with special needs and such facilities should be developed.

5.5. Criterion 5: Student Assessment and Awards

University adopts Senate/Council approved by-laws in designing and approving the student assessment strategies and communicating same to teachers, academic-support staff and the students. Even though not well supported by university approved by-laws, study programmes follow good practices on preparation of lesson plans and providing them to students, obtaining approval for examination panels in advance, maintaining consistency on format of assessments and dissertations etc. to be in par with UGC and SLQF standards.

Hence, further improvements in the student assessment and awarding criteria will be made possible if the examination by-laws could be extended to encompass; the volume and timing of summative assessments, distribution of marks between summative and formative assessments, appointment of 1st and 2nd examiners, time frame in communicating the results of formative/summative assessments to students, plagiarism (as an examination offence), student awards and assessment of prior learning (credit transfer) etc. At the same time, inclusion of these in the Prospectus or Student Handbook, as appropriate, would improve the fairness, transparency, consistency and sustainability of student assessments.

Assessment strategy is well aligned with the respective SLQF standards. Comparative assessment of the structure and composition of summative examinations of randomly selected courses with their lesson plans assured the alignment of the assessment strategy with the ILOs, and policies/norms agreed upon. Further to this, rigorous, fair and transparent examination procedures could be overviewed based on the facts regarding approval and appointing of 1st and 2nd examiners, scrutinizing exam papers, maintaining confidentiality and authority of answer scripts and marks lists and the disciplinary standards maintained. The academic staff are well versed with the examination protocols. Emphasis paid in SDC training programmes could be the driving force behind this high degree of awareness.

University is committed for regular reviewing and amending of the student assessment criteria by conducting curriculum revisions periodically as evident by the reports of

curriculum revision workshops, minutes of the curriculum revision committees, the senate approved revised curricula. However, the review team detected a delay in curriculum revisions in some degree programmes. Further, as a step towards enhancing the assessment processes, regularizing the periodical curriculum revisions and by-laws with Senate approval is recommended.

Though evidence to support the timely feedback given to students on formative assessments were incomplete, the same on summative assessments were adequate. Undue delays occurred in releasing results in few courses/examinations of some semesters could have a negative impact on the 2nd examination process.

Reviewers also found that there is a need to develop a suitable mechanism for recognizing prior learning/credit transfer within courses and degree programmes (more applicable for postgraduate assessments) and detect plagiarism within the assessment criteria.

5.6. Criterion 6: Strength and Quality of Staff

University had followed the recommendations given in the previous IR report by absorbing highly dedicated operational assistants into permanent cadre. And its general commitment towards recruiting qualified academic staff is exemplified by identifying cadre positions and filling them without long overdue during last five years. At present 265 academic cadres have been approved and 200 (75%) have been filled and applications have been called for to fill some of the vacant cadre positions. Regarding the non-academic positions, 225 have been approved and 148 (66 %) have been filled. However, some of the cadre positions such as Curator, Chief Security Officer and Assistant Bursars which are essential for smooth functioning of the University are vacant.

The provided evidence proved that the university recruits qualified staff and promotes their higher studies and training. As a result the present university's strength in PhD qualified senior academic positions is 42 (21 %). Comparatively, further improvements are needed in some categories of non-academic staff, namely technical officers and computer assistants to enhance their technical skills and work attitudes. Even though the available statistics on teacher-student ratios at department levels exceeds the UGC norms (1:15), inclusion of temporary staff would certainly bring it down to the standards.

University has a clear policy on staff training and career development. This is basically attained by providing induction training and attending to specific training needs of all

categories of staff through the Staff Development Centre (SDC). Career development of the junior academics are facilitated by granting study leave for higher studies and providing partial funding for research, travel, accommodation etc., subjected to legal provisions and budgetary allocations. This could be further improved by developing by-laws and appropriate protocols for placing the junior academic members under the supervision of senior academics, to direct them in appropriate career paths and needy fields of specialization.

Career development of senior grades of the academic staff is facilitated by providing university research grants, encouraging application for external funds, developing research collaborations with national and international institutions, developing laboratory facilities, enhancing collaboration with national and international institutions, providing travel grants for attending symposia and inculcating research culture within the university community. Further developments in this line would be enhanced by encouraging them to align their research projects with the research priorities set-fourth by the university in its Strategic/Corporate plan.

