

PROGRAMME REVIEW REPORT
Bachelor of Animal Science (Honours) Degree Programme
Faculty of Animal Science and Export Agriculture
UvaWellassa University of Sri Lanka
26-30 January, 2020



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The Quality Assurance Council
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2. Faculty : Animal Science and Export Agriculture
3. Program : Bachelor of Animal Science Honours (BAScHons)
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List of Abbreviations

BAScHons	Bachelor of Animal Science Honours
CDC	Curriculum Development Committee
CGEE	Center for Gender Equity and Equality
CGU	Career Guidance Unit
CPD	Continuous Professional Development
CSR	Corporate Social Responsibility
DELT	Department of English Language Teaching
FASEA	Faculty of Animal Science and Export Agriculture
FB	Faculty Board
FQAC	Faculty Quality Assurance Cell
GEE	Gender Equity and Equality
ICT	Information and Communication Technology
ILO	Intended Learning Outcomes
IQAU	Internal Quality Assurance Unit
KPIs	Key Performance Indicators
LMS (VLE)	Learning Management System (Virtual Learning Environment)
MOU	Memoranda of Understanding
OBE	Outcome Based Education
OER	Open Educational Resources
PILOs	Programme Intended Learning Outcomes
PR	Programme Review
QAC	Quality Assurance Council
SBS	Subject Benchmark Statement
SCL	Student Centered Learning
SDC	Staff Development Center
SER	Self-Evaluation Report
SGBV	Sex and Gender Based Violence
SLQF	Sri Lanka Qualifications Framework
SOP	Standard Operational Procedures
UBL	University Business Linkage
UGC	University Grants Commission
UWU	UvaWellassa University
VC	Vice Chancellor
VLE	Virtual Learning Environment

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Section 1.Introduction to the programme

UvaWellassa University (UWU) was established in Badulla, in 2005 as the 14th national university and came into operation in 2006, offering five degree programmes including Bachelor of Animal Science Honours (BAScHons). Seven academic departments (Table 1.1) contribute to conduct BAScHons programme, while the Department of Animal Science and Department of Export Agriculture are the leading departments that offer 52 and 15 courses, respectively.

Table 1.1.Academic Departments contributing to BAScHons degree programme

Faculty	Academic Department	No. of Courses
Faculty of Animal Science and Export Agriculture	Animal Science	52
	Export Agriculture	15
Faculty of Science and Technology	Science and Technology	02
	Computer Science and Technology	01
Faculty of Management	Management Sciences	08
	Public Administration	04
	English Language Teaching	05

The Department of Animal Science employs 31 and 12 permanent and temporary academic members, respectively. Among academic members, there are two professors and 9 senior lecturers. There are 11 members in non-academic staff to support the students in the degree programmes (Table 1.2).

The BAScHonsprogramme includes compulsory courses (115 credits) and optional courses (5 credits). The 115 credits are divided among 59 courses and the research, as 17 one-credit courses, 34 two-credit courses, and 8 three-creditcourses. The compulsory research component carries 6 credits. The students have the option to select the five credits among 16 optional courses (24 credits). In addition, students need to complete 6 one-credit courses and 3 two- credit courses, which are non-GPA and compulsory. Industrial training is considered as non-GPA and compulsory engagement. The programme runs over 8 semesters, in four calendar years.

Over the last five academic years (2012/13- 2016/17), on average, 47 students have been admitted to the BAScHonsprogramme (Table 1.3) while 43 students/year have graduated from the batches: 2009/10 - 2013/14 (Table 1.4). Current student population of

theBAScHons programme includes Sinhalese (90.6 %), Tamil (0.06 %) and Muslim (0.03 %) students (Table 1.5). Majority (65 %) of student population is female (Table 1.6).

Table 1.2. The number of academic members and their qualifications who contribute for the BAScHons programme in FASEA

Staff Category	Nos.	PhD	MSc/MPhil	PhD (Reading)	MSc/MPhil (Reading)
Department of Animal Science					
Professors	02	02			
Senior Lecturers	09	03	06	02	01
Lecturers	03	-	03	03	
Lecturers (Probationary)	17	-	08	05	05
Total Permanent Academic Staff	31	05	17	10	06
Temp. Lecturers	01				
Temp. Demonstrators	11				
Technical Officers	04				
Management Assistant	01				
Lab Attendants	05				
Work Aide	01				
Department of Export Agriculture					
Professors	02	02			
Senior Lecturers	12	09	03	02	
Lecturers	03	01	02	01	
Lecturers (Probationary)	18	-	14	06	04
Total Permanent Academic Staff	35	12	19	09	04

Table 1.3. Number of students enrolled in BAScHons degree programme during 2013-2017

