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List of Abbreviations

ADPSEC: Academic Development, Planning, Scholarship and Ethics Committee
AQEF: Academic Quality Enhancement Framework
AR: Assistant Registrar
AV: Audio-Visual
BIC: Business Incubation Centre
BoS: Board of Study
BREAD: Business Research & Development (Centre)
CADC: Curriculum and Academic Development Committee
CCSD: Certificate Course on Staff Development
CFTRT: Centre for Food Technology, Research & Training
CGU: Career Guidance Unit
COPE: Committee on Public Enterprises
CPD: Continuous Professional Development
CVCD: Committee of Vice Chancellors and Directors
ELTU: English Language Teaching Unit
ERC: Ethics Review Committee
FAPM: Faculty of Agriculture & Plantation Management
FAQ: Frequently Asked Questions
FAS: Faculty of Applied Sciences
FBSF: Faculty of Business Studies & Finance
FLFN: Faculty of Livestock, Fisheries & Nutrition
FQAC: Faculty Quality Assurance Cell
GEE: Gender Equity and Equality
HDC: Higher Degrees Committee
HETC: Higher Education for Twenty first Century
HoD: Head of Department
ICTC: Information & Communication Technology Centres
IPR: Intellectual Property Rights
IQA: Internal Quality Assessment
IQAU: Internal Quality Assurance Unit
IR: Institutional Review
IRQUE  Improving Relevance & Quality of University Education
IT    Information Technology
LMS   Learning Management System
MBA   Master of Business Administration
MIS   Management of Information Systems
MOU   Memorandum of Understanding
ODL   Open and Distance Learning
OTS   Operational Technical Secretariat
QA    Quality Assurance
QAAC  Quality Assurance & Accreditation Council
R&D   Research & Development
SDC   Staff Development Centre
SER   Self-Evaluation Report
SLQF  Sri Lanka Qualification Framework
SLQL  Sri Lanka Qualification Level
SLUG  Sri Lanka University Games
SOP   Standard Operational Procedures
SRHDC Senate Research & Higher Degrees Committee
SWOT  Strengths, Weaknesses, Opportunities and Threats
TL    Teaching-learning
TLC   Teaching and Learning Committee
TOR   Terms of Reference
UGC   University Grant Commission
UHEMIS University Higher Education Management Information System
VC    Vice Chancellor
WinC  Wayamba International Conference
WURA  Wayamba University Research Award
WUSL  Wayamba University of Sri Lanka
1.0 Introduction to the Wayamba University of Sri Lanka

1.1 Background, Mission and Vision

Founded in 1999, the Wayamba University of Sri Lanka (WUSL) is the thirteenth state sector university in Sri Lanka. The main administrative buildings and four Faculties are located at Kuliyapitiya (Faculty of Applied Sciences, Faculty of Business Studies & Finance, Faculty of Medicine\(^1\) and Faculty of Technology\(^2\)), while the other two Faculties are located at Makandura (Faculty of Agriculture & Plantation Management and Faculty of Livestock, Fisheries & Nutrition). The Faculty of Medicine which was established in 2016 is situated at a separate site near Kuliyapitiya main premises. Kuliyapitiya Premises consists of a total land area of 68 acres, while Makandura Premises have a total land area of 35 acres. (See Annexure 1 for the University Maps).

University Mission

Our purpose remains: to develop highly qualified and responsible citizens who contribute to the improvement of society and sustainable development of the country.

University Vision

To be a leading higher education institute in Sri Lanka recognized for its outstanding academic programmes, innovative research, scholarship and outreach with the ultimate target of serving the mankind.

We achieve our purpose by producing graduates who encompass Scholarship and Enlightenment, Skillfulness and Innovativeness, and Engagingness and Flexibility which reflect the teaching-learning, research and innovation and outreach-intensive nature of the University. Graduates of the WUSL will have a stance towards knowledge, skills, attitudes and mind-set and ultimately serving the mankind, and be distinguished from other graduates in their lives and work. Ultimately, the Graduates of the Wayamba University will be well-rounded graduates who can serve the mankind.

\(^1\) Established in 2016; yet to start functioning and not considered in this SER

\(^2\) Established in 2017; not considered in this SER
1.2 Brief history

The Wayamba Campus of the Rajarata University of Sri Lanka was established in 1996, merging the Affiliated University College of the North-Western Province situated at Kuliyapitiya and Makandura. The Faculty of Agriculture & Plantation Management (FAPM) and the Faculty of Applied Sciences I were the first two faculties established in the Wayamba Campus. In 1999, the Wayamba Campus was given fully fledged university status and the WUSL was established with the addition of two new faculties viz. the Faculty of Livestock, Fisheries and Nutrition at Makandura and the Faculty of Business Studies & Finance at Kuliyapitiya.

At its inception, founders of the University took what they wanted from traditional institutions to create an innovative and adventurous curriculum, inspiring research and breakthroughs in understanding, and bold organisational structures. At present the Wayamba University of Sri Lanka is well recognized as one of the Sri Lanka’s latest and modern learning and research institutions. Nationally acclaimed for its well qualified teaching staff, experienced researchers and modern high-quality learning facilities, WUSL possesses reputation for quality and excellence in higher education. The teaching and research of the University’s faculties provide essential complements to the programs in the Applied Sciences, Agriculture, Food & Nutrition, Food Production & Technology Management and Business Studies & Finance. Degree programs in Technology was started in 2016 (initially under the Faculty of Applied Sciences) and Medicine stream will start in 2018. The WUSL has continuously reviewed and revised or introduced innovative job-oriented study programmes with well-structured curricula to cater the needs of the stakeholders in many sectors.

The learning atmosphere at the WUSL is very conducive and to the best satisfaction of students. In ensuring teaching excellence, the WUSL adopts flexible learning as part of its overall strategy to deliver an enhanced, student-centered approach to education. Apart from imparting knowledge, all courses aim at developing personality of the students by improving leadership, interpersonal relationships, communication, analytical and critical thinking.
The WUSL expands the reach of the University, serving their local and national communities with diverse offerings.

The WUSL has shown remarkable adaptability in an increasingly competitive environment and continues to be improved over the last 18 years. We have achieved many of the targets set out in 2013-2016 Strategic Plan to the extent that we have felt it necessary to bring forward the strategic planning process to develop a new plan for 2017-2021.

1.3 Structure: Faculties and Centres

Faculties

The following Faculties and Departments of Study were assigned to the Wayamba University by the Government Notification in the Extraordinary Gazette No. 1093/8 issued on the 13th of August 1999.

1. **Faculty of Agriculture & Plantation Management (FAPM)**
   - Department of Agribusiness Management
   - Department of Plantation Management
   - Department of Horticulture and Landscape Gardening
   - Department of Biotechnology
   - Department of Biosystems Engineering (subsequent addition in 2017)

2. **Faculty of Applied Sciences (FAS)**
   - Department of Computing & Information Systems
   - Department of Industrial Management
   - Department of Mathematical Sciences
   - Department of Electronics

3. **Faculty of Business Studies & Finance (FBSF)**
   - Department of Accountancy & Business Finance
   - Department of Banking & Finance
   - Department of Business Management
   - Department of Insurance & Valuation
4. **Faculty of Livestock, Fisheries & Nutrition (FLFN)**

- Department of Applied Nutrition
- Department of Aquaculture & Fisheries
- Department of Food Science & Technology
- Department of Livestock and Avian Sciences

The University is organised with the addition of two more faculties: Faculty of Medicine gazetted in 2016 and Faculty of Technology gazetted in 2017. The educational processes of the Faculty of Technology and the Faculty of Medicine are not considered in this Self Evaluation Report (SER) of Institutional Review (IR) as they have not yet produced graduates.

Detailed description of the Faculties and the degrees awarded by each faculty are given in Annexure 2.

**Centres and Units**

A brief description of the Centres and Units of WUSL is given below. Further details of these Centres and Units and facilities are given in Annexure 3.

- **Library**
  The main Library of WUSL is situated at Kuliyapitiya Premises which serves the Faculties of Applied Sciences, Business Studies & Finance and Technology and another branch is located at Makandura premises which serves the Faculties of Agriculture & Plantation Management and Livestock, Fisheries & Nutrition.

- **English Language Teaching Unit (ELTU)**
  Two ELTUs serve students and staff of the faculties situated at Kuliyapitiya and Makandura premises. In 2017, ELTUs were merged to the Department of English Language Teaching attached to the Faculty of Business Studies & Finance.
• Information & Communication Technology Centres (ICTC)
The ICTCs are the primary provider of computing and information technology resources, services and support to Kuliyapitiya and Makandura Premises of the University. They provide IT training programs for students, staff, and external professionals to improve demanding IT skills. ICT Centres are committed to support academic activities by promoting on-campus information literacy and by providing a suitable information technology environment.

• Staff Development Centre (SDC)
The SDC of the WUSL has the aim of developing a distinct academic style that is based on a culture of high achievement and a focus on the needs of professional practitioners. The SDC of WUSL is one of the most active SDCs in the university system with a range of regular Certificate, Diploma and Higher diploma programmes and several tailor-made sessions for staff of the university and staff of many other educational organizations of the country.

• Career Guidance Unit (CGU)
The CGU was established in 2003 through the initiative of the University Grant Commission (UGC), with the objective of enhancing the quality of university students’ professional skills and soft skills, whilst strengthening the link between university students and the corporate sector. The Director CGU is reporting directly to the Vice Chancellor. Since the establishment, the unit has been organizing various events facilitating this purpose.

• Business Incubation Centre (BIC) and Business Research & Development (BREAD) Centre
The Business Research & Development (BREAD) Centre established at Makandura West Industrial Estate is a collaboration between National Enterprises Development Authority (NEDA) which comes under the Ministry of Industry and Commerce and the WUSL. The objective of the BREAD Centre is to facilitate start-up businesses and micro and small industries with required machineries and equipment together with novel business
opportunities derived from research and development activities of WUSL and surrounding research institutions.

- **Internal Quality Assurance Unit (IQAU)**
  The IQAU was established in 2002 and revitalized in 2015 with guidelines given by the UGC. It co-ordinates the quality assurance activities within the university. The IQAU is placed directly under the purview of the Vice Chancellor and managed by a Director. Its administrative and financial matters are managed through a Management Committee and Finance Committee of the University.

- **Gender Equity and Equality (GEE) Unit**
  The WUSL established a GEE Unit in 2017 under the guidance of the University Grants Commission (UGC). The objective of the Unit is to promote Gender Equity/Equality in the University by facilitating the establishment of gender sensitive university cultures and university environments which allow students and university staff to pursue their work without oppression and discrimination.

### 1.4 Student services and facilities

The Physical Education Unit helps students and staff to access a sporting environment by providing standard sports facilities ranging from infrastructure facilities, sports goods and equipment to recreational and competitive sports. University boasts for having a well-equipped indoor stadium (gymnasium), fitness centres, playgrounds, volleyball court, basketball court and facilities to play carom and chess. In addition, other facilities which are not available at the university premises, is hired by the Department of Physical Education from outside. More than 32 sports events under 22 sporting categories are facilitated by the Unit.

In addition to a large and diverse academic portfolio, the university also provide conductive environment for student societies to conduct various activities related to the subject or extra curricula of interest. The University provides a majority of students with on-campus accommodation facilities. The Faculties have formed Faculty Student Unions, which are expected to attend the student matters of the respective Faculties. Other facilities include a well-equipped state-of-art auditorium named as Pandit Amaradeva Auditorium and an outdoor theatre where students can showcase their acting and musical abilities and host a
variety of entertainment and events. In addition, the University provides student counselling service, health service through medical centres, student advisory or mentoring services provided by respective faculties, financial assistance through Mahapola, Bursaries and other specific financial resources, student centres, cafeterias, banking and photocopying services. Limited accommodation for staff is also available within the campus or outside the University.

1.5 Student population and human resources

The University employs around 200 academic staff, 32 administrative staff and 340 non-academic staff at its two premises (as at December 2017).

The WUSL has over 4700 full time undergraduate, full-time or part-time 50 postgraduate research and 126 Masters (MBA) students in 2017-18. WUSL educates more than 1,000 students annually in certificate and diploma programs and continuing professional education programs. The WUSL offers 13 bachelor degree programs through its four Faculties. In 2017, the WUSL awarded 860 bachelors, masters and doctoral at its Convocation.

1.6 Organizational structure of the institution

The organisational chart of the WUSL demonstrates how responsibilities are distributed among its administrative units and committees (See Figure 1). Detailed description of the organizational structure of the University is given in Annexure 4.
Figure 1. Organizational Chart of the Wayamba University of Sri Lanka
1.7 SWOT Analysis

A SWOT analysis was performed to find out the strengths, weaknesses, opportunities and threats to the University, enabling to explore the context within which the institution operates.

**Strengths:**

- The University is located not very far from Colombo and other major cities and with improved roads and Colombo-Katunayake expressway, travel time is less.
- Medium size ‘campus’ with medium to small class size
- There is a strong bond and a high level of interaction between faculty and students.
- Faculty with expertise in teaching and research
- Interdisciplinary and outcome-based education at both the undergraduate and graduate levels
- Medium of instruction is English
- Unique and novel study programmes
- Faculty provides services to a wider community.
- Positive reputation in the external community
- Positive feedback on experience with those who interact with the University
- Proactive partnerships with other universities, institutes, agencies, industry and corporations
- Successful past performance and achievements of students and staff
- High employability rate of graduates
- Low dropout rates and high successful graduation rates
- Faculty supports the university mission
- Dedicated and committed faculty
- Willingness to recognize weaknesses and make improvements, e.g., the administration’s willingness to openly discuss challenges the University faces, and develop plans for making improvements.
- Healthy shared governance
- University wide involvement in planning
- Active student support for university development
- Convenient access to staff and student support services
- Conducive ‘campus characteristics’ and environment for effective learning
• Facilities include new and well-maintained buildings and grounds with growth potential
• Diverse student body that is rich in cultural and ethnic diversity
• Increasing enrolment of students in the last 5 years
• Residential-type University development with on-campus student accommodation
• Regular artistic and cultural performances (concerts / seminars / exhibitions) at Kuliyapitiya premises
• Active participation of the University in sports activities, which are facilitated by modern facilities
• The University community is provided with free Wi-Fi and internet facilities

Weaknesses:
• Underfunding in many faculties and study programmes
• Fiscal uncertainty
• Limited number of scholarships for students
• Limited financial support for faculty research
• Understaffing at many levels – mainly in senior categories in some faculties
• Inadequate advertising and marketing for recruitment and retention of staff
• Inadequate advertising and marketing for promotion of student enrolment
• Inadequate support facilities in the area - public school system, residential facilities, transport facilities - that aid in recruitment efforts of staff
• Location – negative perception of those considering moving to Kuliyapitiya and Makandura, which affects both staff recruitment and student enrolment
• Lack of infrastructure facilities – including physical, financial, and human resources; inadequate capital funds to support all what University wants to do.
• Quality of facilities and lack of repair and maintenance makes it difficult to recruit top faculty and graduate students, e.g., research laboratories and facilities, restrooms, landscape and landscape maintenance, care of older buildings, lack of energy efficiency, difficulty of getting things repaired within the university's system
• ‘University life’ and facilities are underdeveloped
• No enough undergraduate degree programmes
• Restricted number of taught postgraduate courses
• Limited high-quality research output
- Distinguishing qualities and identity of the University not well known among the public
- Lack of strong and pervasive presence of the University in the country context compared to other established universities
- Lack of pride of internal community (Students and staff)
- Sluggish responsiveness from administration to student and community needs
- Lack in adjusting to pressures of growth
- Lack of match between research expectation and support provided
- High and unequal workloads for faculty
- Poor student preparedness at entrance
- Limited resources for faculty and staff development and welfare
- Infrequent interruptions to academic programme due to trade union actions, student protests etc
- Delay in dispersal of information by administration
- Lack of MIS
- Lack of University-wide policies
- Services offered by support offices not adequate due to lack of necessary staff, e.g., support for carrying out research, outreach activities, completing building repairs in a timely and cost-effective manner, addressing problems with workstations and the information network, university website etc.
- Services offered by outsourced service providers are not up to the expectation (cleaning services, cafeteria and security services)
- Underutilization of and lack of organization for technology - not taking full advantage of IT potential, e.g., integration in teaching in learning, lack of technical support, and evidence of haphazard developments across campus and waste of resources
- Lack of cafeteria facilities for staff and students with good quality catering services.
- Lack of qualified and trained technical staff
- Limited on-line library resources, particularly the journals and database access
Opportunities:

- Demand for continuing education for intellectual enrichment, and for people of all ages
- Increase demand for mid-career redirection and lifelong learning
- Increased interest in global initiatives in the disciplines of the faculties
- Growth opportunities in emerging sectors - research and economic development (life science, advanced manufacturing, information solutions)
- Positive societal trends due to increased value of higher education completion and match between curricula and stakeholder interests
- Tap into the health care services with the establishment of the Faculty of Medicine
- More conversations and partnerships with local employers – those in the private, non-profit, and public sectors – so that our students are more appealing to them
- More educational opportunities related to disciplines covered by the Faculties
- Potential for international and off-campus study and exchange programmes
- Becoming a leader in interdisciplinary and outcome-based learning in the University system
- Partnerships in support of university initiatives and external community and university relationships (eg. Interest in academic program expansion, interest in University services - BREAD, Outreach Centres)
- New construction of infrastructure in the University

Threats:

- Reduced public funding of higher education in Sri Lanka / state budget crisis
- Growing competition from other public Universities and private Universities
- Private, for-profit, and on-line Universities’ responsiveness to programmes and student scheduling demands
- Negative public perception regarding state Universities as a whole
- Societal and student perception of education as solely a means to a job
- Historical public perceptions/lack of knowledge about higher education philosophy
- Public and potential students’ negative perception to enter state Universities due to ragging.
- Lack of knowledge of the public about the WUSL.
- Decreasing ability to compete to recruit and retain top faculty
• Use of programme-wide and Institution-wide grading systems in Quality Assurance to compare with other universities
• Students’ increasingly possessing an entitlement mentality for free education and awards
• Lack of proper recruitment criteria and process for technical officers and office staff which has undue external influences

1.8 Major changes since the last Institutional Review

In 2011, the WUSL had its first and only IR. The IR was focused on 8 aspects and following grades were obtained:

1) University Goals and Corporate Planning - B (Good)
2) Financial Resources and Management - A (Very Good)
3) Research - B (Good)
4) Quality Management & Administration - A (Very Good)
5) Quality Assurance - A (Very Good)
6) Learning Resources & Student Support - A (Very Good)
7) External Degree Programmes - A (Very Good)
8) University/Industry/Community and other Extension Activities.

According the Reviewer’s report, the WUSL performed up to expectations on six out of the eight aspects whereas, two aspects needed improvements. The WUSL received level of ‘Confidence’ in the overall evaluation. The University has considered the recommendations given by the Reviewers very seriously and positively in order to safeguard academic standards and quality of students’ learning opportunities.

Major changes since our last IR and their impacts were noted in the exercise of preparing this SER, and they are concisely described below.

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(i) Changes in Corporate and Strategic Plan

Previous IR had identified some shortcomings of the then Corporate and Strategic Plan and recommended to include specific and performance-based objectives. Also, it was recommended to redraft the Corporate Strategic Plan to include the stakeholder views and to correct deficiencies, time frame the action plan and, to set up a mechanism to monitor the progress of the strategic actions.

We noted that the University’s strategic plan of 2013-2017, was developed according to the comments and recommendations received in the last IR and wider stakeholder consultation taking into consideration. Six (6) strategic goals were set as (1) Increase quality and relevance of degree programs, both undergraduate and postgraduate, to achieve international recognition; (2) Increase student access to meet the growing demand for higher education; (3) Improve the degree of employability and enhance entrepreneurship of graduates to satisfy stakeholders; (4) Increase overall productivity, degree of efficiency of resource usage, and effectiveness of the services; (5) Acquisition of state-of-the-art resources and empowerment of the university with freedom to be competitive and unique; (6) Rebuild the social capital in the university to promote ethnic cohesion among the undergraduates and staff capturing high quality working environment. For each strategic goal, objectives were defined and actions were planned with performance indicators, time frame, budget allocation and responsible person(s) were identified.