As specified in the previous IR report, the university needs to focus equally on the training of its non-academic staff. At present it caters to the special training needs of them by entertaining their leave and course fee requests for training programmes under go in external institutions. In this regard, extra encouragement and guidance by their supervisory staff would help them in unearthing their further improvement needs and making them aware of the external training opportunities.

Even though the procedures followed in strengthening the staff through further education and training are in place, the policy and procedural support for measuring the resultant quality improvements of trainees and application of the training outcome for institutional development needs to be enhanced.

The effort made by the university on retention of its staff by providing salary increments, paying additional allowances (for teaching, research, housing and outreach activities), facilitating necessary infrastructure and attending to specific grievances are highly noteworthy.

Finally, the outcome of the individual performances collectively builds up the overall excellence of an institution. In this regard, understanding the role and responsibilities of each and every member within their work sphere is inevitable. The University has followed the recommendations of the previous IR by assigning responsibilities and job descriptions to all categories of staff at the beginning of their career. Further, through workload calculations, the university has distributed work in an equitable manner (based on workload calculations). It has also measured the individual contributions and encouraged good work by assessing the work performances regularly and

rewarding/correcting on the excellence/inferiority shown by them. This could be further improved by subjecting the non-academic cadres also into workload calculations, performance assessments and rewarding schemes. Moreover, the need of drafting by-laws on assigning work and assessing/rewarding the good workmanship could be noted as a significant impediment against the consistency and sustainability of these good practices.

5.7. Criterion 7: Postgraduate Studies, Research, Innovation and Commercialization

University has commenced postgraduate degree programmes. The academic staff members of the university have engaged in good quality research projects and some have established well equipped research laboratories with the support of grants. In addition, the university has a Research Committee and the Chairman is appointed by the Vice Chancellor with the approval of the council. An abrupt decision was made by the University to offer postgraduate research degrees such as MPhil and PhD by establishing a Higher Degrees Committee. A proposal with the rules and regulations relevant to the postgraduate research degrees too have been prepared but it is better to review the proposal to ensure that all components of the proposal are in line with SLQF.

To ensure quality and efficiency in postgraduate study programmes, the establishment of a Faculty of Graduate Studies (FGS) with relevant Boards of Study is recommended. The FGS should formulate the relevant by-laws and prepare a Handbook with the by-laws and other relevant information which are essential for postgraduate students registered for MPhil and PhD. A mechanism for upgrading from MPhil to PhD too should be developed.

The Research Committee should be chaired by the Vice Chancellor or Chairman and the composition of the Research Committee needs to be changed. University should have a policy on plagiarism and for quality research and publication. To facilitate publication a list of recognized indexed journals should be identified and distributed among all staff members.

The mechanism for allocating research grants need to be revised. The research grants should be allocated on a needs assessment basis and not on the mechanically defined upper limits for the research grants.

Research and innovations should be commercialized to strengthen the CSR. It is suggested to establish more links with industry especially to develop research laboratories and to have permanent specimens on commercialized products. Further, although number of MOUs are available, a special attention is desirable on implementation mechanisms, benefit for both parties and levels of collaborations with other local and foreign universities before signing such MOUs.

It was observed that academic staff members have conducted only a limited number of research studies on regional issues. Thus, more studies based on regional issues should be encouraged.

University may consider of extending its education and training programmes at postgraduate (at degree and diploma levels), undergraduate (through distant education programs and special provisions) and stakeholder training levels in order to utilize the university resources maximally and also to serve the regional educational and training needs (of the Uva, Central and Southern provinces). The underutilization of laboratories was observed and in order to improve this situation, more research degrees should be commenced with extra number of students enrolled.

University must develop its research policy, serving as an umbrella for developing and making timely revisions into its research priorities, enhancing the extensive utilization of physical and personal resources of the university as well as its collaborators and ultimately serving the needy sectors of the national and regional economy.

Since postgraduate programmes are at infancy level, more attention should be drawn in this regard. Action should be taken to introduce postgraduate programmes by taught course with/without research components. Handbook for higher degrees and Student Induction booklet for higher degrees by research, should be printed and given to the students at registration.