Academic year	Number of students enrolled
2016/2017	49
2015/2016	38
2014/2015	52
2013/2014	48
2012/2013	50

Table 1.4. Number of students graduated and their level of achievement by gender during 2015-2019

Academic year	Graduation year	First class		Second Class		Pass		Total	
		Male	Female	Male	Female	Male	Female	Male	Female
2013/2014	2019	-	02	03	23	09	09	12	34
2012/2013	2018	-	01	-	22	14	07	14	30
2011/2012	2017	-	01	02	13	14	18	16	32
2010/2011	2016	-	-	05	18	18	02	23	20
2009/2010	2015	-	02	05	17	05	06	10	25
Total		-	06	15	93	60	42	75	141

Table 1.5. Ethnic composition of the current student population in BAScHons programme

Year of programme	Sinhala	Tamil	Muslim	Total
1 st Year	42	03	01	46
2 nd Year	41	04	01	46
3 rd Year	31	00	02	33
4 th Year	42	04	01	47

Table 1.6. Gender distribution of the current student population in BAScHons programme

Year of programme	Male	Female	Total
1 st Year	12	34	46
2 nd Year	14	32	46
3 rd Year	15	18	33
4 th Year	19	28	47

The academic activities of BAScHons programme are facilitated by well-maintained classrooms, teaching and research laboratories, library, computer labs etc. The classrooms are well equipped with a fixed multimedia projector, whiteboards, student chairs and has adequate illumination, ventilation etc.

Teaching laboratories have necessary equipment which is modern and recently acquired through either research grants or university funds. The dedication of the staff members in acquiring modern equipment is noted and appreciated.

Laboratory facilities are adequate for undergraduate research as well as for postgraduate research. Necessary instructions to maintain safety have been well displayed and users have been trained as per the need. The computer labs and the library serve the needs of the whole student community of the university. In addition, the student community is provided with hostel facilities; except for the second-year students. Further, cafeteria, sport facilities,

recreational facilities, medical centre, welfare shop and student counselling service are available and provide an adequate service for the student community. In addition, CGU, GEE unit and DELT support student learning as well as address the students' issues as per the need.

BAScHons programme has been reviewed in 2012/13 and the recommendations given under eight categories have been well addressed.

Section 2. Review Team's observation on the Self-Evaluation Report (SER)

FASEA has decided to get the BAScHons reviewed as per the instruction of QAC, of the UGC. In PR process, preparation of SER is a major activity. A team for SER writing was nominated at the Faculty Board of FASEA and Prof. DKDD Jayasena was appointed as the chair of the writing team. The SER for BAScHons has been prepared through a participatory approach and the responsibilities for different activities have been shared. Further, the stakeholders of the programme have been kept aware about the programme review process and the different categories of staff were trained (Table 2.1).

Table 2.1. Training and awareness programmes conducted in relation to the review of BAScHons programme

Workshop Details	Resource Person	Participants
SER writing workshop	Prof. B.D. Nandadeva	Academic, administrative, academic supporting, non-academic staff members and Directors of Units/Cells
Introduction to SER preparation & SWOT analysis	Prof. J.L. Ratnasekera (Vice Chancellor/UWU)	Academic, administrative, academic supporting, non-academic staff members and Directors of Units/Cells
SER writing for PR in state Universities	Prof. D.C. Bandara Dr. Nirmalie Pallewatta	Chairperson and team leaders for SER writing
Discussion on standards & claims of criteria in draft SER report	Prof. J.L. Ratnasekera (Vice Chancellor/UWU)	Academic, administrative, academic supporting, non-academic staff members and Directors of Units/Cells
Finalizing the SWOT		Chairperson and team leaders for SER writing
Discussion on draft report		Academic, administrative, academic supporting, non-academic staff members and students
Scrutinizing the final report		Scrutinizing board appointed by the Faculty Board

The documentary evidence has been well compiled and systematically presented. The review team did not find any difficulty in finding the documents and the relevant original

documents too were presented appropriately. The e-documents were methodically arranged in the computer and access was given to the reviewers.

The SWOT analysis presented in the SER had been finalized at a workshop with the agreement of SER writing team. Components of SWOT analysis have been clearly and logically identified, and certain activities have already been planned to overcome the weaknesses of BAScHons Programme. University Corporate Plan, University Action Plan and Faculty Action Plan and Student Handbook were available to gather information as per the need of the review process. In addition, certain original documents have been compiled separately and made available for the reviewers. The goal of the program matches with the mission of the University. The concept of the “UvaWellassa family” has been disseminated to all categories of staff and students, which is well appreciated by the panel. The graduate profile of the BAScHons programme has been crafted, clearly documented and approved. The curriculum matrix reflects the mechanism of achieving the said qualities. Student-Centred Learning (SCL) activities and Outcome Based Education (OBE) have been well blended into the programme.