In 2017, the progress of the performance of the action plan was evaluated and entire Strategic Plan was reviewed and revised. Our current Strategic Plan for 2018-2022 was framed as an ambitious plan for growth across the University. In the current Strategic Plan, University mission statement was reshaped focusing on the present trends in higher education and needs of the University. Also, the University graduate attributes were defined and the University’s commitment to certain fundamental/core values shared throughout the higher education sector have been identified. Strategic Plan for 2018-2022 consists of five (5) strategic goals as follows: (1) Quality enhanced and accredited education meeting the international standards at the level of undergraduate and postgraduate as well as professional; (2) Fulfilling the growing demands for higher education through an increased student access; (3) Produce entrepreneurial graduates with high employability to meet the legitimate expectations of the stakeholders; (4) Create a conducive environment for
research, innovation, scholarship and outreach / commercialization; (5) Committed university community serving the mankind. Also, as in the previous version, objectives, strategies and actions have also been identified.

One of the shortcomings in the previous strategic plans was absence of a specific mechanism to monitor and evaluate the progress and output/outcomes. Although, the progress was to be monitored by the respective Heads of divisions, this was understandably unsuccessful. Therefore, in 2017, the overall responsibility of monitoring and evaluation of the strategic action plan at the University level was assigned to the newly appointed Strategic Planning & Management Committee and, to the Senate, Faculty Boards and other standing committees at the lower level. A progress report session will be held mid-yearly.

(ii) Financial Resources and Management
Although the reviewers commended the financial management of the University under the prevailing circumstances in 2011, they recommended to generate more funds from fee-levying courses, external research grants and to make a stronger case to get more funds from the treasury.

Due to severe restrictions in capital allocation to the Universities by the UGC, the WUSL does not receive financial allocation required to uplift the infrastructure facilities as planned. On average Rs 5 million is allocated annually to the entire WUSL, which is barely adequate for procurement of new equipment for laboratories. Some faculties have laboratories with common facilities as a way out rather than having separate laboratories for each department.

The University has been successfully receiving funds from special project proposals approved by the UGC to establish new faculties. Recently, the national budget allocated Rs 70 million as seed money to establish a Centre for Food Technology, Research & Training (CFTRT). In 2014, significant infrastructure development was taken place with the support of ‘Deyata Kirula’ national programme. The WUSL received US $ 28 M (Rs. 4200 M) from Saudi Fund for Development (Wayamba University Township Development Project), a loan agreement between the Saudi Fund for Development and the Government of Sri Lanka. Also, through the World Bank funded HETC project, the University was able to fulfil some of its teaching learning facility development needs.
There is a slow and marginal improvement in receiving external research grants in the last 5 years. Lack of existing research infrastructure is one of the reasons for staff in applying for competitive research grants, which has reciprocal effect at the end in receiving grants. Further, severely restricted funds available for Research & Developed from funding agencies is a problem beyond the control of the University. Greater emphasis and support have to be provided by the University and a research culture has to be inculcated in order to applying for local and foreign grants.

Funds generated from fee-levying courses have showed an improvement and such funds are being utilised for development of the institute. University has stressed the need for more postgraduate courses and actions have been taken regarding this.

Substantial amount of funds was being spent for rented student accommodation have been cut down with the construction of on-campus hostels.

(iii) Research

In 2011, the IR report commended the progressive contribution to research in the University’s short period of existence. One of the pillars of the University is research according to its mission statement. All faculties embarked in research on fields of current importance to the development of the nation, yet they have obstacles in carrying out high quality research. The student research component is well planned and executed. Lack of sufficient research grants especially from external sources is one of the shortcomings of the University. As indicated above, developing a mechanism to encourage staff to apply for external research grants and providing research infrastructure and support services are priority actions. Provision of research grants through Wayamba University Research Grant Scheme and introduction of Wayamba University Research Awards (WURA) are the highlights of recent developments. Most of the research have been published in refereed and non-refereed local and foreign journals. Furthermore, the University hosts several conferences, symposia and seminars to disseminate research findings. Wayamba International Conference (WinC) is held bi-annually as a major University event.

A comprehensive research policy has been developed for the University to formalize research programmes as recommended in the previous IR Report. Senate Research & Higher Degrees Committee (SRHDC) is working on a research and development strategy
and encourages staff to enter into memoranda of agreements with local research institutes, industry, foreign universities and international research centres for collaborative research. Postgraduate research has been strengthened since last IR.

**iv) Quality Management and Administration**

Reviewers commended the Quality Management and Administration of the University in IR in 2011. Availability of highly committed and efficient top management, positive thinking, proactive behaviour oriented and highly potential young staff of academics balanced with senior and mature academics, reasonably resource-full library, availability of suitable Bylaws, rules and regulations and policies and availability of land for further development were the positive aspects observed.

The WUSL has acquired required academic cadre from the UGC since the last IR as recommended by the Reviewers. However, filling the senior academic positions is yet to be done, partly due to dearth of suitably qualified personnel in certain disciplines. However, to minimize its effect on on-going academic programmes, university get the service of visiting fellows from other Universities and industry. Lack of accommodation for staff has been addressed through proposed staff accommodation scheme funded by Township Project and the student accommodation issues were fully solved with the newly constructed hostel complexes. Kuliyapitiya premises experienced serious water supply problems at the time of last IR, but this has been solved by the water supply provided through ‘Deyata Kirula’. Allocation of funds within the University is done in consultation with all Deans and other officials every year, although funds received from the UGC still inadequate than the expectation. Services of Medical Centres have been improved with the provision of new buildings and health care facilities, but the University is unable to fill the University Medical Officer post with a permanent medical officer. However, alternative arrangements have been done to provide the services through nearby hospitals when the medical officer is not available. Banking facilities for students at Makandura has yet to be addressed, but the Master Plan has identified places to locate ATMs at Makandura. Another recommendation of the Reviewers was to conduct tracer studies to check the employability of graduates. The Director, External Affairs annually conduct surveys of employability of newly graduated students. However, the need for tracer studies of the alumni has been identified and surveys have already been planned.
(v) **Quality Assurance**

The report of the last IR commended the completion of Subject Reviews by all departments and the remedial action taken. Overall effective learning-teaching quality was also recognized. The need for farm training for undergraduates of agriculture, livestock and aquaculture was pointed out in the last review report. The WUSL was able to acquire sufficient land to develop farm facilities but the progress has been delayed due to insufficient funds. Aquaculture field teaching-learning facilities have been already developed. Faculties involved in agriculture, livestock and aquaculture are working closely with nearby farms and research institutes to send students to get hands-on training. The WUSL is one of the few Universities defined the work norms in the University system at the time of last IR.

The Quality Assurance was handled by the Academic Development, Planning, Scholarship and Ethics Committee (ADPSEC) in 2011 and on the recommendation of the Reviewers IQAU was established once again and further strengthened according the guidelines given by QAAC of UGC. At present the University has fully functioning IQAU, which lead writing this SER for the IR, facilitate the review process of the study programmes and guide the faculties and other units to establish best practices in adhering to high institutional and educational standards. The IQAU formulated Academic Quality Enhancement Framework (AQEF) and University Policy Framework during the period on 2017-18. All faculties have a Faculty Quality Assurance Cell (FQAC), which coordinates all quality assurance activities within the faculty in liaison with the IQAU.

The WUSL since its inception concentrated more on improving undergraduate study programmes. However, with the new recruitments and acquiring postgraduate qualification by existing staff, the University has started research degrees (MPhil by research and PhD). University is planning to start taught postgraduate courses in disciplines with high demand and to establish Faculty of Graduate Studies by 2020.

(vi) **Learning resources and student support**

A major shortcoming of the WUSL as highlighted in the previous Instructional Review was deficiencies in providing student welfare facilities such as cafeteria, hostels and sports facilities. In the last seven years hostel and sports facilities have been rapidly improved. University was fortunate to get a modern gymnasium with indoor sports facilities and
hostels to accommodate a majority of undergraduate students. The WUSL successfully
organized and hosted Sri Lanka University Games (SLUG) in 2016 for the first time.
However, being a distant area, Makandura premises does not have satisfactory food
catering services, which is a major obstacle for students as well as staff. Medical services
have been vastly improved as indicated above. Provision of staff accommodation has
already been planned with approved new construction projects. It is expected that
improvement of staff accommodation would further attract qualified staff to the Faculties.
Although some teaching-learning facilities are sub-optimal, the University has taken
necessary steps to improve such facilities with limited financial resources. Development of
laboratories in science based faculties to high standards is a major challenge. Plans are
underway to tap funds to improve laboratories in near future.

(vii) External degree programmes
The WUSL currently offers only one external degree programme (BSc Plantation
Management). It is offered as a distance education programme. It caters to upgrade the
level of education of the officers of the plantation sector. The curriculum was revised in the
recent past as recommended by the Reviewers of the previous IR. Continuous upgrading
and improvement in teaching-learning strategies used in this programme are taken place.
The University encourages the other faculties to start such external degrees and some
programmes are already lined up.

(viii) University/Industry/Community/Other extension services
The WUSL recognizes Outreach as another major pillar in University education. It has
already established several joint ventures with industry and community at large. Director
of External Affairs has been given the task of exploring possibilities of establishing
collaborative business and research endeavours. In 2017, a significant milestone was
achieved by the University by setting up ‘Business Research & Development (BREAD)
Centre’ at Makandura West Industrial Estate. It is a collaboration between National
Enterprises Development Authority (NEDA) and the WUSL. The objective of BREAD
Centre is to facilitate start-up businesses and micro and small industries with required
machineries and equipment together with novel business opportunities derived from
research and development activities of the WUSL and surrounding research institutions
(details are given above under University Facilities). Part from this, faculties have Outreach
Centres which facilitate outreach and consultancy work of the staff, which are sometimes supported by the students as well.

The academic staff have been awarded several patents for innovations and awards for research publications. The Strategic Plan of the University has focussed more to be achieved in outreach and commercialization through greater commitment and contribution from staff and by establishing a user-friendly outreach management mechanism.

1.9 Major changes in the Faculties and Departments since the last Subject Reviews

Several actions have been taken by the respective faculties and the Departments based on the recommendations given by the Subject Reviews. The most significant remedial actions taken by each Faculty are listed below.

Faculty of Applied Sciences

- Methodical curriculum revision through Curriculum Development Committee appointed by the Faculty Board.
- Initiation of research activity by senior academic staff
- Improved laboratory facilities
- Making prospective students aware of the degree programs through publicity.
- Formation of Alumni Association and maintaining a database of alumni
- Enhanced learning environment by providing multimedia, audio-visual facilities, text books in the library and reading room facilities
- Appointment of Industrial training coordinators
- Conducting more guest lectures and seminars

Faculty of Livestock, Fisheries & Nutrition

- Course overviews are given in all courses to the students in the very first lecture
- Curriculum was revised in 2008 and started to implement from 2009. Curriculum revision addressed almost all the deficiencies had with the old curriculum. Further, a new degree programme, BSc Food Production & Technology Management commenced in 2009.
- Library facilities enhanced by procurement of more copies of essential readings.
• Examination process and releasing results were streamlined and formative assessment was included in all courses.

• Obtaining students feedback and incorporating them in courses were streamlined.

• Peer evaluation of lecturers started in many departments as a best practice.

• Student counselling and student mentoring systems modified and improved. Poor performers of the study programme have been identified and academic guidance have been provided through mentors.

• Facilities available in the laboratories have been improved and farm facilities are provided.

• Action has been taken to introduce postgraduate programmes.

• Several young staff have completed PhDs.

• Senior staff had initiated research projects with internal and external funding.

Faculty of Agriculture & Plantation Management

• Curriculum revision including revisions in assessment methods

• Recruitment of new staff

• Improvement in learning-teaching facilities including farm training facilities

• Establishment of formal links of external organizations and institutes

• Student feedback system streamlined

• Faculty receives more research grants and developed research and postgraduate links with other universities

• Best practices such as peer evaluation, entrepreneurial training for students and staff, training non-academic staff, improved student counselling services, mentoring and career guidance, formation of alumni association, establishment of staff-student liaison committee, etc.

Faculty of Business Studies & Finance

• Curricula of the programmes, including assessment criteria were revised

• More staff cadres were requested and obtained the approval; new staff recruited.

• Faculty quality assurance cell was established

• English and IT skill development of the students have been addressed through the curricula.

• Staff attended in SDC programmes.
Several best practices such as conducting tracer surveys of graduates, establishment of alumni associations, introduction of mentoring system, peer evaluation system, and facilitating research etc. were done.

1.10 Preparation of SER of IR

After the release of the Manual for IR by the QAAC of the UGC, on the instruction of the VC, the IQAU conducted a two-day residential workshop on 21-22 October 2015 to review the progress of the Strategic Action Plan and to prepare for the next Intuitional Review of the University. Administrators, including the VC and officers of the University, Council members and Senate members participated in the workshop and present status of the University in accordance with 10 criteria given in the Manual of IR progress of action plan were critically reviewed. Based on the outcome of the workshop, preparation of SER for IR was assigned to the IQAU. Further actions to be taken to improve the quality of the education process were identified and assigned to Heads of divisions. Initially a four-member panel was appointed to write the SER.

Members of the SER writing team:

- Dr Renuka Silva, Director, IQAU
- Prof EMP Ekanayake, Dean, Faculty of Applied Sciences
- Prof Asoka Nugawela, Head of Department of Plantation Management, Faculty of Agriculture & Plantation Management
- Dr HMA Hearth, Faculty of Business Studies & Finance

IQAU conducted a series of workshops and meetings with academic, administrative and non-academic staff at various levels to gather information for SER. In 2017, SER writers’ team was re-appointed and the core members of the team are as follows.

Core-members of the SER writing team:

- Dr Renuka Silva, Director, IQAU & Co-ordinator, FQAC of Faculty of Livestock, Fisheries & Nutrition (Leader)
- Dr Mahesh Dharmawardena, Co-ordinator of FQAC, Faculty of Applied Sciences
- Dr Wajira Balasooriya, Co-ordinator of FQAC, Faculty of Agriculture & Plantation Management
• Ms Niranjala Tennakoon, Co-ordinator of FQAC, Faculty of Business Studies & Finance.

In January 2018, another workshop organized by the IQAU was held to review the Corporate and Strategic Plan of the University for 2018-2022 and the progress of SER was also discussed. Feedback on various aspects and standards of Criteria of IR from external stakeholders were collected in consultation with the Faculties. In 2018, SER writing team was expanded by including following members in addition to the Core-team.

• Prof (Ms) NS Kottearachchi, Faculty of Agriculture & Plantation Management
• Dr (Ms) K Premarathne, Faculty of Livestock, Fisheries & Nutrition
• Dr MMDR Deegahawature, Faculty of Applied Sciences
• Dr WAS Wijesinghe, Faculty of Applied Sciences
• Dr (Ms) JM JW Jayasinghe, Faculty of Technology
• Dr IPM Wickramasinghe, Faculty of Technology
• Ms MBCA Wijethunga, Senior Assistant Registrar

The Writing Committee discussed the sections of the SER and fine-tuned in early March 2018. Final draft was presented to the University community including Council members, Senate members, representation of faculty staff, administrative officers, non-academic staff and students. The submitted version of the SER has been posted in the University website.
2.0 Adherence to the Criteria, Standards, and List of Evidence

This Section briefly explains how the WUSL adheres to the quality principles of 10 ‘Criteria’ in terms of best practices and/or processes considered for IR. The best practices are internalized and institutionalizes and facilitated through an Internal Quality Assessment (IQA) process.

2.1 Criterion 1 - Governance and Management

Table 1 in Section 2.1 explains the how the WUSL has adhered to the Legal Acts, establishment codes, rules, regulations, national policy framework and strategies within the governance and management.
### Table 1. Adherence to the Criterion 1, Standards, and List of Evidence

#### Criterion 1 - Governance and Management

<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The University adheres to the Establishment Code, Universities Act, Financial Regulations and UGC Circulars etc. in all administrative and financial management, in consultation with the Council where necessary. Senate is responsible for decision making and management of academic matters. The University has a well-established governance and committee structure, the details of which is provided online and is diagrammatically represented in an Organizational Structure approved by the Council.</td>
<td>• Establishment code</td>
<td>1/1/R/1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Universities Act</td>
<td>1/1/R/2</td>
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<tr>
<td></td>
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<td>• Financial Regulations</td>
<td>1/1/B/3</td>
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<td></td>
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<td>• Procurement Manual and Guidelines</td>
<td>1/1/B/4</td>
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<td></td>
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<td>• Sri Lanka Public Sector Accounting Standards</td>
<td>1/1/B/5</td>
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<td></td>
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<td>• By-laws of the WUSL</td>
<td>1/1/R/6</td>
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<tr>
<td></td>
<td></td>
<td>• University Calendar</td>
<td>1/1/R/7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Standard Operational Procedures (SOP)</td>
<td>1/1/R/8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Organogram</td>
<td>1/1/R/9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Senate Committees and Boards Web Page; Administrative / Financial Divisions Web Pages</td>
<td><a href="http://www.wyb.ac.lk">www.wyb.ac.lk</a></td>
</tr>
</tbody>
</table>
1.2 The WUSL Corporate Plan and Strategic Plan are in line with the National Policy Framework on Higher Education and Technical and Vocational Education. University develops a rolling plan of action periodically and the latest is for year 2018. There are faculty wise / Centre wise/ Unit wise action plans which have been developed in line with the Corporate Plan and the Strategic Plan of the University.

1.3 The Vision and Mission Statements reflect national, regional and international trends, and are documented in the Corporate Plan approved by the Council and can be accessed on the university website. The Mission of the University, as set out in the Corporate Plan 2017-2021 is to develop highly qualified and responsible citizens who contribute for the improvement of society and sustainable development of the country. The Vision of the WUSL is to be a leading higher education institute in Sri Lanka recognized for its outstanding academic programmes, innovative research, scholarship and outreach with the ultimate target of serving the mankind.

1.4 University has a well-established governance and administrative structure. The Council is consisted of group of experts and the Senate is consisted of
senior academics. Their breadth of experience, responsibilities and understanding of the University provide a sound basis for the development and implementation of the strategies and policies of the University, and for taking the significant decisions related to the operation of the University, where they have material implications for, or impact widely, across the University in order to achieve mission, goals, aims/objectives of Corporate & Strategic Plan and to implement action plans.

The decision making in all academic, administrative and financial matters have been streamlined through several sub-committees or *ad hoc* committees formed under the Council/ Senate/ Faculty Boards. Vice Chancellor’s Advisory Committee & Strategic Management Committee established in 2017 is responsible for monitoring and evaluation of Strategic and Action Plans.