Most of the documents such as the research policy document, ethical committee document, TOR for supervisor, student – supervisor agreement, students induction booklet, and intellectual property right policy are in the process of development. These documents should be completed soon and approved by Senate and Council. In addition, there is no policy document for plagiarism and quality publications at the university or faculty level. University Research Committee should take action in this regard. An educationally acceptable format for the progress report, final report and

reviewers comments for MPhils and PhDs should be finalized. Further, constitution /by-laws for University – Business Linkage (UBL) should be prepared and approved by senate and council. A policy document for EIC, UICC should be prepared with the approval of Senate and Council.

5.8. Criterion 8: Community Engagement, Consultancy and Outreach

University has number of MOUs to strengthen community activities and few students were facilitated through MoUs to obtain foreign training. Certain interaction programmes have already been commenced by the university.

University should have a clear policy document on community engagement, consultancy and outreach programmes. Special attention should be paid on its implementation for a better university – community interaction. Consultancy services should be initiated through UBL or Faculty Level Cells. Further, academics should obtain patency for innovations which has resulted to commercialization. University curriculum should be matched with the expectations of industry and relevant organizations. For this purpose university should incorporate outside experts (from industries) in the faculty/university curriculum evaluation committee. Exit surveys and graduate attribute surveys too may be beneficial for this purpose.

The internship activity should be strengthened by frequent field visits. The student projects/assignments and the research project required to fulfil the partial requirement of the degree could be based on problems faced by the industry, identified during the field visits. Further it is suggested that academics should carry out research based on industry or community study areas instead doing academic research for only publication and promotion. A mechanism for the above activities should be inbuilt into the curriculum.

Policy and procedures are required for professional programmes/courses of the university. Students should be motivated towards professional programmes in order to enhance their practical knowledge and skills. It is suggested to have links/MOUs with professional bodies for the above purpose

5.9. Criterion 9: Distance Education

It is observed that the Center for Open and Distance Learning (CODL) has been established. Both the physical and human resources are satisfactorily provided.

However, the by-laws are not finalized and is under preparation. In the discussions, it was revealed that there is an unnecessary delay in the process of preparing the by-laws.

We observed that the programmes under CODL are not at a satisfactory level. Though few short courses have been offered these have not been conducted at a regular basis.

Few departments have prepared few External Degree Programmes (EDPs) but not commenced yet.

However, review team clearly observed and appreciates that the Distance Learning Facilities, mainly the Virtual Learning Environment (VLE), have been effectively used to offer courses for undergraduate students. At the time of review, the Distance Education in UWU is not found to be satisfactory.

5.10. Criterion 10: Quality Assurance

Following the receipt of UGC guidelines, the IQAU of UWU has been established with adequate staff and office facilities. The activities of the IQAU have appeared in Faculty Board and Senate minutes on a regular basis.

Discussion with all levels of university administration, academic staff and the academic support staff gave reviewers an impression that the QA has been considered as one of the top priorities of the UWU. All layers of staff mentioned above have a clear understanding about the role, responsibility and activities of Quality Assurance efforts of the UGC. Most of them have a good understanding of the SLQF and related circular pertaining to QA. QA by-laws are being adopted after discussing it at faculty and senate level.

Section 6 - Grading of Overall Performance of the University/HEI

*Below is the average score awarded by the five members of the review team.

No	Criteria	Weightage on a thousand scale	Weighted minimum score*	Actual criteria-wise score
1	Governance and Management	180	67	139.4
2	Curriculum Design and Development	120	36	96.0
3	Teaching and Learning	100	22	72.2
4	Learning Resources, Student Support and Progression	80	33	63.4
5	Student Assessment and Awards	100	36	79.6
6	Strength and Quality of Staff	100	26	77.6
7	Postgraduate studies, Research, Innovation and Commercialization	100	36	48.2
8	Community Engagement, Consultancy and	60	14	4--6.8
9	Distance Education	40	20	20.2
10	Quality Assurance	120	16	92.0
	Total	1000		735.4
	%			73.54

Grading of the Overall University Performance is Grade “B” and performance of descriptor is GOOD. It means “Satisfactory level of accomplishment of quality expected of an academic institution, room for improvement.”

Section 7 - Commendations and Recommendations

Commendations

1. Governance and Management

- Vision and Mission of the university are clearly stated
- Major statutory bodies have been established
- Required mandatory number of Senate and Council meetings have been held and it has been the common practice
- University has a well-organized website and it is updated on a regular basis

- Financial control of the university is very sound and audit opinion given during last few years have been positive
- Senate and Council subcommittees are appointed and these have functioned fairly well.