The last review of the BAScHons programme was conducted in 2012/13 and the recommendations given in the review report have been implemented. This aspect has been presented in SER and the review panel is in the opinion that adequate remedial measures have been implemented. Revision of curriculum, offering of postgraduate degrees, improvement of assessment strategies of practical skills of the students, improvement of research laboratory facilities, improvement of office facilities for the staff, etc. have been well addressed and the current situations of these aspects is quite satisfactory. Establishment of a livestock farm has been recommended; however, it has been delayed due to various logistic reasons.

Section 3.A brief description of the review process

The review process of the BAScHons programme of UvaWellassa University was started with the independent individual desk evaluation by panel members, appointed by QAC, upon the receipt of SER through QAC, UGC. The desk evaluation was completed by the panel independently as per the directions and training provided by QAC. The desk evaluation was followed by a meeting of the review panel at UGC before the site visit. At this meeting, all the reviewers presented their observations and marks allocated for each standard in each criterion and the discrepancies of marks were discussed. The team prepared the agenda for each day of the site visit and this was forwarded to the Dean for their comments or modifications. The agreed site visit schedule is given in Annexure1.

The review focused on the eight criteria described in the Manual for Reviewing Undergraduate Study Programs of Sri Lankan Universities and Higher Education Institutes by University Grants Commission, Sri Lanka using the SER presented for the BAScHons programme of UvaWellassa University. The eight criteria were:

1. Program Management
2. Human and Physical Resources
3. Programme Design and Development
4. Course / Module Design and Development
5. Teaching and Learning
6. Learning Environment, Student Support and Progression
7. Student Assessment and Awards
8. Innovative and Healthy Practices

These eight criteria were evaluated by using the information obtained from the following sources:

1. SER of the BAScHons programme, prepared by the FASEA, UWU.
2. A series of meetings with Vice Chancellor, Dean, Heads of Departments, Academic members of the teaching panel, non-academic staff members, administrative staff, cross section of undergraduate students representing all groups of the study program, stakeholders (alumni and industry people), Directors of the Centres or the officer in-charge of the facility (FQAC, SDC, CGU, GEEU, UBL, Sports Centre, Medical Centre, Library, Warden etc.) (Annexure 2).
3. Observing all documentary evidence, including the e-evidence, and also the original documents when necessary.
4. Observing the physical facilities available within university and faculty that could be used by BAScHons programme which include class rooms, teaching and research labs, medical centre, computer lab, sport facilities, VLE, hostels, cafeteria, SDC, CGU, GEE, UBL, Library, and Study area.

Each standard of the eight criteria was carefully evaluated and discussed by the panel members and finalized. The marks were entered to the file format, given by QAC, and the final grade for the programme was decided. A draft report was prepared and submitted to QAC which was open for comments by the FASEA. Upon the receipt of the comments, the report was finalized in agreement with all members of the review panel.

Section 4. Overview of the Faculty's approach to quality and standards

The Vice Chancellor of UvaWellassa University is actively involved in quality assurance of undergraduate degree programmes as well as institutes of higher education at national level. His directions and guidance on quality assurance activities has been a major driving force behind the quality achievement of BAScHons programme. Vice Chancellor of UWU was present as the chair in many of the meetings in relation to quality assurance activities; hence, his direct supervision of the activities was evident.

The Internal Quality Assurance Unit (IQAU) is functioning adequately although provided with minimal physical facilities and human resources. All the documents are maintained in good order. The IQAU works with FQACs. The FQAC is responsible for conducting student satisfaction surveys, peer reviews and course and teacher evaluations as well as analyzing the data. The reports are prepared and submitted to the relevant authorities for further actions as per the need. Physical facilities, in terms of space, infrastructure and human resources, are limited for FQAC and need the attention. Further, analysis of the survey data, and use of such data for further improvements of the programme as well as student welfare are encouraged.

Quality assurance plays a pivotal role in the Faculty and QA has been considered as a compulsory agenda item in the FB. FQAC functions in line with the guidelines of IQAU. The practices on conducting the academic programme, out-reach activities, student welfare activities, are continuing well and the procedures for certain activities could be documented and adopted as the standard procedures. Research policy and procedures for appreciation of best researchers, as well as disbursement of faculty research money, are in place but reviewing of the procedures at appropriate time interval would be useful. The procedures for practices such as appreciation of best teachers, fall back options, credit transfer have not been adopted yet and need attention.

The review panel observed the dedication and interest of the staff for improving and maintaining of the quality of the academic programme as well as the quality of the services provided to the students. The decisions, directions and guidance given by the higher authorities are efficiently delivered to the lower levels and the staff is willing to work with no resistance. This has been quite feasible with relatively young staff and small groups.