**Council Sub-Committees:**
- Audit and Management Committee
- Finance Committee /Procurement Committee
- Leave and Awards Committee

**Senate Sub-Committees:**
- Academic Development, Planning, Scholarships and Ethics Committee
- English Language Teaching Committee

<table>
<thead>
<tr>
<th>Action Plans</th>
<th>1/2/R/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minutes of Strategic Management Committee</td>
<td>1/4/R/1</td>
</tr>
<tr>
<td>Composition, TORs and Minutes of Council Sub-Committees</td>
<td>1/4/R/2</td>
</tr>
<tr>
<td>Composition, TORs and Minutes of Senate Standing Committees</td>
<td>1/4/R/3</td>
</tr>
<tr>
<td>Information and Communication Technology Governance Committee</td>
<td>Minutes of Senate/Council</td>
</tr>
<tr>
<td>Library Committee</td>
<td>Composition, TORs and Minutes of Faculty Board Sub-Committees</td>
</tr>
<tr>
<td>Senate Research &amp; Higher Degrees Committee</td>
<td></td>
</tr>
<tr>
<td>Students’ Grievance Committee</td>
<td>Composition, TORs and Minutes of other committees</td>
</tr>
</tbody>
</table>

**Faculty Boards Sub-Committees:**
- Curriculum & Academic Development Committee
- Faculty Higher Degrees Committee
- Board of Studies
- Faculty Quality Assurance Cell
- Research & Publication Committee
- In some faculties - Teaching & Learning Committee / Students’ Welfare and Career Guidance Committee

**Other Committees:**
- Canteen committee
- Hostel committee
- Sports Advisory Committee

IQAU of WUSL liaises with FQACs guides the quality assurance aspects in academic and administrative matters.
| 1.5 | University follows participatory, systematic and integrated planning through the committees formed under the Council, Senate and Faculty Boards as described above. Faculty Boards have external members who are actively contributing in academic matters as external experts. Faculty Boards have student representation within their membership. The University recognises the role of Student Union officers and other number of student representatives in participating decision making in academic, welfare and recreational activities. Professional support to the Student Unions are provided by staff as Senior Treasurers. Stakeholder participation is recognized in several other activities such as curriculum development, planning industrial training and research dissemination. | • Corporate & Strategic Plan  
• Action Plans  
• Minutes of the Faculty Boards  
• Records of Student Societies – constitution, office bearers  
• Records / minutes of CADC | 1/2/R/2  
1/2/R/3  
1/5/D/1  
1/5/D/2  
1/5/D/3 |
| 1.6 | Regular meetings of Senate, Council, Faculty Boards, their sub-committees and progress review meetings on all institutional activities are held to review the implementation and monitoring of institutional policies, strategies and action plans. Absence of specific mechanism to monitor and evaluate Strategic Action Plan has been identified and Strategic Management Committee was established for formal monitoring and evaluation. | • Annual Reports  
• Minutes of Senate  
• Minutes of Council  
• Minutes of Faculty Boards  
• Minutes of Senate Standing Committees  
• Minutes of Council Sub-Committees | 1/3/R/1  
1/6/R/1  
1/6/R/2  
1/6/D/3  
1/4/R/3  
1/4/R/2 |
| 1.7 | Different operational units submit their annual budgets with annual work plans to the Finance Division. The draft budget proposal prepared by the Bursar is discussed with all heads of the units before submitting to the UGC. The University annual budget specifically allocates funding for the activities identified in the annual plans. |  |  |
| 1/6/R/4 |  |  |  |

| 1.7 | Progress review reports of Centres, Units etc. | 1/6/R/4 | 1/1/B/4
| 1/1/R/8 | 1/7/B/1 | 1/7/B/2 | 1/7/B/3 |

| 1.8 | The financial administration follows the due procedure in the procurement of equipment and facilities. The equipment procured are properly inventorised by the user Department/Section/Unit and verified through annual Board of Surveys. The facilities are properly maintained either by the internal maintenance under the Works Engineer or through service agreements. |  |  |
| 1/1/B/4 | 1/1/R/8 | 1/7/B/1 | 1/7/B/2 |

| 1.8 | Minutes of the following committees:  
- Finance Committee  
- Procurement Committee  
- Boards of Survey  
- Technical Evaluation Committees  
- Fixed Assets Register  
- Inventory | 1/8/B/1 | 1/8/R/2 | 1/8/B/3 | 1/8/R/4 | 1/8/R/5 |

| 1/7/B/2 | 1/8/B/1 |
### Awareness sessions related to financial and procurement procedures

Awareness sessions related to financial and procurement procedures are conducted for the staff by the Finance Division. Prompt action has been taken for the queries made by the Auditor General’s Office / COPE etc.

<p>| | |</p>
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<tbody>
<tr>
<td>1.10</td>
<td>The Council has approved specific formats for the preparation of budgets for all fee-levying courses. The budgets for the utilization of external research grants secured by the academic staff are deliberated by the Finance Committee, minutes of which are submitted to the Council for observations. Earnings from consultancies are regulated through the procedure approved by the Finance Committee and the Council, based on Financial Circular Instructions. Funds received from Projects funded by Ministry of Higher Education / World Bank (IRQUE and HETC etc) were handled efficiently by the Operational Technical Secretariat (OTS) following guidelines provided by the World Bank.</td>
</tr>
</tbody>
</table>
|   | - Audit Committee  
|   | - Council  
|   | - SDC documents  |
|   |   |
|   |   |
| 1.11 | The Vice-Chancellor (VC) takes all measures to ensure the maximum transparency and participation of the relevant officers in governance and management. Both internal and external auditing systems are functioning well and all audit queries are replied in time. |
|   | - Minutes of Audit Committee  
|   | - Reports of the Internal Auditor  
|   | - External Auditor’s Annual Report  |
|   |   |
|   |   |
| 1.12 | The Vice-Chancellor and VC’s Advisory Committee, Council and Senate monitors the performance of output / outcomes. This process has been further strengthened by establishing a Strategic Management Committee in 2017. The latest updated Action Plan specifies the Performance Indicators against which the outcome will be monitored from 2018. Survey of the employability of WUSL graduates is conducted annually by the Coordinators of External Affairs and the findings are reported to the Senate and Council. IQAU has introduced AQEF, which specifies the monitoring of standards in academic performance in study programmes. | - Replies to audit queries from projects (Funded by World Bank etc.)  
- COPE submissions and reports. | 1/11/B/2  
1/11/B/3 |
| 1.13 | University worked closely with HETC project to develop an MIS (i.e. UHEMIS) but failed to achieve it due to reasons beyond the control of the University. This has really hampered the effective management of data. Action has been taken to develop certain components of MIS (e.g. Financial / Examinations etc.). Also, attention of the Council / Senate has been seriously drawn on purchasing an MIS and customize it to suit the WUSL. Meanwhile electronic databases are maintained at some faculties and units. | - Annual Reports  
- Survey reports on the employability  
- Statistical Handbook  
- AQEF  
- Action Plans | 1/3/R/1  
1/12/EA/1  
1/3/R/2  
1/4/QA/7  
1/2/R/3 |
| | | - HETC project documents  
- ICTC documents on MIS  
- Senate / Council minutes – extracts on MIS | 1/13/ICT/1  
1/13/ICT/2  
1/13/ICT/3 |
### 1.14

The University academics and officers use ICT in day-today work, communication (email, office software, and internet), teaching & learning and research and to some extent in management of information too. LMS is extensively used to communicate courses related messages. Free online courses, e-portfolio, e-books and subject specific software and web portals are used by academic staff. The University has planned to inform all students through SMS, the information on Mahapola and Bursary payments. After the MIS is fully implemented, the administration would increase the use of ICT in management in all divisions and in community engagement as well.

<table>
<thead>
<tr>
<th>Virtual Outreach Centre</th>
<th>1/14/D/1</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMS records</td>
<td>1/14/D/2</td>
</tr>
<tr>
<td>Free online modules (eg. EdX)</td>
<td>1/14/D/3</td>
</tr>
<tr>
<td>Wiki Planter website</td>
<td>1/14/D/4</td>
</tr>
<tr>
<td>Student portfolio</td>
<td>1/14/D/5</td>
</tr>
<tr>
<td>List of E-books</td>
<td>1/14/D/6</td>
</tr>
<tr>
<td>Use of software</td>
<td>1/14/D/7</td>
</tr>
</tbody>
</table>

### 1.15

All staff and students have access to efficient and reliable networked computing facilities / Wi-Fi including access to university-wide information service on the web. All newly recruited staff are trained on the use of such facilities by the SDC. The students are trained by the Information & Communication Technology Centres. The Faculties and the Library also conduct orientation programmes.

<table>
<thead>
<tr>
<th>LMS records</th>
<th>1/14/D/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDC records</td>
<td>1/9/SD/2</td>
</tr>
<tr>
<td>ICTC records on training</td>
<td>1/15/ICT/1</td>
</tr>
<tr>
<td>Records on orientation programmes conducted by the Faculties and the Library</td>
<td>1/15/D/2</td>
</tr>
</tbody>
</table>

### 1.16

The academic staff adheres to the Code of Ethics when discharging their duties. Policy on academic honesty is in preparation.

<table>
<thead>
<tr>
<th>Examination By-laws</th>
<th>1/1/R/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student By-laws</td>
<td>1/1/R/6</td>
</tr>
<tr>
<td>ADPSEC records</td>
<td>1/16/ADPSEC/2</td>
</tr>
<tr>
<td>1.17</td>
<td>The University fully adheres to the criteria stipulated in the UGC Circulars in all recruitments and promotions and there have been no complaints on them. The selection committees use internal marking schemes to grade applicants at the interviews. The new permanent staff are trained by the SDC to improve their pedagogical and other specific job skills. The academic staff are released for postgraduate training on study leave whenever they find placements. The University facilitates and provide for training which are applicable for the career development of all staff categories.</td>
</tr>
<tr>
<td>1.18</td>
<td>The general roles, responsibilities, obligations and rights are clearly mentioned in the letters of appointment issued to the staff.</td>
</tr>
</tbody>
</table>
| 1.19  | The University has well defined work norms approved by the Senate/Council for the academic staff and adherence to them is monitored by the HoDs and Deans, submitted to Faculty Boards and Senate. Administrative and non-academic staff have specified work duration, job description and duty list. | Specific job descriptions issued by the HoDs/Sectional Heads
Duty lists of administrative staff
Records on Staff Residential Committee
Trade Union matters | 1/18/D/2 1/18/R/3 1/18/R/4 1/18/R/5 |
| 1.20  | The University has an effective staff performance appraisal and management system. This is done annually through the performance appraisal forms for administrative staff categories. Development of an appraisal system for academic staff is in progress. Currently, the work of academic staff is appraised at the time of promotion and approving salary increments in addition to monitoring workloads. Non-academic staff performance evaluation and recommendations given by HoDs. | Administrative staff appraisal documents
Non-academic staff performance evaluation and recommendations given by HoDs. | 1/20/R/1 1/20/R/2 |
appraisal is addressed at the time of their salary increments by the respective HoDs.

| 1.21 | Subject Benchmark Statements are considered by the academic departments of study in their curriculum development /reviews/ revisions. All Study Programmes are named based on the SLQF. Although there is no credit transfer mechanism approved by the Senate, individual cases are considered by the Senate on the recommendation of respective Faculty Boards. Credit Transfer Policy is in progress. | • Student Handbooks  
• Faculty Board Minutes  
  *(Extracts – curriculum matters)*  
• Minutes of the Senate  
  *(Extracts – SLQF / Credit Transfer)*  
• University Policy Framework – Credit Transfer Policy | 1/21/D/1  
1/21/D/2  
1/21/QA/3  
1/16/QA/3 |

| 1.22 | The University gives very high priority for QA and has taken the following initiatives: (i) Forming the IQAU for the University (ii) Forming internal QA Cells in each Faculty (iii) Senate and Council approved Academic Quality Enhancement Framework (AQEF), communicated to university community (v) capacity building of staff on QA related matters (vi) QA related matters are regularly reported to the Senate/ Faculty Boards. | • AQEF  
• University Policy Framework - Institutional QA Policy  
• Minutes of IQAU meetings  
• Minutes of FQACs  
• Minutes of the Senate *(QA matters)*  
• Minutes of Faculty Boards *(QA matters)* | 1/4/QA/7  
1/16/QA/3  
1/22/QA/1  
1/22/QA/2  
1/22/QA/3  
1/22/D/4 |
1.23 The University as a policy always promotes innovation in curriculum development, teaching and learning, research and community engagement through the sharing best practices at Faculty Curriculum and Academic Development Committee (CADC), ADPSEC and SRHDC Committees. An award scheme has been developed to reward excellence in research (WURA). The University is working on developing a formal mechanism to recognize those who contribute significantly to the curriculum development and teaching-learning.

The Faculties/Library / Departments/ Centres / student societies/Staff unions engage in various outreach activities such as conducting training programmes, seminars etc. Staff engagement in outreach activities are currently considered during staff promotion process.

The University allocates funds for research annually and facilitates all community engagement activities through transport and funding on case by case.

| 1/2/R/2 | Corporate & Strategic Plan |
| 1/5/D/3 | Minutes / Records of CADCs |
| 1/4/R/3 | Minutes of ADPSEC/ SRHDC |
| 1/23/RHD/1 | WURA award criteria |
| 1/23/RHD/2 | Minutes of Finance Committee |
| 1/14/D/1 | – Extracts: Research Grants |
| 1/23/B/3 | Outreach activities conducted |
| 1/23/B/3 | Programme budgets |

1.24 University has just initiated enrolment of foreign students. Faculties, with the concurrence of the VC, have already communicated their willingness to accept foreign students for the Study Programmes.

| 1/24/R/1 | UGC Handbook for foreign students |
| 1/24/R/2 | Documents - Overseas visits of the academic staff |
| 1/24/R/3 | MoUs of the Faculties/ Depts. |
Although there are no formal staff/student exchange programmes, academic staff visits overseas institutes for invited lectures/seminars, symposia, sabbatical leave, fellowships etc. Several MoUs have also been signed between the WUSL and some overseas institutions for academic endeavours, research and development.

<table>
<thead>
<tr>
<th>1.25</th>
<th>The VC, with concurrence of the Council appoints a Proctor, Deputy Proctors for each Faculty to look after the disciplinary matters of students on the recommendation of the Deans/Selection Committee. The Board of Discipline, where necessary, deliberates on the recommendations of the special committees of inquiry prior to imposing punishments. The Council decides on the punishments to be meted out to the students for violation on discipline. An Appeals Committee is appointed by the VC to look into the appeals made by those students as a grievance redress measure. Student discipline By-laws are communicated to students. Disciplinary action taken for the staff is based on the disciplinary procedure stipulated in the UGC/Government Establishment Code. Establishment of Staff and Student Grievances Committees - in progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.26</td>
<td>University is slowly but steadily moving towards ‘virtual education’, ‘online learning’ and ‘e-learning’ to enhance distance education, implement</td>
</tr>
<tr>
<td>1.26</td>
<td>• Student’s Handbook (External Degree – FAPM)</td>
</tr>
<tr>
<td>1/24/D/3</td>
<td>1/1/R/6</td>
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<tr>
<td>1/1/R/1</td>
<td>1/25/R/1</td>
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<tr>
<td>1/25/R/2</td>
<td>1/25/R/3</td>
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<tr>
<td>1/26/D/1</td>
<td>1/26/D/1</td>
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</tbody>
</table>
open learning policies, make learning activities more flexible and enable these learning activities to be distributed among many learning venues.

<table>
<thead>
<tr>
<th>1.27</th>
<th>The following needs are facilitated and funded partially by the University:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff:</strong></td>
<td>• Course details of English through e-learning Course</td>
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<tr>
<td></td>
<td>• LMS</td>
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<tr>
<td></td>
<td>• Course Overviews / Outlines</td>
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<td>1/26/ELT/2</td>
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<td></td>
<td><a href="http://www.wvb.ac.lk">www.wvb.ac.lk</a></td>
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<td>1/26/D/3</td>
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<td>1.27</td>
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<tr>
<td></td>
<td><strong>Staff:</strong></td>
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<tr>
<td></td>
<td>Subsidized food and lodging</td>
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<tr>
<td></td>
<td>Free health service</td>
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<tr>
<td></td>
<td>Transport facility (Between the University Premises and Kuliapitiya Town, to attend funerals of the immediate family members)</td>
</tr>
<tr>
<td></td>
<td>Provision of distress loans</td>
</tr>
<tr>
<td></td>
<td>Limited funding for the annual welfare event of all staff categories</td>
</tr>
<tr>
<td></td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td></td>
<td>• Food and lodging at subsidized rates</td>
</tr>
<tr>
<td></td>
<td>• Free health services through University Medical Centre</td>
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<tr>
<td></td>
<td>• Transport facility to student society activities</td>
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<tr>
<td></td>
<td>• Limited funding for welfare events of students; provision of equipment and labour</td>
</tr>
<tr>
<td></td>
<td>• Mahapola, Bursary and other scholarships</td>
</tr>
<tr>
<td></td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td></td>
<td>• University Calendar</td>
</tr>
<tr>
<td></td>
<td>• Minutes of the Finance Committee</td>
</tr>
<tr>
<td></td>
<td>• Minutes of the Halls of Residence Committee</td>
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<td></td>
<td>• Minutes of the Staff Residence Committee</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Canteen Committees</td>
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<tr>
<td></td>
<td>• Student Handbooks/Prospectus</td>
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<tr>
<td></td>
<td>• UGC Circulars – Mahapola, Bursary etc.</td>
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<td>1/1/R/7</td>
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<td>1/7/B/2</td>
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<td>1/27/R/1</td>
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<td>1/27/R/2</td>
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<td>1/4/R/6</td>
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<td>1/21/D/1</td>
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<td>1/27/R/3</td>
</tr>
</tbody>
</table>
| 1.28 | University addresses this issue through the counselling system/proctor. University established a Gender Equity and Equality Cell with a co-ordinator and it works on gender related issues. Development of Gender Equity and Equality (GEE) Policy is in progress. | • University Counselling System  
• Records of GEE Cell  
• University Policy Framework - Gender Equity and Equality (GEE) Policy | 1/28/SC/1  
1/28/GEE/1  
1/16/QA/3 |
| 1.29 | The University issues the University Student Charter of the UGC (2012), to all students on admission, and follows the UGC Circular No.919. Also, the University informs all students on admission the consequences of all forms of ragging based on the Act. No. 20 of 1998 on the Prohibition of Ragging and Other Forms of Violence in Educational Institutions. Strong actions are taken by the University on the recommendation of officers responsible for maintaining student discipline. | • Act. No. 20 of 1998 on the Prohibition of Ragging and Other Forms of Violence in Educational Institutions  
• UGC Circular No.919  
• University Student Charter of the UGC  
• Reports of Special Committees of Inquiry  
• University Policy Framework – Prevention of Ragging, harassment and discrimination Policy | 1/29/R/1  
1/29/R/2  
www.wyb.ac.lk  
1/29/R/3  
1/16/QA/3 |
2.2 Criterion 2 - Curriculum and Programme Development

Table 2 in Section 2.2 explains how the academic programmes are designed and developed to reflect University’s mission, goals and objectives by reviewing the characteristic features of existing courses and programmes and their processes of implementation.
<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>All study programmes maintain conformity with mission and goals of the University and adhere to course design and approval procedures as prescribed by the UGC. Curricula are designed and developed by CADC of faculties with stakeholder consultation, reviewed by external experts, recommended by the Faculty Board, IQAU and ADPSEC and approved by the Senate/Council before submitting to the UGC for its approval. At present Teaching and Learning Committee (TLC) and/or CADC of faculties monitor and review the programmes regularly, and programme review process has been streamlined by the guidelines given in AQEF.</td>
<td>• Vision and Mission statement of the University (<em>Corporate &amp; Strategic Plan / Action Plan</em>)&lt;br&gt;• Mission statement of Faculties (<em>Handbooks / Prospectus</em>).&lt;br&gt;• Minutes of CADCs&lt;br&gt;• Reports of CADC (<em>Stakeholder meetings</em>)&lt;br&gt;• Minutes of Faculty Boards (<em>Curriculum related matters</em>)&lt;br&gt;• Minutes of ADPSEC&lt;br&gt;• Minutes of Senate (<em>Extracts – curriculum development</em>)</td>
<td>1/2/R/2&lt;br&gt;1/21/D/1&lt;br&gt;1/5/D/3&lt;br&gt;1/5/D/3&lt;br&gt;2/1/D/1&lt;br&gt;2/1/ADPSEC/2&lt;br&gt;2/1/D/3</td>
</tr>
<tr>
<td>2.2</td>
<td>All faculties adhere to the program design and development procedure as decided by respective Faculty Boards and the Senate in line with national needs and University Corporate &amp; Strategic Plan. ADPSEC and IQAU communicates policies/principles on which programs are designed and developed with faculties and staff.</td>
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<td>2.3</td>
<td>All faculties follow guidelines given in SLQF, Subject Benchmark Statement &amp; Codes of Practice and receive feedback from outside experts and stakeholders.</td>
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</tbody>
</table>

Formulation of Programme Approval Policy is in progress.