2. Curriculum and Programme Development

- Regular major curriculum revisions of all the degree programmes have been completed as per QA requirements
- Curricular are designed on an outcome basis
- All the faculties have Curriculum Development Committees
- Graduate profile of the all degree programmes are clearly designed and available.

3. Teaching and Learning

- Student centered teaching and learning methods have been implemented
- Lesson plans are given to students at the beginning of the course
- E-learning system is in operation.

4. Learning Resources, Student Support and Progression

- Physical facilities for students such as lecturer halls with modern facilities, well equipped laboratories, computer labs, etc. are available. These are at high standards
- Good quality student hostels are available and maintained
- Medical center with permanent university medical officer, nurse and pharmacist is available
- Student cafeteria with substantial hygienic conditions are available.

5. Student Assessment and Awards

- Moderation of question papers and second marking of answer scripts are practiced
- Standards are maintained in student assessments by setting rules and regulations, following them rigorously, revising them periodically and developing awareness among stakeholders.

6. Strengthen and Quality of Staff

- Good number of qualified academic staff is available
- There are 23 Doctorate degree holders and few Professors
- Strength and quality of the staff is maintained by recruiting qualified personal, facilitating their career developments, providing them a favorable living and working environment, assigning them with duties and responsibilities, appraising their work performances and providing incentives and rewards.

7. Postgraduate studies, Research, Innovation and Commercialization

- Postgraduate education has commenced
- Academic staff are engaged in good quality research projects
- Well-equipped research laboratories have been established through grants
- There is a University Research Committee
- An attempt was promptly made by the university to offer postgraduate programmes by research (MPhil and PhD) with the establishment of the Higher Degree Committee is commendable
- A proposal for initiating postgraduate degree programmes with rules and regulations have been prepared.

8. Community Engagement, Consultancy and Outreach

- Number of MOUs are available to strengthen community linked activities
- Few students obtained foreign training through MoUs.

9. Distance Education

- Open Distance Learning (ODL) activities established
- By-laws for CODL clearly drafted
- Distance learning programmes (short courses for outsiders) and External Degree programmes (EDPs) have been developed
- Distance learning environment has facilitated fulltime students at undergraduate level
- Physical office space is available. A Coordinator and an Administrative Officer have been appointed
- Several Short Courses (SCs) are being offered. Evidence of only few batches are available
- Evidence found to support the use of Virtual Learning Environment in short courses.

10. Quality Assurance

- University higher authorities have given priority to Quality Assurance (QA) in the university
- IQAU established with an office and support staff
- Internal Quality Assurance Cell (IQAC) at faculty level established
- Internal Degree programmes and course outlines are aligned with SLQF guidelines
- Minutes of the IQAU and IQAC circulated and presented at Faculty Board and Senate meetings
- QA by-laws approved and adopted.

Recommendations

1. Governance and Management

- Need to develop University Calendar book , which should be revised annually according to the changes needed to be included
- Need to develop information book of academic and administrative staff that should be revised annually
- Need to have an updated organogram. As an example Bursar is under the Registrar's supervision
- Need to fill the vacant positions of the University Council as soon as possible (ASAP).
- Need to fill all the carder vacancies ASAP by appointing a permanent Legal Officer, Librarian and Internal Auditor, Curator, Public Health Inspector etc.
- Human Resource (HR) division needs to be divided into two sections HR (Academic) and HR (Non Academic)
- An Internal Audit Cell has to be established with an Internal Auditor
- The work ethics and research ethics guidelines have to be formulated
- Action to be initiated to provide accommodation for Works Engineer and the Chief Security Officer within campus premises to contact them at any time of the day in any emergency
- To provide an ambulance to the Medical Center
- Marshalls to be appointed
- Two Senior Assistant Bursar positions are vacant. Need to fill these two vacancies for smooth functioning of the Finance Branch
- Audit and Management Committee should meet at least 4 times per annum. In 2017 it met only 2 times. In December 2017 needs to meet one more time
- Needs to appoint two Book Beepers for smooth functioning of the Finance Branch since at present there are no Book Keepers
- Needs to introduce and approve the regulations for the Vice Chancellor's Fund

- Needs to use the provisions of UGC circular 737 on Bond violations to provide more facilities to academic staff on research dissemination
- Needs to take steps to form an Alumni Association and formulate the required by-laws
- To provide all new recruits with their respective duties and responsibilities at the time of their appointment
- To establish surveillance cameras in Examination branch and to introduce good practices such as numbering all exam papers, providing different colours for the seals of different sessions etc.