Section 5. Judgment on the eight criteria of Programme Review

Criterion 1. Programme Management

The Faculty has a well-structured organizational set-up to run the degree programme smoothly as well as to run the associated activities including the administration. The Corporate plan, University action plan, Faculty action plan, and standard operational procedures (SOP) are available. The students are well informed about the study program and integration programme; all necessary information is provided in printed and electronic formats. Student handbook and student charter are available for the students. It is noted that the students are well disciplined and they are significantly contributing to maintain the image of UWU. IQAU and FQAC have been well established and in good operation. The Faculty has conducted a PR previously and the recommendations have been addressed appropriately. The curriculum has been developed with the participation of stakeholders. Student engagement in extracurricular activities and multi-cultural activities is quite satisfactory, and the contribution of the faculty is appreciated. Student-friendly atmosphere has been well maintained. The enthusiastic academic staff is taking a good effort in imparting the required knowledge, skills, and competencies. The department has a collaborative research culture. The number of research publications per academic is high though it was not distributed adequately among all members. There is a mechanism to appreciate the researchers, encouraging the research culture. Many platforms are available to share the research experience with the research community.

The members of PR team would like to make following observation to be considered for the further improvements. A mechanism to monitor implementation of the curriculum is not in place, which could be considered as a serious weakness. A committee under FQAC could be formed to monitor the implementation, together with one or two members outside the teaching panel. KPIs of the University corporate plan are not properly aligned with the Faculty activity plan. The implementation of the action plan is not adequately monitored; well defined, established KPI were not found. Student counsellors and academic mentors are not adequately trained and require further training to deliver a quality service to the academic/university community. The performance appraisal mechanism for staff (academic and non-academic) is poorly implemented. GEE has been established, but mechanisms to prevent SGBV in all categories of staff and students is not evident. Strengthening of the GEE is suggested to address this aspect.

Criterion 2. Human and Physical Resources

Being a relatively young university, a considerable investment has been made to improve the human resources and physical infrastructure, in order to improve the quality of the programmes including teaching and research facilities. Relatively young staff, full of energy, is an asset for the UWU to ensure quality operation of the programme. The faculty has enough number of academic staff to maintain the nationally accepted ratios (1:10), though

many of them are probationary staff. This has to be observed with caution as several interdisciplinary programmes are offered by the faculty. All academic staff has gone through the induction training within one year from their recruitment. Induction programme has been conducted by well qualified experts. Adequate facilities are available for teaching, learning, administration, and practical trainings. The facilities for research are quite adequate to conduct research at undergraduate as well as postgraduate levels. Investment made towards acquiring research equipment is quite considerable. The modern equipment available in research laboratories are in good use, and also available to use for the members / students of the other faculties which is appreciable. The facilities for recreation and sports, accommodation, cafeteria, ICT, Library, etc. are also adequate and well utilized.

The review team noted certain areas that require improvements. Among those areas, the following could be highlighted. The English language training is conducted by DELT, and their language training courses have been considered as credited courses. However, staff in DELT is not adequate at the moment to conduct the required courses. There are no advanced modules in the programme and all the students follow the same programme. This aspect should be carefully analysed by the experts in the academic disciplines, in order to plan for the future, especially considering the need of the country. The farm practice course is conducted as residential training at government and private farms and institutes for four weeks as small batches. The practical experience on animal husbandry is quite important. Establishment of the University's own farm facility is needed. It was noted that this aspect has already been considered by the faculty. OBE/CPD training is not adequate for the staff. A mechanism to provide financial assistance through earned income or from any other sources should be formulated for continuous upgrading of knowledge and experience of the relevant subject area. A similar training could be extended to the technical staff as they involve in handling of equipment. Currently CPD training programmes have been conducted through SDC induction programme, but the training is not adequate. Performance appraisal of all categories of staff is limited to the routine paperwork which has a limited use within the current system. This aspect requires the improvement through innovative approaches.

Criterion 3. Program Design and Development

The first curriculum of the Bachelor of Animal Science Honours programme which is offered by the Department of Animal Science, Faculty of Animal Science and Export Agriculture, Uva Wellassa University from the inception of the programme in 2006, has been revised in 2014/2016. Revision of the curriculum of the programme within relatively a short period of time is a commendable achievement. The higher authority of the institute has provided a commendable leadership and facilities for curriculum revision. Though there was a short spell of inactive period, curriculum development committee (CDC) has played a proactive role. In addition to the CDC, a higher level of involvement of IQAU and FQAC was noted. A systematic approach has been adopted in revising the programme. Two subject benchmark

statements: livestock production and food science, SLQF and recommendations of the previous external review along with the views of stakeholders, taken at series of workshops have been considered in revising the programme. However, a failure to consult some of the key stakeholders during the consultative process and also in all key stages of curriculum development was noted. The programme is based on a solid graduate profile encompassing aspects related to animal production and products. Consequently, the programme is in-line with two subject benchmark statements. PILOs are well aligned with graduate profile and, are realistic, feasible and deliverable as indicated by degree completion rate. A sufficient level of attention has been paid to arrange the curriculum in a logical order so that students gain basic theoretical understanding during the earlier semesters and follow practical and intellectually more challenging courses during the later stage of the programme. The programme carefully integrates a wide range of learning strategies and OBE/SCL principles and practices so that students' self-learning, critical thinking and collaborative working skills and passion for life-long learning are empowered.