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<tbody>
<tr>
<td></td>
<td>• AQEF</td>
<td>1/4/QA/7</td>
</tr>
<tr>
<td></td>
<td>• Minutes of TLC</td>
<td>2/1/D/4</td>
</tr>
<tr>
<td></td>
<td>• Corporate &amp; Strategic Plan</td>
<td>1/2/R/2</td>
</tr>
<tr>
<td></td>
<td>• Reports of CADC (<em>Stakeholder meetings</em>)</td>
<td>1/23/D/1</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Faculty Boards (<em>Curriculum related matters</em>)</td>
<td>2/1/D/1</td>
</tr>
<tr>
<td></td>
<td>• Minutes of ADPSEC</td>
<td>2/1/ADPSEC/2</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Senate (<em>Extracts – curriculum development</em>)</td>
<td>2/1/D/3</td>
</tr>
<tr>
<td></td>
<td>• SLQF</td>
<td>2/2/QA/1</td>
</tr>
<tr>
<td></td>
<td>• University Policy Framework - Programme Approval Policy</td>
<td>1/16/QA/3</td>
</tr>
</tbody>
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<tbody>
<tr>
<td></td>
<td>• Reports of CADC (<em>Stakeholder meetings</em>)</td>
<td>1/23/D/1</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Faculty Boards (<em>Curriculum related matters</em>)</td>
<td>2/1/D/1</td>
</tr>
<tr>
<td></td>
<td>• Minutes of ADPSEC</td>
<td>2/1/ADPSEC/2</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Senate (<em>Extracts – curriculum development</em>)</td>
<td>2/1/D/3</td>
</tr>
</tbody>
</table>
| 2.4 | Outcome-based education programmes and student-centered learning (SCL) systems have been incorporated in designing and development of curricular featuring research projects, in-plant training, allocation of independent learning hours etc. | • AQEF  
• SLQF  
• SBS  
• Codes of Practice/Ethics  
• University Policy Framework:  
  Course Approval Policy  
• Stakeholder surveys  
• Student Handbooks & Academic prospectus  | 1/4/QA/7  
2/2/QA/1  
2/3/QA/1;  
www.wyb.ac.lk (IQAU webpage)  
www.wyb.ac.lk (IQAU webpage)  
1/16/QA/3  
2/3/D/2  
1/21/D/1 |
| 2.5 | Faculties have aligned academic programmes with University and discipline-specific graduate attributes. | • Sample course outline/overviews | 1/26/D/3 |
| 2.5 |  | • Graduate Attributes of WUSL | 2/5/QA/1 |
|  |  | • Graduate Attributes of Faculties | 2/5/D/2 |
|  |  | • Minutes of CADC meeting | 1/5/D/3 |
|  |  | • Student Handbooks | 1/21/D/1 |
|  |  | • Course Curricula | 2/5/D/4 |
|  |  | • Course Overviews / Outlines | 1/26/D/3 |
| 2.6 | All study programmes specified ‘programme specifications’ | • Student Handbooks / Prospectus | 1/21/D/1 |
|  |  | • Course Curricula | 2/5/D/4 |
|  |  | • Course Overviews / Outlines | 1/26/D/3 |
| 2.7 | ‘Programme specifications’ are communicated to students, staff and public | • Student Handbooks | 1/21/D/1 |
|  |  | • Course Curricula | 2/5/D/4 |
|  |  | • Course Overviews | 1/26/D/3 |
|  |  | • Faculty webpages *(Curricula)* | [www.wyb.ac.lk](http://www.wyb.ac.lk) |
| 2.8 | All faculties have updated curricula or are in the process of incorporating recent and advanced developments | • Student Handbooks | 1/21/D/1 |
|  |  | • Course Curricula | 2/5/D/4 |
| 2.9 | Teaching learning strategies and assessments are structured and aligned to achieve ILOs and mapped by respective CADCs. | • Course Overviews /Outlines  
• Faculty webpages *(Curricula)*  
*www.wyb.ac.lk*  
(Faculty webpages)  
• Minutes of CADC  
• Minutes of Faculty Boards | 1/26/D/3  
1/5/D/3  
1/21/D/3 |
| 2.10 | Study programmes offered by all faculties are in applied and multidisciplinary or inter-disciplinary in nature. Several departments of studies are contributed to a particular curriculum with substantial cross-disciplinary courses. ELTU, ICTC and CGU offers English Language Proficiency courses and Computer courses and professional skill development courses, respectively. FLFN offers non-credit courses on ‘Social Harmony & Conflict Resolution’. | • Student Handbooks  
• Course Curricula  
• Course Overviews  
• CADC minutes  
• ICTC course profile  
• CGU course profile  
• ELTU course profile | 1/21/D/1  
2/5/D/4  
1/26/D/3  
1/5/D/3  
2/10/D/1  
2/10/D/2  
2/10/D/3 |
| 2.11 | When a study programme is discontinued or suspended or revised, alternative arrangements will be made to conduct special examinations | • Minutes of Faculty Board  
• Minutes of the Senate | 2/11/D/1  
2/11/D/2 |
for those who have to sit for old curricula for the completion of the degree (eg. BSc Banking & Valuation). This matter has been considered in developing Programme Design and Approval Policy 2018.

2.12 All programs have been designed as outcome based. But indicators are available only for certain aspects e.g.: retention rates, time taken for completion of a programme, graduation rates etc. Tracer studies have been suggested to be conducted in 2018 to collect information on employer satisfaction, admission rates to advanced degree programmes, societal impacts, etc.

| 2.13 | University collect information about recently graduated students. Tracer studies have been planned to be conducted in 2018 to collect information on employer satisfaction, admission rates to advanced degree programmes, societal impacts, etc | • Graduate survey reports | 1/12/EA/1 |
|      |                                                                                          | • University Action Plans | 1/2/R/3 |

- Minutes of Faculty Board of FBSF
- University Policy Framework Programme Design and Approval Policy 1/16/QA/3
- Graduate survey reports 1/12/EA/1
- Statistical Handbook 1/3/R/2
- University Action Plans 1/2/R/3
| 2.14 | Courses and teachers are evaluated by students at the end of semester and data are analysed and reported at faculty level. Annual monitoring of the programmes are not systematically conducted until recently, but AQEF recommended annual monitoring mechanism which will take place from 2018. | • Student feedback on courses  
• AQEF  
• Annual Action Plan 2018 | 2/14/D/1  
1/4/QA/7  
1/2/R/3 |
| 2.15 | All study programmes are periodically reviewed considering the feedback from stakeholders, subject reviews, developments in the disciplines and higher education sector etc. | • Minutes and Records of CADC  
• Records of Dietetic Advisory Board (FLFN)  
• Minutes of Department meetings | 1/5/D/3  
2/15/D/1  
2/15/D/2 |
2.3 Criterion 3 - Teaching and Learning
The WUSL had taken all possible steps to practice student-centred and outcome-based education. Faculties use various teaching and learning methods to engage students actively in the learning process and adopt an assessment strategy aligned with ILOs. Table 3 shows the adherence to the standards specified in the Criterion 3, Teaching and Learning process.
Table 3. Adherence to the Criterion 3, Standards, and List of Evidence

<table>
<thead>
<tr>
<th>Criterion 3 - Teaching and Learning</th>
<th>University's adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
</table>
| 3.1                               | Faculties have organized their teaching and learning (TL) plan according to the needs of the faculty. All TL practices are systematically organized and staff and students are aware of them. Steps have been taken to monitor (Faculty and Senate levels) and continuously enhance the quality of the teaching-learning (TL) practices. CPD programmes of the SDC and resources developed through university and external grants have been used to improve and enhance the quality of the study programmes. Course overviews are given to students at the start of semester explaining the TL practices. Learning-Teaching Policy specifies the framework of TL in the University. | • Minutes of the Senate  
• Minutes of Faculty Boards  
• Minutes of HoD meetings  
• Minutes of TLC  
• Minutes of Dept. Staff meetings  
• Lecture record log books  
• Lecture / Tutorial / Practical handouts (hard copies and LMS)  
• Student Handbooks  
• Academic calendar  
• Safety manuals  
• Student Portfolio  
• Digital Diary | 2/1/D/3  
1/21/D/2  
3/1/D/1  
2/1/D/4  
2/15/D/2  
1/19/D/2  
3/1/D/2  
1/21/D/1  
1/1/R/7  
3/1/D/3  
1/14/D/5  
3/1/D/4 |
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</table>
| 3.2 | All Study Programmes have adopted student-centered learning as a policy (Learning-Teaching Policy). All faculties try their best to practice interactive teaching and learning methods, however due to large numbers, some faculties have limitations in optimally practice interactive teaching-learning. SDC conducts regular training programmes on student-centered learning for staff at all levels. |  • Course Overviews  
• Master files of courses  
• Student log books / training record books |
|   |   | 1/26/D/3  
3/1/D/5  
3/1/D/6 |
|   |   |   |
|   | All Study Programmes have adopted student-centered learning as a policy (Learning-Teaching Policy). All faculties try their best to practice interactive teaching and learning methods, however due to large numbers, some faculties have limitations in optimally practice interactive teaching-learning. SDC conducts regular training programmes on student-centered learning for staff at all levels. |  • Learning Teaching Policy in University Policy Framework  
• Approved curricula  
• SDC Records  
• Peer observation records  
• Student feedback  
• Student satisfaction survey results  
• Course master files  
(*Evidence for group activities; learning activities*)  
• Library usage records  
• Language lab records |
|   |   | 1/16/QA/3  
2/5/D/4  
1/9/SD/2  
3/2/D/1  
2/14/D/1  
3/2/QA/2  
3/1/D/5  
3/1/L/6  
3/1/ELT/7 |
| 3.3 | Curricula of the study programmes are regularly reviewed by the CADC / TLC against subject benchmark statements and good TL practices and reported to the Faculty Boards. Remedial action are taken as necessary by Faculties. Learning environment is continuously improved. | • Portfolios (digital)  
*Creative work  
*(Teaching materials –  
*Books / Videos etc)*  
• Facilities available in faculties (Resource centers, class-room facilities etc)  
• Online FAQ Site  
• Inventions / patents (new products/ gadgets/ process methodology & Innovations)  
[www.wyb.ac.lk](http://www.wyb.ac.lk) (e-portfolio)  
3/1/D/8  
3/1/D/9  
[www.wyb.ac.lk](http://www.wyb.ac.lk) (FLFN)  
3/1/D/10 |
| 3.4 | Students have been provided access to laboratories, IT facilities (Wi-Fi, LAN, e-learning lab), Resource Centers, TL materials through LMS, library and farms for teaching-learning with effective use of available resources | • Minutes of CADC  
• Minutes of Faculty Boards  
• Minutes of TLC  
[www.wyb.ac.lk](http://www.wyb.ac.lk)  
1/5/D/3  
2/1/D/1  
2/1/D/4  
[www.wyb.ac.lk](http://www.wyb.ac.lk) - LMS  
3/4/ICT/1  
• Faculty resources (see web pages)  
• LMS  
• ICT access records |
resources. Access to external laboratories, farms and industry resources have been arranged to expose the students to practical situations. Regular staff development programmes are conducted for staff on using new technologies, teaching learning materials and aids.

<table>
<thead>
<tr>
<th>3.5</th>
<th>CADCs/TLCs of the faculties ensure teachers adopt innovative pedagogy and ICT-based learning tools including LMS into teaching learning practices; SDC conducts regular staff development programmes on these aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Library usage records</td>
</tr>
<tr>
<td></td>
<td>• Records of training sessions conducted by SDC</td>
</tr>
<tr>
<td></td>
<td>• Records of training sessions conducted by ICTC</td>
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<tr>
<td></td>
<td>• Records of field visits, industry visits.</td>
</tr>
<tr>
<td></td>
<td>3/1/L/6</td>
</tr>
<tr>
<td></td>
<td>1/9/SD/2</td>
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<td></td>
<td>3/4/ICT/2</td>
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<td></td>
<td>3/2/D/3</td>
</tr>
<tr>
<td></td>
<td>• Minutes of CADC</td>
</tr>
<tr>
<td></td>
<td>• Minutes of TLC</td>
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<tr>
<td></td>
<td>• LMS</td>
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<tr>
<td></td>
<td>• Learning resources of Faculties (see web pages)</td>
</tr>
<tr>
<td></td>
<td>• Records of SDC</td>
</tr>
<tr>
<td></td>
<td>1/5/D/3</td>
</tr>
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<td></td>
<td>2/1/D/4</td>
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<tr>
<td></td>
<td><a href="http://www.wyb.ac.lk">www.wyb.ac.lk</a> - LMS</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.wyb.ac.lk">www.wyb.ac.lk</a></td>
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<tr>
<td></td>
<td>1/9/SD/2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3.6</th>
<th>Faculties promote group work, presentations, assignments, practical, group business ventures etc. in their academic programmes.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Course overviews</td>
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<td>• Course Master files</td>
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<td>• Student Handbooks/Prospectus</td>
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<td></td>
<td>• Records of CGU</td>
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<td>• Records of BIC</td>
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<td>1/26/D/3</td>
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<td>3/1/D/5</td>
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<td></td>
<td>1/21/D/1</td>
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<td></td>
<td>3/6/CGU/1</td>
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<td></td>
<td>3/6/BIC/2</td>
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<tr>
<td>3.7</td>
<td>CADC ensures integration of assessment methods aligned with ILOs and teaching learning strategy. At the time of implementation, students’ feedback, peer evaluation, comments of the examination boards are taken into consideration in revision of teaching learning strategies and assessment methods.</td>
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<td>3.8</td>
<td>All faculties have a mechanism for student evaluation of the teacher and course. Practice of peer evaluation is limited in some faculties. AQEF and Learning-Teaching Policy Guidelines recommended these good practices as essential to assure quality of learning and teaching.</td>
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<td>3.8</td>
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<td>3.8</td>
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<tr>
<td>3.9</td>
<td>University encourages participation at staff development programmes on innovative teaching-learning. Student feedback mechanism also encourages innovative TL. Rewarding system in not in practice to-date (developing a rewarding system is in progress)</td>
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<tr>
<td>3.10</td>
<td>CADC ensures the latest knowledge is incorporated through regular curriculum revisions. University promotes research of the staff by providing grants, funds to attend conferences and for publications. Also, faculties have student symposia at the end of their research project / in-plant trainings.</td>
</tr>
</tbody>
</table>
2.4 Criterion 4 – Learning Resources and Student Support

Table 4 presents the University’s infrastructure facilities for teaching and learning and its strategic, operational, and financial plans for optimal use of facilities to enrich the learning experiences and holistic progression of the students. This section reflects the University’s ability to support for student-centred learning and outcome-based education.
Table 4. Adherence to the Criterion 4, Learning Resources and Student Support

<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s Adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
</table>
| 4.1          | University has an efficient administration that response promptly to students’ inquiries at the time of admission and other information relevant to academic programmes at the faculty level. Some of the information is available in Student Handbooks / Dean’s Office / Common Support Unit / Student Welfare Division. Instruction sheets are given to students of external degree and diploma students. | • Admission Instructions sent to students by the University  
• Student Handbooks  
• Documents for Bursaries / Mahapola and other financial provisions | 4/1/R/1 |
| 4.2          | Admission procedures are organized by the Student Welfare Division and Faculty Office. All faculties have well designed induction (orientation) programmes. Guidelines have been given for effective Induction Programmes in AQEF. | • Admission related documents  
• Faculty Student Services  
• Programmes of Induction Sessions  
• AQEF | 4/2/R/1 |
| 4.3          | Students’ information are maintained in an organized manner and confidentially by the authorities. Faculty AR maintain the personal files. Examination matters are confidentially handled by the Central examination division or Faculty AR. | • Personal files of students  
• Results of examinations maintained by Examination Division | 4/3/D/1 |
|              |                                        |                                          | 4/3/R/2 |
| 4.4 | Information on academic programmes are available in the LMS/University website/ printed form as handbooks. MIS is not available, but action has been taken to develop MIS components for financial management and examinations. | • University / Faculty webpages  
• Student Handbooks  
• LMS  
• Notices displayed  
• Documents related to MIS development | www.wyb.ac.lk  
1/21/D/1  
www.wyb.ac.lk (LMS)  
4/4/D/1  
1/13/ICT/2 |
| 4.5 | Accurate and updated information to prospective students on programmes, avenues for financial support (Bursaries / Mahapola and other financial provisions), academic calendar, examination system, etc. through printed for of Handbooks and the Faculty website. | • Student Handbooks (online and printed)  
• Faculty website | 1/21/D/1  
www.wyb.ac.lk (Faculties) |
| 4.6 | Promotion of interaction between staff and students, and between students are planned through learning components such as field practical, projects, industry visits, group assignments, outbound training programmes, portfolios, mentoring system etc. Student-Staff Liaison Committees, Students Feedback System and participation of students in various committees and Faculty Board promotes interactions between staff and students. | • Course Master Files  
• LMS  
• Minutes of Student- staff Liaison / consultative meetings  
• Student Portfolios  
• Student Feedback System  
• Documents on Mentoring System | 3/1/D/5  
www.wyb.ac.lk (LMS)  
4/6/D/1  
1/14/D/5  
2/14/D/1  
4/6/D/2 |
| 4.7 | University started with suboptimal learning and teaching infrastructure facilities in 1999. Learning environment (lecture hall facilities, teaching and learning aids, laboratory, library, farms and ICT) and student accommodation, have been improved rapidly in the last 5 years using regular state funds, World Bank funded projects, Deyata Kirula Programme and Special Project proposals approved by the Government. Existing buildings have been improved and faculties improved got new building projects including common facilities such as canteens, sports facilities, auditorium, Student Centre etc. Facility improvement through joint ventures with Ministry of Industry (BREAD Centre)
New projects have been approved from 2018 onwards (eg. Food Technology & Innovation Centre, ICT Centre for Makandura etc). Makandura premises expanded by acquiring 10 Acres of Land. | • Minutes of Faculty Boards (student matters)
• Minutes of Student Welfare Committees
• HETC Project documents
• Faculty Learning-Teaching Facilities
• Library usage reports
• Mater Plan
• Infrastructure project reports
• Township Project
• BREAD Centre
• Annual Budgets
• Land acquiring documents
• Student Satisfaction Survey Results | 4/6/D/3
4/6/D/4
4/7/OTS/1
3/1/D/9
3/1/L/6
4/7/R/1
4/7/R/2
4/7/R/3
4/7/BIC/4
1/23/B/4
4/7/R/5
3/2/QA/2 |
However, still the science based faculties face difficulties due to inadequate laboratory and farm facilities to conduct practical and advanced research.