2. Curriculum and Programme Development

- Improve outcome based education and to provide learning outcomes clearly in course syllabi
- Need to develop Handbooks for all the degree programmes separately by using International Standards
- Need to have both soft copies and hard copies of recently developed detailed curricular
- Needs to reconsider the future of the two degree programmes: Tea Technology and Value addition and Palm and Latex Technology, since these are very specific degree programmes with limited opportunities in the job market
- Tamil language for Sinhala Students and Sinhala language for Tamil students have been introduced to enhance language skills of the students. However, team has observed that the outcome is not very good and successful. So university needs to take measures to upgrade this situation
- More practical training and better evaluation of the practical training needs to be introduced
- Employability under each degree programme/discipline must be assessed periodically by matching the knowledge and skills (soft and hard) gained and the aura of personal interests of graduates, with the job market at regional and national levels Based on the results of this exercise the names and contents of the existing degree programmes must be subjected to revision.

3. Teaching and Learning

- Benchmark all subjects
- Maintain students achievements data and to establish a mechanism to collect employability data
- To take action to release examination results within three months after the examination

- Dean's list for best achievements of students (subject-wise) to be introduced
- To have a common format for syllabi
- To maintain better practices of second marking especially to see the second examiners marking within script and to maintain reports of second examiner
- Attendance sheets to be replicated and to keep one copy inside the packet with answer scripts and each line to be signed by examiner separately
- To establish a museum and an herbarium and a new carder created for a museum/herbarium Curator
- To provide training for lab attendants and technicians
- To display student contact hours with names of academic staff and same to be displaced on academic staffroom door.

4. Learning Resources, Student Support and Progression

- To establish a student welfare unit
- To appoint a Director of Student Support Services and Welfare (SSSW) through open application procedure
- Establish a separate Student Councilors Unit (office) with the facilities to meet the student counsellors by the students
- To appoint 2 student counsellors per faculty (one male and one female) through open application procedure
- Need to provide them formal training on basic counselling skills
- Not to mix up mentoring with counsellors duty
- To appoint academic counsellors to support students on their academic problems/queries
- To establish a 24 hour helpline (hotline) and make it available for students by making a roster among student counsellors. Also provide mobile phone facilities by the university to the student counsellors
- Director/SSSW to hold monthly regular meetings and to maintain records and to ensure confidentially on students personal issues
- Notice boards to be arranged in a pleasant manner and all departments to have them
- Access and facilities for students with special needs to be established
- To focus on activities such as job fair, mock interviews and CV writing by the Career Guidance Unit.

5. Student assessment and Awards

- Student Handbook to incorporate disciplinary actions for each offence

- Credit transfer mechanism to be established and to establish mechanisms/guidelines to quit the programme of study at any level if the student wishes to do so
- Examination by-laws need to be revised considering current technological developments
- Design and approve university by-laws pertaining to student assessments and awards in order to bridge the gaps and be in par with the UGC norms and SLQF standards
- Identification of plagiarism as an examination offence at policy level and develop protocols to detect and discourage it.

6. Strengthen and Quality of Staff

- To establish a better mechanism to collect student feedback forms and to hand over the observations back to lecturer in an appropriate manner
- To formalize the peer observation mechanism and to use comments in a constructive manner for enhancing quality of lectures and practical/ laboratory sessions
- Design and approve university by-laws for identifying and facilitating career development/training needs of the staff, assignment of duties and targets for them and ensuring their retention and commitment towards duties and responsibilities
- Design management protocols for assigning responsibilities/tasks for all categories of staff and ensure the quality of their work performances
- To discourage staff, especially academic staff leaving the university, it is suggested to construct a staff quarters complex.