In line with SLQF, the by-laws indicate that a student shall take a minimum of 120 credits. However, in reality, a student needs to follow courses equal to 132 credits which include 12 credits from non-GPA compulsory courses. The possibility of overburdening the students with too many courses is noted. The team revealed that less emphasis has been given for sustainability issues of livestock production, environmental impacts and animal welfare. The programme needs to consider suitable fall-back options and a credit transfer mechanism.

Criterion 4. Course / Module Design and Development

Due attention has been paid to ensure that the programme consists of broad general and soft skill courses along with subject related courses. The curriculum map and course specification documents are methodically prepared and complete. Notional hours of each course have been appropriately allocated for different components. Assessment strategies are well aligned with course ILO. Conduct of an especial examination for the students who failed in the fourth year first semester has resulted in a high first attempt-degree completion rate and thus is commended. Apart from a few deviations, courses are arranged in a logical way. Farm practice course could ideally be offered during third year, preferably at the second semester at the end of fundamental/introductory courses. Similar concerns are presented with regard to the placement of courses on animal diseases and animal feed resources and processing. Some of the courses, for example climatology and agricultural meteorology which had been given less priority by the stakeholders' and students, are still in the curriculum.

Though the programme design is well supported by stakeholders and views of subject experts, it was not clear the extent to which subject experts assisted in course development. Allocation of only four weeks for the farm practice course is a concern. A part of the four

weeks that has been allocated for farm practice is used for machinery training at Puliyankulama. The remaining time is used to train students on the management practices of a number of livestock species, at different places. Given the practical nature of the course and the prospective job market of the graduates, longer on-farm training is recommended. While making courses such as Soil Science, Agric. Economics and Farm Machinery and Mechanization are compulsory, inclusion of some of the courses which are directly related to animal production for example Animal Welfare and Micro Livestock into optional course list is questionable. A higher emphasis could have been given for the courses that are related to the impact of livestock production on environment and on sustainability of livestock production.

An effective mechanism has been adopted to take feedback on teaching/teachers through peer evaluation and student feedbacks. However, the mechanism should be extended to take feedback on each course as a whole, at the end of each semester, and on the total programme after the completion of the programme. A mechanism has not been internalized to train the staff who involve in curriculum development except the short training incorporated in the induction programme for academic staff.

Criterion 5. Teaching and Learning

Facilities and mechanisms for effective teaching learning experience for students are well in place. A good balance is maintained between student-centred learning and teacher-centred learning. The programme adopts and encourages OBE, SCL, collaborative learning, critical thinking and life-long learning through a variety of strategies. Teachers have been trained to undertake OBE, SCL and curriculum development/revision. Though VLE is well in place, usage of it both by students and teachers was found to be sub-optimal. Lack of a functional farm with a strong livestock component is found to be a key drawback of the programme. The attempts that have been made to utilize the existing facilities effectively are commendable. Well prepared course specifications are available and have been made accessible to students in different formats.

Continuous feedback collection and tabulation of data of peer evaluation, course evaluation and a graduate employability survey have been implemented by the IQAU and FQAC. However, no attempt has been made to evaluate each course at the end of each semester and total programme at the completion. No mechanism is in place to check whether needed improvements have been implemented. Furthermore, a mechanism should be introduced to ensure that weaknesses identified in review processes are appropriately addressed. Examination procedures, duties, responsibilities should be clearly defined, documented and be delivered to all parties involved. A mechanism should be in place to promote and award innovative teaching methods/teachers.

Criterion 6. Learning Environment, Student Support and Progression

The student-friendly environment created by the academic and supportive staff seems to be conducive to both teaching and learning. The students in every batch, together with the participation of the staff, regularly organize many subject-related and extracurricular activities, outreach programmes and CSR activities such as book donations, blood donation camps, Aurora, etc. Students also have many clubs such as Gravel Club, UvaReyon Media club etc. UWU and the FASEA have adopted the concept of "one family" and through this process, a friendly atmosphere has been maintained for smooth running of academic programme, administration, research, CSR and other welfare activities. The Student Handbook and other related documents have been made available for students. Many different training programmes have been arranged for students through CGU. Social harmony among different ethnic groups has been maintained through different cultural and religious events. Students in all ethnic groups positively cooperate and involve themselves in such events through several societies and clubs. Library and Computer labs are operating adequately. Safety and health care facilities in the university and sport facilities are adequate. Integration programme of the faculty guides every new student towards self-directed learning and easy access to the student support facilities.