<table>
<thead>
<tr>
<th>4.8</th>
<th>Career guidance activities, Out-reach activities, Mentoring/ student counselling programmes, job fairs, professional skill development activities embedded to courses, sports and recreational facilities are available aiming at social and personal development of the students</th>
</tr>
</thead>
</table>
|     | • ICT records – infrastructure development  
|     | • LMS records  
|     | • Activities conducted by Career Guidance Unit  
|     | • Minutes of the Senate – CGU progress  
|     | • Faculty specific programmes on personal development  
|     | • Mentoring system records  
|     | • Outreach activities  
|     | • Student Counselling system  
|     | • Sports activities conducted by Department of Physical Education  
|     | 4/7/ICT/6  
|     | 1/14/D/2  
|     | 3/6/CGU/1  
|     | 4/8/CGU/1  
|     | 4/8/D/2  
|     | 4/8/D/2  
|     | 4/8/D/3  
|     | 1/28/SC/1  
|     | 4/8/PE/5 |
| 4.9 | Only few differently-abled students are registered for programmes. Special needs of such students are considered during the lectures, practical and in examinations. All new buildings have differently-abled access. University has taken necessary steps to improve such facilities in future. Policy on Specially-abled students is in progress. | • Faculty-specific actions taken for the benefit of specially-abled students.  
• University Policy Framework – Disable Policy  
• Student Handbooks | 4/9/D/1  
1/16/QA/3  
1/21/D/1 |
| 4.10 | ICT based tools, automated catalogues, limited on-line journal access, library training programmes on use of e-databases, automated circulation system are available. | • Library User Guide  
• User surveys  
• Minutes of Library Committee  
• Library Handbooks  
• Library Newsletter | 4/10/L/1  
3/1/L/6  
4/10/L/2  
4/10/L/3  
4/10/L/4 |
| 4.11 | Study Programmes use a variety of practices and systems to facilitate student progression from different Levels / Years of study. Minimum requirements for the selection of specializations and progression from a Level / Year to another Level / Year are defined and communicated to the students. Academic progression is monitored at different Levels / Years as cumulative GPA and feedback supported by an academic mentoring system is practiced in some faculties. Practice of portfolio continuously monitors | • Student Handbook  
• Criteria for academic awards  
• Portfolios (FLFN)  
• University Colours and Awards  
• Criteria for Dean’s List | 1/21/D/1  
4/11/R/1  
1/14/D/5  
4/11/PE/2  
4/11/D/3 |
the student progression in some faculties. Selection of Dean’s List, awards and medals for the best performers in academia at Convocation are used to encourage student performance. University Colours and Awards are given for those who excel in sports.

| 4.12 | Learner support resources including counselling, ELTU, computer facilities, library, career guidance, field areas, service centers; residential facilities; welfare services; health and medical facilities; facilities for sports, recreation, cultural and aesthetic activities are provided to the students. | • Mentoring System  
• Feedback forms on academic performance (FLFN) | 4/6/D/2  
4/11/D/4 |
| 4.12 | • Student counselling  
• Medical services  
• Student Handbooks  
• Courses offered by FLFN - Social Harmony and conflict resolution, Link-Com  
• Minutes of Hostel Committee  
• ELTU facilities  
• Library facilities  
• ICTC resources  
• Records from Dept of Physical Education | 1/28/SC/1  
4/12/R/1  
1/21/D/1  
4/12/D/2  
4/12/R/3  
4/12/ELT/4  
4/12/L/5  
4/12/ICT/6  
4/8/PE/5 |
<table>
<thead>
<tr>
<th>4.13</th>
<th>Faculties monitors the progression of students (retention, progression, completion/graduation rates). However, problems exist in the admission process due to national policy on university admission and some faculties do not receive the student numbers requested by them on time. Cost per graduate has been calculated based on the available financial data.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>• Photos, videos and publications of cultural and aesthetic activities</strong></td>
<td>4/12/D/7</td>
</tr>
<tr>
<td><strong>• Activities of Virtual Outreach Centres</strong></td>
<td>1/14/D/1</td>
</tr>
<tr>
<td><strong>• Documentary evidence of allocated funds (Annual Budget)</strong></td>
<td>1/23/B/4</td>
</tr>
<tr>
<td><strong>• Statistical Handbook</strong></td>
<td>1/3/R/2</td>
</tr>
<tr>
<td><strong>• Reports / Faculty Board Minutes on Progression</strong></td>
<td>4/13/D/1</td>
</tr>
<tr>
<td><strong>• Student admission &amp; progression, dropout rate and graduation data</strong></td>
<td>4/13/R/2</td>
</tr>
<tr>
<td><strong>• Financial balance sheets cost per student</strong></td>
<td>1/23/B/4</td>
</tr>
<tr>
<td><strong>• Annual Reports</strong></td>
<td>1/3/R/1</td>
</tr>
<tr>
<td><strong>• Graduate Survey Reports</strong></td>
<td>1/12/EA/1</td>
</tr>
</tbody>
</table>
| 4.14 | Faculties conduct students’ and employers’ satisfaction surveys. IQAU will conduct annual student satisfaction surveys from 2018, which is one of the QA activities identified in AQEF. Remedial actions have been taken on certain aspects by the Faculties and University. | • Students’ satisfaction survey results  
• Employer’s satisfaction survey results  
• Graduate Survey results  
• AQEF | 3/2/QA/2  
4/14/D/1  
1/12/EA/1  
1/4/QA/7 |
2.5 Criterion 5 - Student Assessment and Awards

This Section briefly explains the University’s assessment systems that reflect academic standards and measure the accomplishment of the learning outcomes for individual programmes/courses through various types of assessments. The WUSL ensures that principles, procedures, and processes of all assessments are explicit, fair, transparent, valid and consistent while ensuring confidentiality and integrity (Table 5).
Table 5. Adherence to the Criterion 5, Standards, and List of Evidence

<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s Adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
</table>
| 5.1          | University has in place a procedure for designing and approving the study programmes and criteria for awards through the Senate and Council. Monitoring and reviewing of Study Programmes are carried out by respective CADCs / TLCs of the faculties. All programs of studies have well documented procedures of assessment criteria and implementation is strictly scrutinized by the examination and results boards as well as the Senate. Student Assessment Policy lays foundation for principles in assessment. | • By-laws, examination rules and regulations  
• Curriculum-Handbooks  
• Minutes of Senate  (Curriculum)  
• Minutes of CADC  
• Minutes of TLC  
• Samples of answer scripts  
• Samples of dissertations  
• Samples of Theses  
• Course Overviews  
• University calendar  
• Dean’s lists  
• Criteria for awarding medals and scholarships | 1/1/R/6  
1/21/D/1  
2/1/D/3  
1/5/D/3  
2/1/D/4  
5/1/D/1  
5/1/D/2  
5/1/D/3  
1/26/D/3  
1/1/R/7  
4/11/D/3  
4/11/R/1 |
| 5.2 | CADCs, Faculty Boards and Senate periodically consider the concerns regarding the assessment criteria/ regulations and revise them as necessary. Student feedback on continuous assessment components are considered in reviewing the assessment criteria. |
| 5.3 | Assessment criteria developed by CADCs and approved by the Senate are documented in the Students’ Handbooks and it is given to all students and staff. Further, the students are made aware by conducting orientation programme at the beginning of the Study Programme. At the beginning of each semester, assessment criteria is communicated to students. Any |

| Records of Examination Boards / Results Board minutes | University Policy Framework – Student Assessment Policy |
| Minutes of Faculty CADCs | Minutes of ADPSEC |
| Minutes of ADPSEC | Minutes of Senate (Curriculum) |
| Minutes of Boards of study (Curriculum) | University Policy Framework |
| Students feedback reports | Minutes of CADC |
| Student Handbooks | Minutes of Faculty Board (Curriculum) |
| Minutes of Senate (Curriculum) |  |
changes / revisions approved by the Senate are communicated to the students and staff. Assessment procedures are available on-line.

| 5.4 | Examiners are appointed by the Senate after considering the qualification and affiliation. SDC conducts training programmes for staff on student assessment. IQAU made the staff aware about the Code of Practice on Student Assessment. |
| 5.5 | In all qualification awarding programmes, respective CADCs ensure complying with aligning assessment strategy with SLQF standards, objectives, ILOs and teaching-learning strategy at the time of curriculum |

|  | • Course overviews / Course information plans  |
|  | • Examination by-law |
|  | • In-plant training / Industrial training handbook |
|  | • Orientation programme agenda/ schedule |
|  | • University Policy Framework – Student Assessment Policy |
|  | 1/26/D/3 |
|  | 1/1/R/6 |
|  | 5/3/D/1 |
|  | 1/15/D/2 |
|  | 1/16/QA/3 |
|  | • List of examiners – Minutes of Senate |
|  | • SDC- Teacher training programme manual |
|  | • SDC Programme schedules |
|  | • Code of Practice on Student Assessment |
|  | 5/4/R/1 |
|  | 1/9/SD/2 |
|  | 1/9/SD/2 |
|  | www.wyb.ac.lk (IQAU) |
|  | • CADC minutes / records |
|  | • Minutes of Senate (Curriculum)  |
|  | 1/5/D/3 |
|  | 2/1/D/3 |
development. This is scrutinized during the process of programme approval by the Senate. Student feedback on continuous assessment components are considered in reviewing the assessment criteria.

<table>
<thead>
<tr>
<th>5.6</th>
<th>CADC decides the weightage of the assessment components based on the principle of credits assigned to each component (Theory / Practical) and Senate approves the criteria based on the recommendation of the Faculty Board. The criteria is documented in Student Handbook and communicated to the students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.7</td>
<td>CADC has the policy based on the accepted norms on volume, timing and nature of assessment. At the time of course designing, the volume, timing and nature of the assessment is aligned with ILOs. Feedback of students and teachers on assessment criteria are considered at the CADC in curriculum revisions.</td>
</tr>
<tr>
<td>5.8</td>
<td>All assessments are strictly conducted in confidential manner but with a transparent, honest and fair practice. Students are informed in advance regarding the methods and timing of formative and summative assessment. Appointment of examiners and moderators are approved by the Senate on recommendation of Faculty Boards. Papers are moderated, scrutinized and printed with strict confidentiality. Examination results are released after checking at several levels for accuracy (eg. Second examiner, result boards). Students are given a chance to re-scrutinize their results.</td>
</tr>
<tr>
<td></td>
<td>• Course Overviews</td>
</tr>
<tr>
<td></td>
<td>• Senate approval of examiners</td>
</tr>
<tr>
<td></td>
<td>• Examination By-laws</td>
</tr>
<tr>
<td></td>
<td>• Scrutinizing board records</td>
</tr>
<tr>
<td></td>
<td>• Moderators’ reports</td>
</tr>
<tr>
<td></td>
<td>• Second examiner’s reports</td>
</tr>
<tr>
<td></td>
<td>• Provision for re-scrutinise (records of handled cases)</td>
</tr>
<tr>
<td></td>
<td>• Minutes of the results and examination boards</td>
</tr>
<tr>
<td></td>
<td>1/26/D/3</td>
</tr>
<tr>
<td></td>
<td>5/4/R/1</td>
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<tr>
<td></td>
<td>1/1/R/6</td>
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<tr>
<td></td>
<td>5/8/D/1</td>
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<tr>
<td></td>
<td>5/8/D/2</td>
</tr>
<tr>
<td></td>
<td>5/8/D/3</td>
</tr>
<tr>
<td></td>
<td>5/8/D/4</td>
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<tr>
<td></td>
<td>3/7/R/1</td>
</tr>
</tbody>
</table>

| 5.9 | There is variation in the practice of providing feedback to the students based on formative assessment. Individual feedback for continuous assessment components are given to the students in detail. Some faculties provide overall feedback indicators by issuing warning letters on academic progress. CGPA at each semester is released in some study programmes. Mentoring system coupled with Portfolio provides guidance for progression. |
|     | • Samples of continuous assessment work |
|     | • Exam results release notices |
|     | • Student portfolio |
|     | • Mentoring systems of faculties |
|     | 5/9/D/1 |
|     | 5/9/R/2 |
|     | 1/14/D/5 |
|     | 4/6/D/2 |
## Senate Minutes

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Relevant Documents</th>
<th>Page</th>
</tr>
</thead>
</table>
| 5.10    | Senate adopted a practice regarding the approving the first and second examiners. Second examiner is always a senior academic. External examiner system to be introduced by adopting AQEF and Student Assessment Policy. | • Lists of examiners  
• AQEF  
• University Policy Framework – Student Assessment Policy | 5/4/R/1  
1/4/QA/7  
1/16/QA/3 |
| 5.11    | Second examiners are appointed for all examinations; however, no independent / blind marking is done. Second examiner marks or check the first examiner’s marking of individual answers scripts and reports any discrepancies to the first examiner. External examiner system to be introduced by adopting AQEF and Student Assessment Policy. | • Lists of examiners  
• Examiners’ reports  
• AQEF  
• University Policy Framework – Student Assessment Policy | 5/4/R/1  
5/8/D/3  
1/4/QA/7  
1/16/QA/3 |
| 5.12    | Semester examination decisions are properly documented at all levels and results are released as early as possible (within 3 months after the examination) | • Examination results – Senate minutes  
• Record of examination result release in each faculty (2013-2017) | 5/12/R/1  
5/12/D/2 |
<p>| 5.13    | Results are submitted to the examination branch to make sure results are released as quickly as possible. University adopted UGC Establishment Circular Letter No 15/2015 | • UGC Establishment Circular Letter No 15/2015 Minutes of Senate | 5/13/R/1 |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>5.14</td>
<td>Examination by-laws clearly describe the procedure of conducting examinations and actions for malpractices. Senate appointed inquiry committees inquire the complaints and recommendations are given to the Senate to take disciplinary action for those who have committed any offences. Appeals/Grievance Committee is appointed by the Senate to entertain the appeals of the students including examination matters. Plagiarism in course work is also handled by individual lecturers. Academic Honesty Policy has been adopted.</td>
<td>• Record of examination result release in each faculty (2013-2017) 5/13/D/2</td>
</tr>
</tbody>
</table>
|   | Examination By-Laws  
Minutes of Senate - appointment of committees on examination offences  
Reports of the cases handled  
University Policy Framework – Academic Honesty Policy | 1/1/R/6  
5/14/R/1  
5/14/R/2  
1/16/QA/3 |
| 5.15 | All degree programmes have defined prior learning experiences required at different stages (eg. Entry level – GCE A/L; pre-requisite courses; progression requirements). Policies have been documented regarding lateral entry based on SLQF for some undergraduate and MBA programme. | • UGC Handbook for University Applicants  
• Student Handbook  
• Postgraduate by-laws: entry requirements for lateral entry  
• Faculty lateral entry criteria | 5/15/R/1  
1/21/D/1  
1/1/R/6  
5/15/D/2 |
Credit transfer was considered case by case based on the documentary evidence. In order to have a consistency, Credit Transfer Policy has been introduced.

| Credit transfer was considered case by case based on the documentary evidence. In order to have a consistency, Credit Transfer Policy has been introduced. | Minutes of Senate *(Credit transfer)*  
University Policy Framework - Credit Transfer Policy | 5/15/R/3  
1/16/QA/3 |
2.6 Criterion 6 - Strength and Quality of Staff

The WUSL has qualified and competent staff needed for effective high quality programmes and student services. Capacity development programmes are regularly conducted for staff to assist in efficient and effective management of the design, development and delivery of programmes and courses, student-centred learning, research and community engagement. Table 6 briefly explains the adherence of the WUSL to the standards given in Criterion 6.
Table 6. Adherence to the Criterion 6, Standards, and List of Evidence

<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s Adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
</table>
| 6.1          | The recruitment procedure of the WUSL is in compliance with the guideline of the UGC stipulated in circulars and establishment code. The WUSL gives highest priority for employee training by means of facilitating higher education opportunities and various local and foreign training. Food and lodging, recreational facilities are provided to staff at subsidised rates. SDC conducts staff capacity building programmes. Career development opportunities are available for academic, executive and non-academic staff. Granting leave for staff is handled by Leave and Awards Committee. | • UGC Circular related to recruitment, Establishment Code  
• Staff selection procedure *(Senate and council minutes related to recruitment)*  
• Records of SDC programmes  
• Details of staff who got study leave  
• Minutes and records of Leave and Awards Committee | 1/1/R/1  
6/1/R/1  
1/9/SD/2  
6/1/R/2  
6/1/R/3 |
Performance of staff (academic, executive, non-academic) are evaluated annually – appraisal for administrative staff; academic staff and non-academic staff performance is considered in annual salary increments.

Grievances of the staff is handled through Committees appointed by the Council.

Faculties have developed safety manuals, procedures in relation to laboratories but Occupational Safety and Health Procedures are not developed yet.

The WUSL has rewarding system to recognize achievement of staff research (WURA) and rewarding system for teaching-learning, institutional development etc are in progress. However, these are currently accounted in staff promotions.

<table>
<thead>
<tr>
<th>Promotion details of academic, executive and non-academic staff (2013-2017)</th>
<th>6/1/R/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance evaluation forms and Increment approval form (non-academic staff)</td>
<td>6/1/R/5</td>
</tr>
<tr>
<td>Progress reports of those who are on study leave</td>
<td>6/1/R/6</td>
</tr>
<tr>
<td>Records of handling grievances – Council minutes</td>
<td>6/1/R/7</td>
</tr>
<tr>
<td>Safety manuals and procedures, symbols and equipment</td>
<td>6/1/D/8</td>
</tr>
<tr>
<td>WURA and other reward schemes</td>
<td>1/23/RHD/1</td>
</tr>
</tbody>
</table>
6.2 The WUSL follows and maintains the UGC guidelines on staff student ratio. The WUSL ensures that it is in compliance with the approved cadre in recruitment. Departments, faculties and other units are given the responsibility to decide/ request new cadre requirements and recruitment needs.

The WUSL has recruited qualified staff in specific disciplines of the faculties primarily to carryout undergraduate training and also considering their capabilities in postgraduates teaching, research and outreach programs by following recruitment guideline of the UGC and whenever necessary it uses qualified visiting professionals.

The WUSL gives priority to attract senior staff in disciplines where human resources are scarce and positions are annually advertised.

Recruited academic staff are provided with training on pedagogies and other skills.

- Statistical Handbook
- Annual Reports
- Staff profiles
- Cadre request of departments and units;
  Request sent by the departments for recruitment advertisements
- UGC Circulars on selection procedure
- Cadre Book
- Visiting staff list from departments
- Recruitment advertisements
- Records of SDC training programmes
Postgraduate opportunities are provided through special scholarship schemes (e.g., HETC) and junior staff are encouraged to apply local and foreign postgraduate programmes and scholarships. Several of them are currently pursuing higher studies overseas and locally.

| 6.3 | University follows approved UGC cadre to ensure that units, faculties, centres have adequate and qualified staff. Departments, faculties and other units are given the responsibility to decide/request new cadre requirements based on their new programmes and development plans. |
| 6.4 | Adequate guidelines for career development of new staff are given by the University by the appointment letter. There is no mentoring program for newly recruited academic staff. However, HoDs and Senior academic staff of the faculties are working closely with newly recruited academics in their research career (e.g., Research Grant Scheme encourage Probationary Lecturers to apply for research grants as a co-investigator in collaboration with a Senior Lecturer or above). |

<p>| | Records of staff following postgraduate degrees | 6/2/R/5 |
| | Records of cadre book | 6/3/R/1 |
| | Records of request for new cadre requirement of departments and units | 6/3/R/2 |
| | Statistical Handbook | 1/3/R/2 |
| | Annual Report | 1/3/R/1 |
| | Staff Profiles | 3/10/D/3 |
| | Cadre book | 6/3/R/1 |
| | Samples of appointment letters | 1/18/R/1 |
| | WUSL Research Grant Scheme | 3/10/RHD/1 |
| | Prospectus of SDC | 1/9/SD/2 |
| | Records of SDC | 1/9/SD/2 |</p>
<table>
<thead>
<tr>
<th>6.5</th>
<th>The WUSL has a well-equipped SDC which conducts UGC accredited Certificate Course on Staff Development (CCSD) for newly recruited academic staff and CPD programmes for academic, administrative and non-academic staff. SDC has already produced number of publications related to staff development including books and journal articles. SDC carries out need analysis, recognises staff development needs and regularly reports to the Senate. There is no mechanism to assess whether trained staff apply new skills at present. Staff Development Policy is adopted and according to it, SDC has to review student and staff feedback on teaching learning practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Records of SDC</td>
<td>1/9/SD/2</td>
</tr>
<tr>
<td>• Staff Development Prospectus</td>
<td>1/9/SD/2</td>
</tr>
<tr>
<td>• Publications and resources in SDC</td>
<td>1/9/SD/2</td>
</tr>
<tr>
<td>• University Policy Framework – Staff Development Policy</td>
<td>1/16/QA/3</td>
</tr>
</tbody>
</table>

In the staff development programme, the WUSL appoint a mentor for newly recruited academic staff.

Postgraduate opportunities are provided through special scholarship schemes (eg HETC) and junior staff are encouraged to apply local and foreign postgraduate programmes and scholarships. Senior staff assists the probationary lecturers in finding placements and providing referee letters.