7. Postgraduate studies, Research, Innovation and commercialization

- To establish a Faculty of Graduate Studies with several Boards of Study
- To have by-laws and a Handbook for postgraduate students (MPhil/PhD)
- To establish a mechanism for upgrading from MPhil to PhD
- Research Committee (RC) to be chaired by the VC and to change the composition of members of the RC
- To establish more links with industry especially for development of research laboratories
- Research grants need to be allocated on need based only, not mechanically dividing the total grant money and also not to have an arbitrary upper limit for an individual grant
- Laboratories are underutilized and needs to introduce and encourage more and more Research degrees and student enrolment

- To have a policy and procedure for appeals and complaints and to maintain statistics on those matters
- To have permanent specimens of commercialized products in a dedicated place
- The university must develop its research policy, serving as an umbrella for developing and making timely revisions into its research priorities, enhancing the extensive utilization of physical and personal resources of the university as well as its collaborators and ultimately serving the needy sectors of the national and regional economy
- The university may consider of extending its education and training programmes at postgraduate (at degrees and diploma levels), undergraduate (through Distant Education programs and special provisions) and stakeholder training levels in order to utilize the university resources maximally and to serve the regional educational and training needs specially of the Uva, Central and Southern provinces
- Since postgraduate programmes are at infancy level, it needs to be improved. Action should be taken to introduce postgraduate programmes by taught courses with or without research components
- It is better to review each proposal to ensue whether all components of the proposal are in line with SLQF and the relevant areas modified if necessary
- Handbook for higher degrees and Student Induction Booklet for higher degrees by research should be printed and provided to the students at the point of registration
- Most of the documents such as the research policy document, ethical committee document, TOR for supervisor, student – supervisor agreement, students induction booklet, and intellectual property rights policy are in the process of development. These documents should be completed soon and be approved by senate and council.
- There is no policy document on plagiarism and on quality publications at the university or faculty level. University Research Committee (URC) should take action to remedy this situation.
- A clear format for progress report, final report and reviewers report for MPhil and PhD degrees should be finalized
- Constitution/by-laws for UBL should be prepared and be approved by senate and council. Needs a policy document for EIC and UICC with the approval of senate and council.
- Although number of MOUs are available, a special attention should be drawn on the implementation and the benefits for both parties in such MOUs
- Research and innovations should be commercialized to strengthen the CSR.

8. Community Engagement, Consultancy and Outreach

- University should have a clear policy document for community engagement, consultancy and outreach programmes
- University curriculum should be matched with the industry expectations
- Frequent field visits are suggested in addition to the internship
- Policy and procedures are required for professional programmes/courses of the university.

9. Distance Education

- EDPs are not yet introduced. Three EDPs were proposed under HETC grant but not commenced. Some are at the initial stage of documentation and rest at senate level (there is a delay in approval by the senate).
- For some EDPs course structures are completed. Following deficiencies were identified in this regard.
 - ✚ Credits are not described in terms of notional hours
 - ✚ Some ILOs are not consistent with Bloom's taxonomy
 - ✚ Textbooks recommended are not up to date.

10. Quality Assurance

- No permanent administrative position in IQAU. Therefore recommends to have a permanent Assistant Registrar for IQAU
- No permanent support staff and needs to recruit permanent support staff to IQAU
- QA activities are not directly incorporated to the Strategic plan or Action plan of the university. However, it is mentioned in the Finance plan under quality improvement activities

Section 8 - Summary

The Uva Wellassa University is the youngest member in the state university system (established in 2006). Considering the performances of the university during the last decade, review team is in the opinion of “Good in assuring the quality standards, needs further improvements”.

The review team has observed that the university administration, academic staff, non-academic staff and students are dedicated to enhance the quality of the university standards. It was realized that in the early stages of the university, ragging of the new students was at a “Zero” level. However at present the ragging cancer is slowly spreading in the university. The team strongly stress that the university administration, academic staff and current students are duty bound to take appropriate measures to eliminate the ragging cancer from the university.

Above all, the university has substantial physical facilities, which is very essential to improve the quality and standards of study programmes. The quality and professional performances of the academic staff is at a high level and this will definitely support to develop the university further. It is a prime need to take necessary steps to enhance facilities available for academic and non-academic staff to motivate them to remain in the university.

Finally, the team would like to appreciate the support extended by the Vice Chancellor, Deans, Director/IQAU and all staff of Uva Wellassa University in this important process of Institutional Review. We sincerely hope that the comments will help in improving the quality of the Degree programmes.

The team wishes the Uva Wellassa University a bright future.

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