The reviewers also note the following as areas for improvement. Availability of ICT-led tools to gain access for industry related opportunities, sharing university related activities, etc. is rare and the students use the common social media for these purposes. Outcomes of graduate satisfaction surveys at exit points and tracer studies are not properly utilized for the betterment of the study programme. Utilization of resource persons in diverse expertise at the integration programme is lacking. Teacher contribution to integrate the library information, OER into academic programme/learning process is not adequate. The CGU is not in full operation, and review of student feedback has not been done adequately for improvement for the CGU activities. The Faculty has not adequately addressed the direct or indirect sex discrimination of all categories of staff and students as well as the student harassment. The UBL is not adequately linked with industry to receive more benefits to both parties. It was well noted that FASEA does not cater for differentlyabled students.

Criterion 7. Student Assessment and Awards

The programme has recognized student assessment as an important part of the conduct of the programme. The assessment strategy, course structure, time and mark allocation have been explained to the students at the beginning of each course. The structure of awards, eligibility criteria for the award, etc., are well explained in the student handbook. The assessment strategies are aligned with SLQF and SBS specifications. Level of student achievement has been matched with the awards. The policies, regulations, norms, guidelines, and by-laws are well formulated and documented and available to students at

the beginning of the programme in several different formats. Students get feedback within an appropriate time period with adequate guides and comments for the improvements. The staff is competent enough to formulate the assessments, conduct of assessments and evaluations. The diverse nature of the course components has been considered in assessment scheme, but further improvements for assessment strategies are needed especially when it comes to the field visits and practicals. A strategy for mark verification is available and the procedure is known to the students. An approved manual is available for the conduct of examination. The programme has been managed in order to ensure that students graduate within four years.

Reviewers noted the following as areas for improvement in relation to assessment and awards. External examiners have not been appointed when there are subject experts internally. It is better to appoint external examiners for all courses, irrespective of possible practical difficulties. The role of external examiners (TOR) requires attention. When students become temporarily disabled during the course, it has been addressed on a case by case basis; however, a standard, approved procedure acceptable to the faculty is required.

Criterion 8: Innovative and Healthy Practices

The faculty has adapted a good set of innovative healthy practices and most of the practices have been internalized. The practices/ procedures have been outlined and necessary approval has been obtained appropriately. Among these practices, the following can be highlighted. LMS (VLE) has been established, and adequate training and facilities have been given for the staff. Student access data show the usage of course activities. OER are adequately available in many different sources and students are guided/directed in the class to use OER. During lectures, the necessary references, weblinks, etc. are given for the use of OER. The engagement of academic staff in research is substantial and has secured research funding through national and university sources. To a reasonable extent, the staff collaborates with industry through UBL. A reward system to appreciate excellent researchers is in operation, encouraging publishing in indexed journals and ensuring higher citations etc. The research project is an integral part of the programme and the findings are published in UvaWellassa university research symposium. On certain occasions, findings have been published as full papers in other places locally as well as internationally.

Further, reviewers would like to note the areas where improvements are needed. The VLS system is underutilized; only a few courses are in good operation. In many cases, it is limited to the uploading of a few class notes. The link with international organizations/universities is limited to Chungnam National University (CNU), Korea; this aspect needs to be expanded by linking with different organizations, universities, industries by developing exchange programmes. A higher level of community engagement of the staff in addressing the technical issues in animal production is required; it is one of the objectives of establishing universities away from major cities. Industrial links (local) that have been established are

mainly through personal commitments and engagement. In order to maintain sustainable relationships with industry, it is encouraged to establish formal MOUs benefiting all parties. Generation of income through different avenues will certainly help for viable operation of outreach activities and research. Currently the income generation is limited to the offer of postgraduate programmes; therefore, exploration of diverse sources is suggested. Further, it is required to have an agreed and approved procedure for utilization of funds for various activities including research. The student participation in different competitions beyond the university levels requires the attention. The credit transfer has not been considered in the programme, which may need the change of the university and national policy of higher education system. Since the majority of the staff is probationary lecturers, the research engagement is comparatively low. This might improve once the staff gets postgraduate qualifications with time.