- Records of staff following postgraduate degrees 6/2/R/5

- Records of SDC
- Staff Development Prospectus
- Publications and resources in SDC
- University Policy Framework – Staff Development Policy
| **6.6** | Outcome-based education and student-centered learning are principle practices in all study programmes, which are stated in Learning-Teaching Policy and AQEF. CADC uses these principles in curriculum development and monitoring the implementation of curriculum (by TLC).
Newly recruited staff members are trained on outcome-based education and student-centred learning through CCSD program conducted by SDC. Training workshops on outcome-based education and student-centred learning were conducted by SDC and faculties under various projects. | • University Policy Framework – Learning-Teaching Policy / Staff Development Policy
• AQEF
• Records of TLC / CADC
• Student Handbooks
• Staff Development Prospectus
• Records of SDC training programs
• Records of workshops conducted by faculties | 1/16/QA/3
1/4/QA/7
2/1/D/4
1/21/D/1
1/9/SD/2
1/9/SD/2
6/6/D/1 |

| **6.7** | Allocation of course modules to staff is done at Department meetings in consultation of staff and reported to respective faculty boards. | • Minutes of Department meetings
• Minutes of Faculty Board
• Minutes of Senate | 2/15/D/2
6/7/D/1
6/7/R/2 |
| 6.8 | Administrative and non-academic staff members are given a duty list. For the academic staff, work is assigned by the HoDs as specified in their letters of appointment. The work of the staff is time to time reviewed by the HoDs, Faculty Board and the Senate whenever a necessity arises. TORs are given to the positions such as Directors, Coordinators etc. (for voluntary positions) | • University Policy Framework – Work norm and Workload Policy | 1/16/QA/3 |
| 6.9 | Performance of all staff is evaluated at the time of annual increment. Further, staff appraisal is done for administrative staff annually. R&D, learning-teaching, outreach and institutional development activities are evaluated in promotions of staff. Wayamba University Research Awards (WURA) are awarded to best performers in research and Innovation. Performance evaluation system and formal appraisal system for teaching, research and community contribution of staff are to be established. | • Duty/Job lists of administrative staff and non-academic staff • TORs of voluntary positions | 1/18/D/2 |
| 6/8/R/1 |
| • Increment forms • Administrative Staff appraisal records • WURA awards and criteria for selection | 6/9/R/1 1/20/R/1 1/23/RHD/1 |
| 6.10 | Underperformers are reprimanded by line managers. The general practice is that the academic administrators taking responsibility to identify underperformers and reasons for it and to take | • Records of warning letters or advices given to non-academic staff | 6/10/R/1 |
remedial action. Usually, staff training, qualification upgrade or modifying the distribution of work within the academic unit are done as remedial measures.

| 6.11 | Staff feedback is entertained in various forums such as Department meetings, Faculty Boards, TLC, special staff meetings, VC’s Advisory Committee, Library Committee, Staff Accommodation Committee, Staff Association representations etc. Remedial actions are taken and recorded at respective forums |

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Workloads of academic staff in the last 5 years.</td>
<td>1/19/R/1</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Department meetings</td>
<td>2/15/D/2</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Faculty Boards</td>
<td>1/21/D/2</td>
</tr>
<tr>
<td></td>
<td>• Minutes of TLC</td>
<td>2/1/D/4</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Special staff meetings</td>
<td>6/11/D/1</td>
</tr>
<tr>
<td></td>
<td>• Minutes of VC’s Advisory Committee</td>
<td>6/11/VC/2</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Library Committee</td>
<td>4/10/L/2</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Staff Accommodation Committee</td>
<td>6/11/R/3</td>
</tr>
<tr>
<td></td>
<td>• Minutes of Staff Association representation meetings</td>
<td>6/11/R/4</td>
</tr>
</tbody>
</table>
2.7 Criterion 7 - Postgraduate Studies, Research, Innovation and Commercialization

Table 7 shows infrastructure, administrative and financial mechanisms for research and postgraduate degrees. The WUSL have established number of research links with national and international institutes and agencies and have attracted competitive research funding. The WUSL recognizes research, innovation and commercialization as a major pillar in its institutional mission.
Table 7. Adherence to the Criterion 7, Standards, and List of Evidence

<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s Adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
</table>
| 7.1          | Mission and Vision of the University reflect that postgraduate training, research, innovation, scholarship, and commercialization as core functions of the University. University Corporate & Strategic Plan and its goals, objectives and finally the actions plans are directed towards achieving excellence in Learning, Research & Innovation and Outreach. University Graduate Attributes also reflect the level of attainment of the students in these prime areas. Being a university established in 1999, postgraduate training has been given more weightage recently as the first decade of the university focused on streamlining bachelor degrees. University started an MBA and research degrees several years ago and now focuses on introducing taught master programmes. University is working towards establishing a Faculty of Graduate Studies in future. | • University Corporate & Strategic Plan / Action Plan  
• University Graduate Attributes | 1/2/R/2 |
| 7.2          | University has developed and approved By-laws and guidelines for the postgraduate studies and duly communicated to the students at the time of registration for the courses. Staff has been informed about the postgraduate By-laws and guidelines. They are available for prospective students in the University website. | • By-laws for postgraduate studies  
• Other Guidelines for postgraduate studies | 1/1/R/6  
7/2/R/1 |
<table>
<thead>
<tr>
<th>7.3</th>
<th>University adheres to specific procedure for selection, admission and enrolment of students in taught courses of post-graduate studies. Courses are advertised through printed and other electronic media and through the university website. Induction programmes are conducted by the respective Directors of Studies or supervisors of postgraduate studies. University adopted ‘Code of Practice on Postgraduate Research Programmes’.</th>
</tr>
</thead>
</table>
| 7.3 | - Paper advertisement and notices
- Minutes of Board of Studies - Application lists, rejection lists according to the qualifications
- Minutes of Faculty Higher Degrees Committee
- Minutes of Faculty Boards (PG programmes)
- Minutes of the Senate - final selection
- Code of Practice on Postgraduate Research Programmes | 7/3/R/1
7/3/D/2
7/3/D/3
7/3/D/4
7/3/R/5
www.wyb.ac.lk (IQAU) |
| 7.4 | In order to ensure a conducive academic, social and research environment that inculcates scholarship, critical inquiry, innovation, and commercialization, following good practices are being practiced. |
| 7.4 | - WUSL Research Grant Scheme
- Records of Research Grant Scheme
- Research facilitating mechanism – internal circulars | 3/10/RHD/1
7/4/R/1 |
<table>
<thead>
<tr>
<th>Action</th>
<th>Record Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate research administration by streamlining financial handling and procurement</td>
<td>7/4/D/2</td>
</tr>
<tr>
<td>Improvement of laboratory and library facilities</td>
<td></td>
</tr>
<tr>
<td>Hosting Wayamba International Conference (WinC) and other symposia</td>
<td></td>
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<tr>
<td>Faculty level research finding dissemination – symposia and research dialogues</td>
<td></td>
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<tr>
<td>Establishment of Business Incubation Centre and BREAD and promoting student and staff business ventures</td>
<td></td>
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<tr>
<td>Establishment Product Commercialization Laboratory (eg. in FLFN)</td>
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<tr>
<td>Planned Centre for Food Technology, Research &amp; Training (CFTRT)</td>
<td></td>
</tr>
<tr>
<td>Research Awards Scheme (WURA)</td>
<td></td>
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<tr>
<td>SRHDC conducts Staff Research Congress (WURC) annually.</td>
<td></td>
</tr>
<tr>
<td>Records on research infrastructure facilities</td>
<td></td>
</tr>
<tr>
<td>External research grants received by staff / MOUs and Agreements signed (2013-2017)</td>
<td>7/4/D/3</td>
</tr>
<tr>
<td>WinC Abstract Books and Programmes</td>
<td>7/4/WinC/4</td>
</tr>
<tr>
<td>Symposium proceedings</td>
<td>7/4/D/5</td>
</tr>
<tr>
<td>Records of BIC and BREAD</td>
<td>4/7/BIC/4</td>
</tr>
<tr>
<td>HETC funded Product Commercialization Laboratory</td>
<td>7/4/D/6</td>
</tr>
<tr>
<td>Documents on CFTRT</td>
<td>7/4/D/7</td>
</tr>
<tr>
<td>Records of WURA</td>
<td>1/23/RHD/1</td>
</tr>
<tr>
<td>Minutes of Faculty Research Committees</td>
<td>7/4/D/8</td>
</tr>
<tr>
<td>Minutes of SRHDC</td>
<td>1/4/R/3</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
</tr>
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</tbody>
</table>
| 7.5    | University has adhered to the standards given in SLQF in designing postgraduate programmes and By-laws. Progression and awards are strictly scrutinized by the SRHDC. University adopted ‘Code of Practice on Postgraduate Research Programmes’. | • SLQF  
• Postgraduate degree specifications – Handbooks and Prospectus.  
• Postgraduate By-Laws  
• AQEF  
• Minutes of Faculty Higher Degrees Committee  
• Minutes of SRHDC  
• List of graduates (2013-17)  
• ‘Code of Practice on Postgraduate Research Programmes’ | 2/2/QA/1  
7/5/D/1  
1/1/R/6  
1/4/QA/7  
7/3/D/3  
1/4/R/3  
7/5/R/2  
www.wyb.ac.lk |
| 7.6    | University provides limited number of research grants to academics though University Research Grant Scheme and also encourages staff to apply external grants. However, the allocation is very limited for internal grants. Research excellence is recognized by awarding WURA. | • Records of Research Grant Scheme  
• WURA scheme | 3/10/RHD/1  
1/23/RHD/1 |
| 7.7    | Training for the postgraduate research students are provided by the respective faculties or they are encouraged to attend such training | • Progress reports of postgraduate students | 7/7/R/1 |
programmes and research conferences in the University and outside. At present, the responsibility of providing opportunities to develop range of skills of post-graduate researcher is vested on supervisor at present, and this has been identified as a shortcoming by the IR-SER preparation forum.

<table>
<thead>
<tr>
<th>7.8</th>
<th>There are provisions in the By-laws (MBA and Degrees by Research) for postgraduate supervision. Postgraduate supervision guidelines are available for staff and students. Also, University adopted ‘Code of Practice on Postgraduate Research Programmes’.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Progress reports of MBA students</td>
</tr>
<tr>
<td></td>
<td>7/7/D/2</td>
</tr>
<tr>
<td></td>
<td>• Postgraduate By-laws (Research degrees and MBA)</td>
</tr>
<tr>
<td></td>
<td>• Supervision of postgraduate students – Guidelines</td>
</tr>
<tr>
<td></td>
<td>• Code of Practice on Postgraduate Research Programmes</td>
</tr>
<tr>
<td></td>
<td>1/1/R/6</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.wyb.ac.lk">www.wyb.ac.lk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.9</th>
<th>The supervisors are appointed considering the specified minimum qualification in the relevant field on the recommendation of the Faculty Higher Degree Committees (HDC)/Board of Studies (BoS), Faculty Board and SRHDC. Guidelines are available for selection of supervisors, their role and responsibilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Minutes of SRHDC</td>
</tr>
<tr>
<td></td>
<td>• Supervision of postgraduate students – Guidelines for Research Degrees</td>
</tr>
<tr>
<td></td>
<td>1/4/R/3</td>
</tr>
<tr>
<td></td>
<td>7/8/R/1</td>
</tr>
</tbody>
</table>
7.10 Clear guidelines are available for selection of supervisors, their role and responsibilities. These guidelines are in line with ‘Code of Practice on Postgraduate Research Programmes’ adopted by the University. The Faculty HDC have overseen for entire compliance.

- Minutes of SRHDC
- Supervision of postgraduate students – Guidelines
- Code of Practice on Postgraduate Research Programmes.

7.11 The only postgraduate taught course available by end of 2017 is MBA (SLQL 10). MBA programme has taught components, independent learning and research components. University Corporate & Strategic Plan have identified the need for taught courses in disciplines with high demand.

- MBA Student Prospectus / Handbook
- MBA theses
- Corporate & Strategic Plan

7.12 Postgraduate assessment procedures are specified in By-laws and they are given to the students at the time of registration and available online.

- MBA Handbook
- Postgraduate By-Laws
- Postgraduate information pack

7.13 Board of Studies (BoS) and Faculty HDC are responsible for monitoring and reviewing the progress of postgraduate programs. Any issues pertaining to such programmes are reported to the Faculty Board and SRHDC / Senate.

- Minutes of BoS (MBA)
- Minutes of Faculty HDC
- Minutes of SRHDC
- Minutes of Senate (BoS minutes)
| 7.14 | There is a clear mechanism in MBA programme to monitor the progress at each semester using formative and summative assessment. In research based courses, assessment is based on bi-annual progress reports reviewed by Faculty HDC and recommended by SRHDC. Senate approves progress reports of the postgraduate students. | • Postgraduate By-laws  
• Minutes of BoS (MBA)  
• Minutes of Faculty HDC  
• Minutes of SRHDC  
• Minutes of Senate | 1/1/R/6  
7/3/D/2  
7/3/D/3  
1/4/R/3  
7/13/D/1 |
| 7.15 | University has an Ethics Review Committee (ERC), which works on regulation of research involved in human and animal studies. Under the ERC guidelines, it is clearly stated about procedures to safeguard the participant information including data handling. As a standard practice, proper maintenance of records and data is a responsibility of the researcher. | • ERC Guidelines | 7/15/ERC/1 |
| 7.16 | University always encourages the faculty to publish the research findings in recognized publications as it is going to upgrade the rank of university. This is considered in WURA selection criteria, which gives higher marks for Indexed journals. Applying for patents is also encouraged and marks are allocated in WURA selection criteria. Further university allocates funds for attending conferences (registration and local travel fee). There is no policy for the publication authorization procedures at present but this has been identified and to be addressed in University Policy Framework development. | • WURA selection criteria  
• Senate Minutes – acknowledgment of Presidential Awards for publications  
• Journals, periodicals published by faculties / departments | 1/23/RHD/1  
7/16/R/1  
7/16/D/2 |
| 7.17 | University follows the criteria for authorship of research output, and publications of papers, innovation, patents and Intellectual Property Rights (IPR) in an ethical manner. Yet there are no formal policy on research output, publications, innovation and IPR including patents. When conducting industrial based research through MOU, such criteria are incorporated. These aspects have been addressed in the University Policy Framework developed recently. | • University Policy Framework  
- IP Policy  
• MOUs signed for research | 1/16/QA/3  
7/17/D/1 |
| 7.18 | There are no such procedures for postgraduate studies, yet guidelines of ERC (Ethics Review Committee) applicable for such situations serving the purpose. Authorship criteria and research ethics are solely decided by the supervisors in an agreement with students. In publishing, usually they declare each researcher’s role in the published work, which is a standard practice in most of the journals. So far no conflicts of interest have been reported. Nevertheless, this will be considered by SRHDC soon. | • ERC documentation. | 7/15/ERC/1 |
| 7.19 | There are no such formal policies regarding the potential conflict of interests. Yet they are incorporated to a certain level (Industrially funded research) under MOU signed by different entities. To some extent they are stated in Foster and Promote Consultancy and Extension Services Policy and Collaboration & Partnership Policy. | • University Policy Framework  
- Foster and Promote Consultancy & Extension Services Policy; Collaboration & Partnership Policy.  
• MOUs signed | 1/16/QA/3  
7/17/D/1 |
| 7.20 | University has established ERC to govern research involved in human participants and animal studies. Research Policy also recognizes the ethical practice in conducting research. | • ERC documentation and minutes  
• University Policy Framework  
  – Research Policy | 7/15/ERC/1  
1/16/QA/3 |
| 7.21 | Provisions are available in examination By-laws to deal with plagiarism in academic conduct applicable to students, yet there are no provisions for implementation of research. This limitation has been identified and partially addressed in recognizing the importance of curbing plagiarism, deception, fabrication or falsification of results in the Research Policy and Academic Honesty Policy. Also, ADPSEC is responsible to act on ethics on academic matters. Further, ADPSEC & SRHDC are responsible for developing policies and recommendation on ethics. Academic Honesty Policy development is in progress. | • Examination By-laws  
• Postgraduate degree By-laws  
• University Policy Framework  
  – Research Policy  
• TOR of ADPSEC  
• University Policy Framework  
  – Academic Honesty Policy | 1/1/R/6  
1/1/R/6  
1/16/QA/3  
1/4/R/2  
1/16/QA/3 |
| 7.22 | Under the By-Laws, there are provisions to address the concerns of postgraduate students. SRHDC handles the complaints, grievances and appeals of the postgraduate research students when the Faculty HDC refers them. Yet, specific guidelines are not available for attending and hearing appeals by postgraduate research students. | • Postgraduate degree By-laws  
• Minutes of SRHDC  
• Minutes of Faculty HDC | 1/1/R/6  
1/4/R/3  
7/3/D/3 |
| 7.23 | University Corporate & Strategic Plan identified the need of collaboration / partnerships with local, national, regional and international organizations to share knowledge, expertise, human resources, services and research as a priority. University encourages working with other universities (both local and international), research organizations and industries. MOUs are signed under the guidance of Vice Chancellor. Further, BIC and BREAD are established to serve the purpose. Centre for Food Technology, Research & Training (CFTRT) will also be established in future. University recognizes the research, innovation and other partnerships in Foster and Promote Consultancy and Extension Services Policy; Collaboration & Partnership Policy. |
| 7.24 | Outreach activities are decentralized to faculties and some faculties have formal mechanism (Outreach Centres) of working with industry and stakeholders and revenue is generated through them. BIC, BREAD and Product Commercialization Unit are working on innovations and commercialization of research and inventions. Staff (and sometimes students) engage with external organizations in collaborative research, providing services and exchanging expertise. University recognizes the importance of strengthening the links in research, innovation and other partnerships, which is stated in Foster and Promote Consultancy and Extension Services Policy; Collaboration & Partnership Policy. |

| Corporate & Strategic Plan | 1/2/R/2 |
| MOUs signed | 7/17/D/1 |
| Records of BIC | 3/6/BIC/2 |
| Records of BREAD | 4/7/BIC/4 |
| Records of CFTRT | 7/4/D/7 |
| University Policy Framework - Foster and Promote Consultancy and Extension Services Policy; Collaboration & Partnership Policy. | 1/16/QA/3 |

| Records of Outreach Centres | 1/14/D/1 |
| Records of Business Incubation Centre (BIC) | 3/6/BIC/2 |
| Records of BREAD | 4/7/BIC/4 |
| Records of Product Commercialization Unit (DFST/FLFN) | 7/24/D/1 |
| MOUs on industrial collaborations and research. | 7/17/D/1 |
| 7.25 | University has Foster and Promote Consultancy and Extension Services Policy; Collaboration & Partnership Policy. Before adopting these policies, faculties followed acceptable practices voluntarily under the ethical grounds. There are some guidelines related to budgetary allocations. BIC, BREAD and Product Commercialization Unit are in the process of developing regulations and guidelines on commercialization of research and innovations. | • Financial guidelines in handling research, consultancies and outreach activities.  
• Records of training workshops conducted.  
• Records of BIC  
• Records of BREAD  
• Records of Product Commercialization Unit (DFST/FLFN) | 1/1/B/3  
1/9/SD/2  
3/6/BIC/2  
4/7/BIC/4  
7/24/D/1 |
2.8 Criterion 8 - Community Engagement, Consultancy and Outreach

The WUSL responds to the needs of the community and supports community outreach by providing consultancy and extension services. Table 8 shows the best practices of the University in adhering to the standards of Criterion 8.
<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s Adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
</table>
| 8.1         | University Mission statement and Corporate Plan (2017-2021) in its strategic goal number 5 (“Create a conducive environment for research, innovation, scholarship and outreach/commercialization”) emphasize the University’s focus on outreach programmes. Action Plan of the University gives various actions to be implemented in relation to Outreach programmes. University has developed a policy to foster and promote consultancy and extension services to build linkages with industry and community (Outreach Policy). | • University Corporate & Strategic Plan  
• University Action Plan  
• University Policy Framework – Outreach. Foster and Promote Consultancy and Extension Services Policy | 1/2/R/2 |
|             |                                      |                                          | 1/2/R/3 |
|             |                                      |                                          | 1/16/QA/3 |
| 8.2         | Some faculties (FLFN and FAPM) have already developed formal mechanisms in carrying out outreach programmes (eg Outreach Centres). University has established BIC and BREAD, of which the main objective is to facilitate and encourage staff and students in commercialization of research, development and innovations. | • Materials developed for outreach programmes  
• Records of Outreach Centres  
• Records of Business Incubation Centre (BIC)  
• Records of BREAD | 8/2/D/1 |
|             |                                      |                                          | 1/14/D/1 |
|             |                                      |                                          | 3/6/BIC/2 |
|             |                                      |                                          | 4/7/BIC/4 |
Plans are underway to establish Centre for Food Technology, Research & Training (CFTRT).
The established units have been provided with resources and facilities using University funds and external sources.
As a policy, faculties encourage staff and students to engage in community services, consultancy services and outreach activities for the benefit of the wider community (eg. Special course modules have been introduced in Study Programmes). The staff are released to undertake nationally important consultancies and secondments without interrupting routine university work honouring academic freedom.
Publicity for such programmes are given through University website, formal links and collaborations.

| 8.3 | Programmes conducted by respective Units / Centres are monitored and feedback is collected and programmes are reviewed accordingly. | • Records of CFTRT | 7/4/D/7 |
|     |                                                                   | • Course Overviews of courses directly related to outreach (eg. Link-Com in FLFN). | 8/2/D/2 |
|     |                                                                   | • Student Handbooks (FLFN) | 1/21/D/1 |
|     |                                                                   | • List of consultancies done by staff | 8/2/D/3 |
|     |                                                                   | • University website | www.wyb.ac.lk |
|     |                                                                   | • Records of student societies and student unions | 8/2/D/4 |

| 8.4 | Faculties have developed formal and informal links with government, private sector and non-governmental organizations and institutes in order to send the students on work-based placements such as In-plant / | • Records of outreach activities | 1/14/D/1 |
|     |                                                                   | • Student Handbooks (Industrial placement lists) | 1/21/D/1 |
|     |                                                                   | • Minutes of Faculty Boards | 8/4/D/1 |
Industrial training in the final year and in some cases in the first year. These arrangements are made as partial fulfilment of degree programmes and the ILOs and placement procedures are well organized. Student Placement Policy is also in place.

| 8.5 | Staff involved in conducting industry placement assignments are the senior members of the academic staff who have appropriate qualifications and experience. Their role as the internal supervisor is clearly defined and the appointed by the Faculty Board. Junior members of staff are guided by the experienced staff. |
| 8.6 | Limited professional service to the public is provided due to limited physical resources. However, with the establishment of well-equipped BREAD, such services could be provided in future. |

- **Course Master files**
  - *Industrial training / In-Plant training / Internship courses*
- **In-plant / internship training diaries**
- **University policy Framework – Student Placement Policy**
- **Student placement lists, supervisors assigned and their TORs**
- **Minutes of the Faculty Board**
- **Lists of publications from industrial placements**
- **MOUs signed with external organizations**
- **BREAD Centre facilities and services**

|---------|---------|-----------|---------|---------|---------|----------|----------|
2.9 Criterion 9 - Distance Education

Being a young University, the WUSL has only one external degree programme (BSc Plantation Management), which is conducted in distance learning mode. It follows guidelines given by the UGC and External Degree Programmes Quality Assurance Manual. Nevertheless, bachelor degree programmes also use ODL methods in enabling students to engage with learning-teaching process independently. The University plans to expand distance learning in future to provide greater access to the higher education. Table 9 shows the University’s current distance education practices and adherence to the standards.
Table 9. Adherence to the Criterion 9, Standards, and List of Evidence

<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s Adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
</table>
| 9.1          | The WUSL intends to provide high standard updated educational experience to undergraduates, postgraduates and professionals as stated in its Strategic Goal 1 Objective 1.1 and provide and maintain updated services and state of the art environmentally-sustainable facilities to create an international standard teaching and learning ambiance as stated in Strategy 1.4.2 (See Corporate & Strategic Plan). One of the Activities planned for 2018 is to introduce online and distance based learning facilities (See Action Plan 1.4.2.9). Already the University courses have distance and open learning components (on-line components via LMS, in-plant training, research components carried out in external organizations etc) in its internal bachelor and master’s degree programmes. An external bachelor degree programme is already being conducted by Faculty of Agriculture & Plantation Management (FAPM). | • University Corporate & Strategic Plan  
• University Action Plan  
• Course Overviews of the courses with ODL components (*all faculties*)  
• Student Handbook – External Degree in Agriculture  
• Wiki Planter website  
• LMS – External degree                                                                 | 1/2/R/2                                                                                                 | 1/2/R/3                                                                 |
|              |                                                                                                                                                                                                                                         |                                                                                                          | 9/1/D/1                                                                 |
|              |                                                                                                                                                                                                                                         |                                                                                                          | 9/1/D/2                                                                 |
|              |                                                                                                                                                                                                                                         |                                                                                                          | www.wyb.ac.lk (Wiki-Planter)                                                                 |
|              |                                                                                                                                                                                                                                         |                                                                                                          | www.wyb.ac.lk (LMS)                                                                 |
| 9.2 | External Degree Programme Unit (EDPU) is established in FAPM and this Unit has been structured according to the UGC guidelines. Other ODL components are managed by respective faculties and departments. | • Records of EDPU  
• Course overviews of courses with ODL components | 9/2/D/1  
9/1/D/1 |
| 9.3 | Selection criteria for external degree programme are based on UGC approved guidelines | • External Degree Program: By-laws approved by senate and council  
• Minutes of Board of Study – External Degree Programme  
• Minutes of Faculty Board  
• Minutes of Senate | 9/3/D/1  
9/3/D/2  
9/3/D/3  
9/3/D/4 |
| 9.4 | University adopted UGC Circulars on External Degree programmes. Course development, teaching staff and their responsibilities of coordinating courses and teaching-learning strategies are identified by Board of Study and accepted by the Faculty Board and Senate. External degree programmes also adopt the policies, procedures and regulations as applicable to internal degree programmes. | • UGC Circulars on External Degrees  
• Minutes of Board of Study – External Degree programme | 9/4/D/1  
9/4/D/2 |
| 9.5 | Faculties allocated funds and resources for ODL components and degree programmes. External degree programme is fee-levying course, therefore earned funds are utilized for its implementation in addition to common learning-teaching facilities. Finance Committee approves the annual budgets of the external degree programme. Online information system (Wiki-Planter), class room facilities, laboratory and library facilities, equipment are available for external students. | • Course Overviews of courses with ODL component  
• Minutes (extracts) of Finance Committee  
• Student Handbook – External Degree  
• Course Master files of External Degree Programme | 9/1/D/1  
9/5/D/1  
9/1/D/2  
9/5/D/2 |
| 9.6 | The University provides adequate services to enable the learners to achieve their educational outcomes through Distance Education. Printed course materials with clear explanations, assignments, face to face contact sessions, discussion forum through ‘Wiki-Planter’ are provided. Research projects are conducted with the supervision of academic staff. Contact details of Course Coordinator and other administrative officers are provided. ODL components of other courses in internal degree programmes are supported with LMS, instructional manuals, supervision and systematic feedback. | • Student Handbook – External Degree  
• Course Master files of External Degree Programme  
• Master files of courses with ODL components  
• LMS | 9/1/D/2  
9/5/D/2  
9/5/D/3  
www.wyb.ac.lk (LMS) |
EDP students can access to library facilities, LMS, Wi-Fi, laboratory facilities and ICT facilities. Additional information are provided through web pages and printed materials.

The students following courses with ODL components have access to all facilities available for internal students when they engage in ODL components.

BSc Agriculture (External) is a SLQL 5 degree (3 years) with a well-focused curriculum aiming at training human resources for the plantation sector. Curriculum development has been done with the help of expertise/consultants in the plantation sector in collaboration with National Institute of Planation Management (NIPM). Periodic revisions are accommodated to course structure and credit structure according to the SLQF.

The expectations are aligned with the programme and course ILOs which are measured by specific assessment methods. However, the internal degree offered is SLQL 6 whereas the external degree finishes in 3 years considering the time duration that can be committed by already employed undergraduates.
| 9.9 | Course grading and degree awarding criteria are similar to the internal degree programs that are specified by the University, hence no difference between external and internal degree except for the Level of qualification. | • Student Handbook – External degree  
• Certificates of external degree and certificates of internal degree programmes. | 9/1/D/2  
9/9/R/1 |
| 9.10 | Although no policies has established, current practice is to possess the copyright of materials for the WUSL. The copyright information is clearly mentioned in all documents of the course modules. E-learning materials are provided through the WUSL webpage, Usernames and passwords have been provided only for the respective registered students. | • Printer materials for modules of external degree  
• LMS – external degree | 9/10/D/1  
www.wyb.ac.lk (LMS) |
| 9.11 | Wayamba University AQEF covers external degree as well. Academic staff involved in external degree are trained on ODL teaching mode. EDPU is responsible for internalizing good practices outlined in the EDP – QA Manual (2014). IQAC of Faculty of Agriculture facilitate quality aspects of the external degree programme at present. | • AQEF  
• TOR and composition of FQAC  
• Good practices of external degree programme | 1/4/QA/7  
1/22/QA/2  
9/11/FQAC/1 |
| 9.12 | The WUSL, as the degree offering institute maintains high standards of the external degree programme as in the other internal degree programmes. Terms of training components carried out in external organizations are regulated by the University with understanding and | • MOUs between the WUSL and external organizations involved in external degree & courses which use ODL modes | 9/12/D/1 |
formal agreements. MOUs have been signed whenever necessary to share the responsibilities and benefits.

<table>
<thead>
<tr>
<th></th>
<th>Offshore programmes are not conducted at the moment. However, MOUs were signed to maintain quality, relevance and financial success external degree programme which involves external organizations. Partner organizations and qualifications of the external resource persons involved in the external degree programme are strictly monitored and approved by the Senate on the recommendation of the Board of Study and Faculty Board.</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>MOUs between the WUSL and external organizations involved in external degree &amp; courses which use ODL modes</td>
</tr>
<tr>
<td></td>
<td>Appointments of examiners – Minutes of Senate</td>
</tr>
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<td></td>
<td>Appointments of visiting staff</td>
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<tr>
<td>9.13</td>
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2.10 Criterion 10 - Quality Assurance

This Section provides information on the policies, processes, and practices that the WUSL exercises to maintain the quality of its academic programmes. Table 10 describes the adherence of the WUSL to the broad guidelines mentioned under Criterion 10.
### Table 10. Adherence to the Criterion 10, Standards, and List of Evidence

<table>
<thead>
<tr>
<th>Standard No.</th>
<th>University’s Adherence to the Standard</th>
<th>Documentary Evidence to Support the Claim</th>
<th>Code No. of the Evidence Document</th>
</tr>
</thead>
</table>
| 10.1         | The WUSL has attempted to adopt quality assurance principles given in the Quality Assurance Handbook for Sri Lankan Universities published by the Committee of Vice Chancellors and Directors (CVCD) and UGC in 2002 and Internal Quality Assurance Unit was established in 2002. In 2009, IQAU was amalgamated to Academic Development, Planning, Scholarships and Ethics Committee. All departments completed subject reviews conducted by UGC. In 2011, the first IR was conducted and received a ‘satisfactory’ grade, which reflected a range of good practices adopted across the University. From 2012, IQAU has been operational and it facilitated sharing and establishing certain good practices across the university. The latest Corporate & Strategic Plan of the University (2017-2021) emphasizes the importance of quality assurance in its goals and strategic objectives. | • Records of IQAU (2002-2012)  
• Subject Review reports  
• Institutional Review report (2011)  
• Records of IQAU (2012 onwards)  
• Corporate and Strategic Plan  
• Action Plan | 10/1/QA/1  
10/1/D/2  
10/1/QA/3  
10/1/QA/4  
1/2/R/2  
1/2/R/3 |
Formally, IQAU proposed a well-structured AQEF and it was approved by the Senate and Council.

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<tr>
<th>10.2</th>
<th>Quality assurance processes are incorporated into strategic objectives of the University. IQAU took leadership in preparing University Corporate &amp; Strategic Plan and Action Plan, which spans across all sections of the University. QA policy focuses on assurance of quality and effectiveness in administration and planning of all processes.</th>
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<tr>
<td>10.3</td>
<td>QA policy, principles and procedures for assurance of quality and standards are communicated to administrative officers and academic staff initially, who play a major role in routine planning and management of educational processes. Steps will be taken to get the involvement of students, non-academic staff and other stakeholders in quality assurance mechanisms. Already some measures have been taken in relation to students (student feedback, student awareness sessions, participation of students in meetings etc).</td>
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</table>

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<thead>
<tr>
<th></th>
<th>AQEF</th>
<th>Minutes of Senate (QA matters)</th>
<th>Minutes of Council (QA matters)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Corporate and Strategic Plan</td>
<td>Action Plan</td>
<td>AQEF</td>
</tr>
<tr>
<td></td>
<td>University Policy Framework – QA Policy</td>
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<td></td>
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<td></td>
<td>1/4/QA/7</td>
<td>1/22/QA/3</td>
<td>10/1/QA/5</td>
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<tr>
<td></td>
<td>1/2/R/2</td>
<td>1/2/R/3</td>
<td>1/4/QA/7</td>
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<tr>
<td></td>
<td>1/16/QA/3</td>
<td></td>
<td>10/3/QA/1</td>
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<td>10.4</td>
<td>Best practices are being communicated through FQAC among the faculties. AQEF describes the formal procedural guidelines in number of operations which will be internalized in time to come. SDC conducts capacity building programmes in quality assurance aspects in collaboration with IQAU aiming at establishing quality culture.</td>
<td>• Minutes of FQAC 1/22/QA/2  • AQEF 1/4/QA/7  • Programmes conducted by IQAU 10/3/QA/1  • Records of SDC 1/9/SD/2</td>
<td></td>
</tr>
<tr>
<td>10.5</td>
<td>At the initial stages (2002-2012), quality assurance aspects were practiced by different Units voluntarily. However, after 2012 with the revitalizing the IQAU, directives and instructions have been provided by IQAU to internalize the best practices. An effective internal quality assurance system is now in operation since the introduction of AQEF and emphasis of quality aspects in Corporate and Strategic Plan. IQAU liaises eight (8) quality assurance components specified in AQEF with FQAC at the faculty level. Also, IQAU management committee works closely with University Strategic Planning &amp; Management Committee (formerly, Vice Chancellor’s Advisory Committee) in implementing quality assurance procedures.</td>
<td>• Records of IQAU (2002-2012) 10/1/QA/1  • AQEF 1/4/QA/7  • University Policy Framework – QA Policy 1/16/QA/3  • Corporate and Strategic Plan 1/2/R/2  • Minutes of Strategic Management Committee 1/4/R/1  • TOR and Minutes of IQAU Management Committee 10/5/QA/1</td>
<td></td>
</tr>
</tbody>
</table>
| 10.6 | The regular and periodic review process of Study Programmes (both internally and externally) is specified in AQEF. Performance (output) targets are specified in Strategic Plan and Action Plan, which are monitored and evaluated by Strategic Management Committee. IQAU and FQAC facilitate the quality assurance aspects of Strategic and Action Plans. Progress and concerns of quality assurance aspects are regularly reported at Faculty Boards, Senate and Council. | • AQEF  
• Corporate & Strategic Plan  
• Action Plan  
• Minutes of Faculty Boards *(QA matters)*  
• Minutes of Senate *(QA matters)*  
• Minutes of Council *(QA matters)* | 1/4/QA/7  
1/2/R/2  
1/2/R/3  
10/6/FQAC/1  
1/22/QA/3  
10/1/QA/5 |
| 10.7 | Recommendations given by external quality review processes are addressed by Departments and Faculties (Subject Reviews). Recommendations given by IR in 2011 are addressed at the Senate and communicated to faculties to implement some of them. However, monitoring /follow-ups were not taken place systematically until recently. Therefore, AQEF has given guidance to implement recommendations of future reviews. | • Subject Review Reports  
• Minutes of Faculty Board *(subject review actions taken)*  
• Institutional Review Report  
• Minutes of the Senate *(IR actions taken)*  
• AQEF | 10/1/D/2  
10/7/D/1  
10/1/QA/3  
10/7/R/2  
1/4/QA/7 |
3.0 Conclusions and Current Action List

This SER covers the year beginning January 2012 and ending December 2017. During this period, the University marked its eighteenth anniversary. It remains a competitive, nationally orientated higher education institution with a solid reputation for quality and with increasing international contacts.

The four Faculties of the University have focused much of their attention on providing programmes that are consistent with international models but accommodating local needs. All our programmes provide market related skills for a successful graduate. All Faculties maintain basic quality assurance procedures, such as learner-centered educational process with comprehensive and updated curricula, quality-focused governance, and student feedback, which are mechanisms similar to those found in a well-developed higher education system. The governance structure, policies, regulations and procedures are adequate at present to provide quality service to the stakeholders. However, immediate actions must be taken to formally document the policies and strengthen the standard procedures in order to sustain the progress of the University.

The WUSL continues to offer instruction on two campuses, and to invest in appropriate infrastructure to provide students with suitable, learning-friendly classrooms and technologies. With a considerable proportion of well qualified staff with PhD qualifications and industrial exposure, the WUSL has overcome its barriers faced at the beginning of this new University. All staff are offered professional training, whether in short sessions, or in the formal training ‘retreat’ that brings together academic and administrative staff for study, reflection, and planning. All key academic or administrative managers involve in monitoring, evaluation and planning the strategic actions of the institution and set specific targets for the future. The University use English as the medium of instructions in degree programmes while disseminating the knowledge to the wider stakeholders in Sinhala and Tamil, as the individual requires or desires.

The WUSL also remains committed to consistent and high-quality student service. Aside from the academic programmes the students follow, the University maintains numerous methods of increasing student learning and satisfaction. All students are anonymously
surveyed for their opinions about their teachers, and their general contentment with the University; these results are embedded directly into the departmental Action Plans. The University is also a pioneer in e-Learning, with an advanced learning management system and the growing availability of online instruction. Libraries, laboratories, and classrooms are enhanced with latest technology for learners and farm facilities, business incubation centres, internet and Wi-Fi access and other physical infrastructure have been rapidly developed in the last six years. One of the major infrastructure developments occurred in 2014, when ‘Deyata Kirula’ national exhibition was held at Kuliapitiya. Several physical facilities were provided to the University and the infrastructure of the surrounding area was developed. Recently established Business Research & Development (BREAD) Centre intends to combine the expertise and support of the University with the entrepreneurial skills and business vision of local companies. This development exemplifies our intention of bridging the worlds of business and academia, and to provide distinguished external stakeholders for the University whilst aligning our skills and knowledge with the most up-to-date market developments and demands.

One of our major strong points is increasing number of established research and outreach links with the external institutions, organizations and stakeholders in the community. The WUSL students are given opportunity to engage in research projects, industrial placements and internships that help them to apply their theoretical knowledge with the requirements of the professional world. Several career guidance programmes are conducted in the University including ‘Career Fairs’, allowing students and potential employers to meet and exchange ideas. Many have excelled in sporting events, and have distinguished themselves, and us, by their efforts. The Student Unions act responsibly to the internal and external issues, therefore minimum interruptions occurred in the academic programme. All above have contributed to high employability rates of our graduates.

Although several individual staff members represent a significant effort to improve the research portfolio of the University, much remains to be done. The income from research projects is still low compared with the reasonable ambitions of the WUSL. In the period to come, we seek to increase research activities, and to participate in successful international applications for major research projects. The new structure of Centre for Food Technology, Research & Training (CFTRT) is planned with a specific objective for this, and the alignment of the research groups from different faculties is expected. Conversely, the
WUSL has been privileged to host guests from around the nation and the world in multiple academic conferences (especially, Wayamba International Conference – WinC), round table discussions, and seminars. Their participation has brought their expertise to our campuses, and their collegiality and skills have enlivened and informed our scientific dialogues.