Section 6. Grading of overall performance of the programme

Criterion No.	Assessment Criteria	Weighted Minimum Score	Actual criterion-wise score
1	Programme Management	75	133
2	Human and Physical Resources	50	89
3	Programme Design and Development	75	138
4	Course/ Module Design and Development	75	139
5	Teaching and Learning	75	134
6	Learning Environment, Student Support and Progression	50	89
7	Student Assessment and Awards	75	129
8	Innovative and Healthy Practices	25	36
Total Score			887
Total Score (%)			88.74
Final grade			A

Section 7. Commendations and recommendations

The first impression of the overall physical environment of the University is appealing. The landscaping and designing, the clean and neat environment, which is specifically polythene and poster-free, and the hospitable nature of the academic staff are appreciated. Inculcating a unique culture, together with strong value system throughout the university, is highly appreciated. The belief of “we are the members of UvaWellassa University” has been indoctrinated properly through the organizational hierarchy from top to bottom, even among the outsourced people.

“Resource Sharing” and “inter-departmental collaboration” are the other commendable values of the faculty. It was noted that students from other departments, even other faculties, are able to use the resources, especially the research equipment, with few administrative restrictions, which is greatly appreciated.

The implementation of the academic programme has been given the first priority and required units, centres, and committees have been formed to maintain the best operation of the academic programme as well as student welfare.

Almost all the operations in FASEA have been documented, and necessary approval has been taken appropriately. This has led to internalization of the best practices within FASEA.

The review team makes the following recommendations for improvement of the BAScHons programme; these recommendations are open for discussion with relevant parties before implementation.

1. A mechanism to monitor the conduct of the programme is suggested, comparable to a programme monitoring committee. The data gathered through the committee should be documented, analysed and recommendations should be made to the Faculty Board and the Senate for discussion and approval.
2. A mechanism to address the grievances of the staff: academic, non-academic, including temporary and outsourced staff, is to be established along with GEE unit or as a separate body.
3. Establishment of an animal farm (small, large animals, poultry) is suggested to enhance the practical experiences of the students. It is also suggested to utilize the new graduates to run the farm, thus enabling them to acquire practical experience and financial benefits. This may be considered as an extended training, which is optionally available for students.
4. It is suggested to get the views of stakeholders at all key stages of curriculum development process, probably in the next curriculum revision.
5. It is suggested to reduce the credit requirement for the programme in par with level 6 of SLQF guidelines, minimizing non-credit compulsory courses.

6. KPIs of the University corporate plan need to be aligned with specific strategies. Monitoring of implementation of the action plan is also highly important, having considered the financial constraints.
7. There are sufficient numbers of student activities; it is better to include them into the calendar of the faculty ensuring better engagement of the student and staff.
8. An appropriate number of research projects should be directed to address the technical problems faced by the local industry and the local community.
9. There are sufficient mechanisms to gather student feedback, satisfaction survey, etc. and those were in operation; however, it is important to analyse the data in a meaningful way and to discuss the results at Faculty Board meetings to ensure that required improvements are done.
10. There are certain practices that have been recommended in the PR manual as good practices, but their implementation would lead to logistic limitations or require policy changes at higher levels. Such practices, e.g., introduction of fall-back options, catering to differentlyabled students, credit transfer, etc., should be discussed appropriately at different levels, followed by a firm decision, approved by the University.
11. The involvement of students and participation in national level and international level events are encouraged and necessary support should be arranged at Faculty level or at institute level on an agreed basis, probably utilizing the generated funds.
12. Involvement of academic staff in national level activities is encouraged, as it is required for the development of the country.
13. The continuous training of staff, locally and internationally, is encouraged by following an agreed procedure as a part of CPD. This includes both academic as well as non-academic staff.
14. Quality improvement is an endless process; hence, it is recommended to discuss the possible improvement for procedures, practices, new developments, etc. of the faculty at appropriate forums in relation to each standard given in the PR manual and to implement appropriately.

Section 8. Summary

UvaWellassa University (UWU) was established in 2005, offering five degree programmes including Bachelor of Animal Science Honours (BAScHons). The Department of Animal Science, the leading academic department of the BAScHons contributes 71% of the total credit weight of the programme. The curriculum of BAScHons has been revised in 2014 considering SLQF, SBS and the trends in the industry. The courses have been designed to inculcate the theoretical knowledge and practical skills. There is a strong emphasis on student-centred learning; each course has practical components and groupwork, as well as appropriate student presentations. There are enough opportunities for students to develop soft skills, leadership through student activities, which are supported by the faculty. The facilities available for students such as computer labs, classrooms, research laboratories, library, accommodation, canteen, etc. and are adequate to have a conducive learning environment. The concept of resource sharing and utilization is commendable. The faculty has taken appropriate actions to maintain student discipline while enhancing the value of respecting different cultures, ethnic groups and religions. The human resource profile is also adequate for smooth operations of the study programme, administration as well as the associated centres and units such as CGU, UBL, FQAC, IQU, GEE etc. The conduct of the programme, and the level of internalization of the good and healthy practices are at commendable levels. A good research culture is in place with sufficient collaboration within the faculty as well as at local and international levels.