In difficult times for higher education institutions in Sri Lanka and elsewhere, the WUSL remains an attractive, increasingly nationally recognized university in which to study. It remains true to the vision of the institution, and continues to provide high-quality education, to all students irrespective of any boundaries. Over the years (2012-2017) enrolment/application data show an overall increase of applications compared with the previous years. This confirms the commitment of the WUSL to quality and, thus, the University has continued to demonstrate a commitment to the vision and mission of the University.

Yet as a responsible institution, the WUSL must honestly acknowledge the challenges that it faces and work to overcome them. With the unstable economy of the country experienced over the years, the University still faces problems of receiving sufficient funds to improve its research infrastructure as it depends hugely on treasury funds. The University expects increased competition from other state universities, which were established a long ago with far more developed infrastructure facilities. The University has seen a decline in undergraduate enrolment and quality of the students in some disciplines - largely, it appears, because of the two factors above - and each Faculty has increased its promotional and community outreach efforts, in order to assist the recruitment of high quality new students.

This SER records numerous successes and accomplishments, but several recommendations for improvement are also in order. Several suggestions appear in the individual sections of this report; this list is more general, and is supplementary. This list does not appear in the order of the importance of these recommendations, and it be the work of the University to prioritize them:

- to increase enrolment of high quality undergraduate students, and expand graduate enrolment by introducing new courses;
- to increase postgraduate degree programmes with high demand;
- to introduce more study programmes that uses distance and open education modes;
- to improve electronic resources and technologies, notably in regard to research and research databases;
- to improve alumni contact, activities, and promotion;
- to improve and broaden contacts with external stakeholders, particularly in relation to further improving graduate employability;
- to increase student and staff mobility and international partnerships;
- to increase research programmes, seeking research grants from external funding agencies, and providing more basic facilities to the University laboratories;
- to promote the international affiliations and cooperative opportunities;
- to further enhance ‘quality-conscious’ culture within the University;
- to improve staff facilities in order to attract qualified and senior staff.

Although these challenges may prove difficult, the University welcomes them, because to meet them will represent an improvement in the service we provide to our students, our staff, and the community. The WUSL has a good reputation and a strong commitment to the concepts of teaching-learning, research and outreach. Although increased competition and the economic hardship of the country and the world make solutions more difficult, the WUSL remains a dynamic, forward-looking institution producing skilled graduates and employing distinguished teachers and resourceful administrators, whose ultimate aim is to ‘serve the mankind’.
Annexures
Annexure 1: Maps of Wayamba University of Sri Lanka

Map 1: Wayamba University of Sri Lanka – Kuliyapitiya Premises
Map 2: Wayamba University of Sri Lanka – Makandura Premises
Annexure 2: Faculties and Degree Programmes (2017)

Faculty of Agriculture & Plantation Management (FAPM)
Agricultural education, technology and trade have been prime movers of economic prosperity in the country, where over 60% of the population is directly or indirectly involved in agriculture and related activities. Hence, on-farm and off-farm employment opportunities would improve. Under these circumstances opportunities for skilled jobs in agricultural sector would be in high demand and the employment potential for well-trained skilled personnel would increase.

Hence, achieving excellence in agricultural education is the ultimate objective of the faculty. It is expected that the faculty will provide necessary environment to achieve excellence, through development of skills, capabilities, research and outreach programmes among the students and staff. The environment should allow the students as well as the academics, sufficient breathing space for, creativity, intellectual thinking and expression and innovations in agriculture and related areas.

Thus, the faculty has developed some innovative courses, to meet the challenges of rapidly changing agriculture sector in the country. Through identification of the needs of the farmers, public sector and private sector, new courses have been designed to improve links with these parties through in-plant training, field visits, seminars, workshops, surveys and career guidance.

Vision of the Faculty
To achieve excellence in agricultural education, research, technology and training for developing human resources to meet regional, national and global needs.

Mission of the Faculty
To develop innovative, skilled, trained manpower and their capabilities in Agriculture to fulfil national and global needs through undergraduate and postgraduate education, research and outreach programmes.
FAPM offers following degree programmes:

- BSc Honours in Agriculture
- BSc Plantation Management (External)
- Bachelor of Biosystems Technology
- MPhil
- PhD
- Postgraduate Diploma in Environmental Biotechnology

Faculty of Applied Sciences (FAS)

The Faculty of Applied Sciences of the Wayamba University of Sri Lanka was established with effect from 01 October, 1999 by the Government Notification in the Extraordinary Gazette No. 1093/8 of Tuesday, 17 August, 1999. The Faculty is located at Kuliapitiya Premises of the University and consists of four Departments of Study namely, Computing & Information Systems, Electronics, Industrial Management and Mathematical Sciences contributing to the degree programmes on Applied Sciences and the Departments of Engineering Technology and Nano Science Technology established recently to initiate the degree programmes on Technology Stream. However, the latter two Departments will be shifted to the Faculty of Technology to be established in due course.

The Department of Mathematical Sciences offers courses in the subject areas of Mathematics & Mathematical Modelling and Statistics and the other three Departments of Computing & Information Systems, Electronics, and Industrial Management offer courses in the subject areas indicated by their titles.

FAS offers following degree programmes:

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

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4 This degree programme is not considered in this SER
Faculty of Business Studies & Finance (FBSF)

The Faculty of Business Studies and Finance (FBSF) of the Wayamba University of Sri Lanka was established with effect from 01st October 1999 and its operations commenced on 2nd July 2001. The Faculty is located at Kuliapitiya premises of the University and it comprises with four Departments of Studies; namely, Department of Business Management, Department of Accountancy, Department of Banking and Finance and Department of Insurance & Valuation.

Vision of the Faculty

To be the Centre of Excellence in Business Studies & Finance Education in Sri Lanka

Mission of the Faculty

We are committed to develop Human Resource competencies through Management Education, Management Researches and Community Development Programmes.

FBSF offers following degree programmes:

- Bachelor of Science (Special) in Accountancy & Business Finance
- Bachelor of Science (Special) in Banking & Finance
- Bachelor of Science (Special) in Business Management
- Bachelor of Science (Special) in Insurance & Valuation
- Master of Business Administration (MBA)
- Postgraduate Diploma in Business Management
Faculty of Livestock, Fisheries & Nutrition (FLFN)

In keeping with that of the University, the Vision of the FLFN is to achieve excellence and recognition in higher education, research and developing technologies in its mandated areas. The Mission is to produce graduates with knowledge skills and competence to meet urgent national needs in the important field of food and nutrition and to develop research and outreach activities in these areas.

The Faculty has been offering BSc in Food Science & Nutrition degree since 2001. The degree in the combined disciplines of Food Science and Nutrition at the Wayamba University of Sri Lanka is the first of its kind in the Sri Lankan university system. Faculty offers BSc in Food Production & Technology Management from academic year 2008/09. Both degree programmes offered by the faculty are of 4-year duration. The annual enrolment for the BSc Food Science & Nutrition degree programme is 125 students, whereas for the BSc Food Production & Technology Management, another 60 students.

The degree programmes of the Faculty have been designed to train graduates to meet the national needs for higher education in the identified sectors. Faculty is committed to develop a strong research programme and outreach programmes which will contribute to the development of the food and nutrition sectors in Sri Lanka. The development of necessary skills and knowledge to be self-employed in these areas is also a major consideration in the academic programme.

FLFN offers following degree programmes:

- BSc Honours in Food Science & Nutrition
- BSc Honours in Food Production & Technology Management
- MPhil
- PhD
Faculty of Technology (Established in 2017)$^5$
- Bachelor of Engineering Technology in Construction Technology
- Bachelor of Engineering Technology in Electrotechnology
- Bachelor of Engineering Technology in Mechanical and Manufacturing Technology

Faculty of Medicine (Established in 2016)$^6$
- MBBS

$^{5,6}$These Faculties and degree programmes are not considered in this SER
Annexure 3: Centres and Units in the WUSL

Library
The main Library of the WUSL is situated at Kuliyapitiya premises which serves Faculties of Applied Science, Business Studies & Finance and Technology and another branch is located at Makandura premises which serves Faculties of Agriculture & Plantation Management and Livestock, Fisheries & Nutrition. The Library Network of the University (WULN - Wayamba University Library Network) has vastly improved their facilities to provide an ideal independent learning environment for the students, with both traditional and on-line access to library resources. The main objective of the university library is to provide access to Library and Information Service in an efficient, effective and useful manner to support teaching, learning and research activities of the intellectual community by making resource materials available and by accessing user to be acquainted with skills in locating information deemed necessary in the modern information age.

WULN has around 75,000 volumes related to the disciplines of the Faculties. The collection of periodicals is about 06 titles including some key journals in disciplines related to the Faculties are also in WULN. Subject related CDs, audio/video cassettes and large collection of project reports are also a valuable addition to the Library. Borrowing facilities are available for the undergraduate students, academic, administrative and the non-academic staff. About 100 seating facilities are provided in each Libraries. Bibliographic materials are available for reference work and most of the reading materials are on open access to readers. The automated library catalogue - OPAC (Online Public Access Catalogue) gives rapid access to library collection. Students and staff could make use the Inter-Library Loan Services to obtain items that are not available in the library. Automated Circulation System also has been newly introduced and all users can access their personal accounts and able to view their reading history, overdue and related information on borrowings.

In addition to that, online database facilities (for Emerald and Oxford Journals) are provided through UGC CONSAL (Consortium of Academic Libraries). Photocopy and Printout facilities, Library Orientation and user awareness/ IL skill Development programmes, scanning facilities and laptop usage facilities are also provided to encourage the use of library for their studies.
English Language Teaching Unit (ELTU)

English Language Teaching Unit (ELTU) serves students and staff of the faculties situated at Kuliyapitiya and Makandura premises. In 2017, ELTU was upgraded to a Department of English Language Teaching attached to the Faculty of Business Studies & Finance.

ELTU offers various English language courses to enhance the undergraduates’ English language knowledge and four skills namely: reading, writing, speaking and listening. ELTU has a collection of teaching and learning materials designed to suit the various levels of the students. The mini-library has a collection of English language learning textbooks and other reading materials such as novels. Study materials developed based on various textbooks and sources from the Internet are used for the teaching and learning purpose when and where necessary. These materials are prepared in order to support the students to pursue their degree programmes that are conducted in the medium of English.

Further, ELTU has an e-learning centre equipped with audio, video and other electronic devices, computers with the Internet access and special language learning software. A pre-sessional intensive English language programme is conducted for 4-6 weeks to improve the language skills of the new entrants in order to enable them follow their respective degree programmes in English. During each semester in the year 1 (Level I) and year 2 (Level II), compulsory English Language Courses are offered and students need to pass these courses in order to qualify for their degree.

Certificate courses in Business English and Advanced English are also offered for students in some faculties as optional courses. Apart from these courses, ELTU also offers some tailor-made courses for the weaker students when requests are made. Moreover, ELTU offers several fee-levying certificate and diploma courses for external students as well.

Information & Communication Technology (ICT) Centres

The Information & Communication Technology (ICT) Centres are the primary provider of computing and information technology resources, services and support to Kuliyapitiya and Makandura premises of the University. They provide IT training programs for students, staff, and external professionals to improve demanding IT skills. ICT Centres are
committed to support academic activities by promoting on-campus information literacy and by providing a suitable information technology environment.

Both ICT Centres are now equipped with latest file servers, network storage devices, more than 160 workstations with multimedia facilities, laptop Computers, multimedia projectors, UPS Systems, laser printers, colour printers, duplicators and scanners. The Kuliyapitiya premises is also equipped with video, live video mixing, photography and live streaming facilities.

The ICT Centre operates in 3 sections at Makandura Premises: staff unit, students’ practical laboratory and a separate laboratory with multimedia facilities. Multimedia section helps the students to develop their IT capabilities and subject matters related to their degree by e-text books, Internet and encyclopaedias. Several on-line training modules have been introduced to students through Learning & Management System (LMS). A campus-wide network; High speed web access through broad brand and Wi-Fi, and e-mail facilities are also provided to students and the staff.

The ICT Centres offer Diploma and Advance Certificate programmes for undergraduates to enhance their IT skills to carry out academic activities as well as to become competent employees in future. Further, the ICT Centre offers training programmes for the staff to enhance their IT skills to carry out duties efficiently and effectively.

**Staff Development Centre (SDC)**

Staff Development Centre (SDC) of the WUSL has the aim of developing a distinct academic style that is based on a culture of high achievement and a focus on the needs of professional practitioners. The SDC of the WUSL is one of the most active SDCs in the university system with a range of regular Certificate, Diploma and Higher diploma programmes and over 40 tailor-made programmes for staff of the university and staff of many other educations organizations of the country. The Certificate Course on Staff Development (CCSD) offered by SDC is accredited by the UGC as an induction program of staff development for the probationary Lecturers in the national Universities of Sri Lanka. The other prominent programmes offered by SDC are Higher Diploma in Teaching Methodology and Education Management (SLQL 4 / NVQL 4) and Professional Diploma in Teaching Technology and Methodology (SLQL 3 / NVQL 5). Furthermore, the SDC has
published 16 books and compendium of research articles for the reference of the participants of the certificate courses and diploma programmes. The WUSL hosted the annual conference of the Sri Lanka Association of Improving Higher Education Effectiveness (SLAIHEE) in 2016.

Career Guidance Unit (CGU)
The CGU was established in 2003 through the initiative of the University Grant Commission (UGC), with the objectives of enhancing the quality of university students’ professional skills and soft skills, whilst strengthening the link between university students and the corporate sector. The Director CGU is reporting directly to the Vice Chancellor. Since the establishment, the unit has been organizing various events facilitating this purpose. CGU provides undergraduates with a better understanding of career options, requirements and possible employment opportunities. The unit helps empower learners with the knowledge and skills needed to achieve their career and life aspirations through a range of well-designed trainings, events, workshops and services. CGU provides career information services necessary for planning, achieving and maintaining employment through an annual career fair. This includes information on occupations, skills, career pathways, trends in the labour market and training programs available to meet these goals.

Business Incubation Centre (BIC) and Business Research & Development (BREAD) Centre
Business Research & Development (BREAD) Centre established at Makandura West Industrial Estate is a collaboration between National Enterprises Development Authority (NEDA) which comes under the Ministry of Industry and Commerce and the WUSL. The objective of BREAD Centre is to facilitate start-up businesses and micro and small industries with required machineries and equipment together with novel business opportunities derived from research and development activities of the WUSL and surrounding research institutions. The Centre serves graduates passed out from the WUSL and small and medium entrepreneurs (SMEs) in the area until they grow up their businesses to the level of self-sustain. At present, the Centre has facilities for feed formulation for animal husbandry, dairy product development and processing, bakery product processing and value addition.
The BREAD Centre offers services to micro, small and medium scale enterprises with total solution for packaging, physical space, machineries and equipment, technical knowhow / assistance / consultancy, business management services, marketing assistance, assistance for business registration and establishing financial linkages. The WUSL offers IT facilities, product/process testing facilities, laboratory facilities, technical consultancy, facilitation to obtain product and process quality certificates, technical skill development training. NEDA offers assistance in business management, financial linkages, marketing assistance, intellectual property claims etc.

**Internal Quality Assurance Unit (IQAU)**

The IQAU was established in 2002 and revitalized in 2015 with guidelines given by the UGC. It co-ordinates the quality assurance activities within the University. The IQAU is placed directly under the purview of the Vice Chancellor and managed by a Director. Its administrative and financial control are managed through a Management Committee. The IQAU reports its activities regularly to the Senate and the Council. IQAU has taken the leading role in compiling this SER for the IR, facilitate the review process of the study programmes and guide the faculties and other units to establish best practices in adhering to high institutional and educational standards. Moreover, IQAU lead the process of formulating Academic Quality Enhancement Framework (AQEF) and University Policy Framework. All faculties have a Faculty Quality Assurance Cell (FQAC), which coordinates all quality assurance activities within the faculty in liaison with the IQAU.

**Gender Equity and Equality (GEE) Unit**

The WUSL established a GEE Unit in 2017 under the guidance of the University Grants Commission (UGC). The objective of the Unit is to promote Gender Equity/Equality in the University by facilitating the establishment of gender sensitive university cultures and university environments which allow students and university staff to pursue their work without oppression and discrimination. The GEE has now developed WUSL gender policy as well as has trained staff and students on gender issues. Also the cell now handles issues in relation to gender discrimination and harassment.
Annexure 4: Organizational Structure of the WUSL

The organizational structure of the WUSL is given in Figure 1 of the SER.

The Chancellor appointed by the His Excellency the President of Democratic, Socialist Republic of Sri Lanka is the Head of the University. The Vice Chancellor (VC) is the principal executive officer and principal academic officer thereof. He is an ex officio member and Chairman of both the Council and the Senate. The VC is responsible for the execution of policies and measures approved by the Council in relation to the University and, subject to such policies, the direction, supervision and control of the University, including its administration and for the maintenance of discipline within a University. The Registrar is responsible for the custody of the records and the property of the University. He is the ex officio secretary of the Council and the Senate and the Assistant Accounting Officer of the University. The Registrar is responsible for the general administration of the University and the disciplinary control of its non-academic staff. The Bursar is responsible for the administration of the finances of the University, maintain its accounts and have the custody of the funds of the University. The Librarian is responsible for the administration of the libraries of the University.

The Council is the executive body and governing authority of the University and consist of the Vice-Chancellor, the Dean of the Faculties, two members elected by the Senate from among its members; and members appointed by the Commission who have rendered distinguished service in educational, professional, commercial, industrial, scientific or administrative spheres. It sets the University's strategic direction and ensures compliance with statutory requirements. The Council is ultimately responsible for managing the University's properties, finance and staff, with much of the detailed work falling to sub-committees (Audit and Management Committee; Finance Committee; Procurement Committee; Leave and Awards Committee).

Senate is the University’s main academic administrative body. Reporting to the Council and meeting at least 10 times a year, the Senate advises on areas such as student entry, assessment and awards. The Senate comprises Deans, Heads and elected representatives of Faculties, as well as all permanent professors of the University. Directors of Centres
responsible for developments and innovation in research, teaching and learning also report to the Senate. Senate have standing committees (Research & Higher Degrees Committee; Academic Development, Planning, Scholarship & Ethics Committee; Information & Communication Technology Governance Committee; English Language Teaching Committee; Library Committee; Students’ Grievance Committee) or ad-hoc committees, which are responsible to make recommendations on matters referred to them for the consideration of the Senate. The primary responsibilities and powers of the Council and Senate are executed as set out in University Act No 16 of 1978.

University comprises of Faculties of different disciplines. Each Faculty of the University consists of the Departments of Study assigned to that Faculty under the provisions of University Act. Each Faculty of the University has a Faculty Board which comprises staff, student members and external members as stipulated by the University Act. Dean is the academic and administrative Head of that Faculty. Faculties have several sub-committees and cells to plan actions and to recommend them to the Faculty Board. Head of Departments are responsible for the academic programmes and administrative matters pertaining to the Department.

For the effective administration of the University, different divisions of administration and finance are managed by Senior Assistant Registrars / Assistant Registrars, Deputy Bursar and Senior Assistant Bursars / Assistant Bursars assigned to each division. The University has Centres and Units assigned with specific functions and they are headed by a Director or a Co-ordinator. Department of Physical Education managed by a Director is responsible for providing sports and recreational facilities to the students and staff. Medical Centre, Maintenance Unit and Landscape Division are functioning under the Registrar.

The Proctor, with the assistance of Deputy Proctors is responsible regarding student discipline. The Senior Student Counsellor and Faculty Student Counsellors are appointed to assist students to make use of their own strengths and resources to solve the problem by themselves and to provide regular developmental, preventive, and therapeutic services to students.