The review team has recommended some strategies for further improvement of the programme, and among those, the following are highlighted. A body for monitoring and evaluation of the conduct of the BAScHons study programme is required and should make recommendations to the Faculty Board for further discussion. Establishment of an animal farm, having considered the opportunity, financial constraints and other logistics, is recommended to enhance the practical experience of students on animal husbandry. It is suggested that non-credit compulsory courses should be minimized, thus accommodating the minimum number of credit requirements for level 6 as per SLQF guidelines. The research conducted by the academics and students is useful and of high quality; however, it is suggested to consider the industrial needs of the local communities and address such issues through staff and student research.

Annexure 1.Final schedule for site visit

QUALITY ASSURANCE COUNCIL OF THE UGC
PROGRAMME REVIEWS 2019
SCHEDULE FOR SITE VISIT (27-30th January 2020)
Bachelor of Animal Science Honours Degree Programme
UvaWellassa University

Day 1

Time	Activity	Participants
8.30 AM – 9.00 AM	Meeting with the Vice Chancellor	Vice Chancellor/ Dean, Director – IQAU/ Coordinator – FQAC, Chair – SER Preparation
9.00 AM – 9.30 AM	Meeting with the Director – IQAU	Director – IQAU
9.45 AM – 10.30 AM	Presentation about the Faculty and respective study programs <i>(Working Tea)</i>	Dean/ Director- IQAU/Coordinator FQAC/All HODs of the Faculty/ Chair and SER Team
10:30 AM -12.30 PM	Observing documentation	Review Team/ Facilitators
12.30 PM -1:30 PM	<i>Lunch</i>	
1:30 PM -5:00 PM	Observing documentation <i>(Working Tea)</i>	Review Team/ Facilitators
5.00 PM -5.15 PM	Meeting with Student Counsellors and Mentors	Senior Student Counsellors, Student Counsellors and Mentors

Day 2

Time	Activity	Participants
8.30 AM – 12:30 PM	Observing Documentation <i>(Working Tea)</i>	Review Team/ Facilitators
12:30 PM -1:30 PM	Lunch	
1:30 PM – 5.00 PM	Observing Physical Facilities <ul style="list-style-type: none"> • Computer Unit • Library • CGU • GEEU • FQAC • ELTU • Health Center • Canteen • Other Student Support Systems 	Review Team/ Facilitators / Directors/Officers of each unit in their places

Day 3

Time	Activity	Participants
8.30 AM – 11.30 AM	Observing Documentation <i>(Working Tea)</i>	Review Team
11.30 AM -12:00 PM	Meeting with Administrative Staff	Registrar/Bursar/SARs/Ars/ABs/SABs/Work Engineer
12.00 AM -12:30 PM	Meeting with Temporary Academic Staff	Temporary Academic Staff
12:30 PM -1:30 PM	Lunch	
1.30 PM -2: 15 PM	Meeting with external stakeholders, alumni members and other stakeholders <i>(Working Tea)</i>	Group of external stakeholders (employers, industry, private sector, representatives with link to or involvement with the University) and Alumni

2.15 PM -3.15 PM	Meeting with Students	Group of students (30) representative of gender, ethnicity, level of study programs
3.15 PM -3.45 PM	Meeting with Technical Officers and lab Attendants	All Technical officers and lab Attendants
3.45 PM -4.15 PM	Meeting on HODs contributing to academic programme / DELT <i>(Working Tea)</i>	HODs, Head/DELT
4.15 PM – 5.30 PM	Meeting with Academic Staff (Teaching panel; excluding HOD)	Academic Staff (excluding HOD)

Day 4

Time	Activity	Participants
8.30 AM – 9.15 AM	Observing teaching sessions	Review Team
9.15 AM – 9.45 AM	Committees	Chairperson/ Secretary of the committees
9.45 AM – 10.15 AM	Meeting with a cross section of academic support staff and non-academic staff	Representative group of academic support staff and non-academic staff (10)
10.15 AM – 10.45 AM	Any other stakeholders	Stakeholders
10.45 AM – 12.30 PM	Observing Documentation, Private meeting/ Report Writing	Review Team
12:30 PM - 1:30 PM	Lunch	
1:30 PM - 2:00 PM	Private meeting of reviewers and report writing	Review Team
2:00 PM - 3:00 PM	Closing meeting for debriefing <i>(Working Tea)</i>	Vice Chancellor/Dean/Director – IQAU/ HODs/ Coordinator – FQAC/Chair & the SER – Team