



Faculty of Agriculture & Plantation Management
Wayamba University of Sri Lanka

Programme Review - 2019

SELF EVALUATION REPORT

B.Sc. (Hons.) (Agriculture) Degree Programme

March 2019

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LIST OF ABBREVIATIONS/ ACRONYMS

ABM	Agribusiness Management
ADPSEC	Academic Development, Planning , Scholarship & Ethic Committee
AGRES	Agricultural Research Symposium
AQEF	Academic Quality Enhancement Framework
AR	Assistant Registrar
BBS	Bachelor of Biosystems Technology
BIC	Business Incubation Centre
BREAD	Business Research & Development (centre)
BSE	Biosystems Engineering
BT	Biotechnology
CA	Continuous Assessments
CADC	Curriculum and Academic Development Committee
CU	Course Unit
CG	Career Guidance
CGU	Career Guidance Unit
CILO	Course Indented Learning Outcome
CPD	Continuous Professional Development
CSU	Common Support Unit
DHL	Dean’s Honours List
ELTD	English Language Teaching Department
EQA	External Quality Assurance
ES	English as a Second Language
EU	English Unit
FQAC	Faculty Quality Assurance Cell
GEE	Gender Equity and Equality

GPA	Grade Point Average
HEIs	Higher Education Institutions
HLG	Horticulture & Landscape Gardening
HoD	Head of Departments
HR	Human Resource
HRD	Human Resource Development
ICT	Information & Communication Technology
ILOs	Intended Learning Outcomes
IP	In-Plant Training
IQA	Internal Quality Assurance
IQAU	Internal Quality Assurance Unit
IR	Institutional Review
FAPM	Faculty of Agriculture and Plantation Management
FB	Faculty Board
FQAC	Faculty Quality Assurance Cell
FHDC	Faculty Higher Degree Committee
LMS	Learning Management System
MIS	Management Information System
MOU	Memorandum of Understanding
N/A	Non-Academic Staff
NWP	North Western Province
OBE	Outcome-Based Education
PM	Plantation Management
PEU	Physical Education Unit
PILO	Programme Intended Learning Outcome
QA	Quality Assurance
QAC	Quality Assurance Council

R&D	Research and Development
RP	Research Project
SACDC	Students' Academic & Career Development Committee
SACT	Student Assessment of Course units and Teaching
SBS	Subject Benchmark Statements
SCL	Student Centred Learning
SDC	Staff Development Centre
SER	Self-Evaluation Report
SGBV	Sexual and Gender-Based Violence
SLQF	Sri Lanka Qualifications Framework
SOP	Standard Operational Procedures
SSLC	Student-Staff Liaison Committee
SR	Subject Review
SWOT	Strengths, Weaknesses, Opportunities and Threats
SRHDC	Senate Research and Higher Degrees Committee
UGC	University Grants Commission
TOR	Terms of Reference
TLC	Teaching and Learning Committee
VLE	Virtual Learning Environment
WAC	Web Advisory Committee
WINC	Wayamba International Conference
WURA	Wayamba University Research Award
WUSL	Wayamba University of Sri Lanka

CHAPTER 01

**INTRODUCTION TO
STUDY PROGRAMME**

1.1 Faculty of Agriculture and Plantation Management (FAPM)

FAPM was established on 01st October 1999, by the Government Notification in the Extraordinary Gazette No.1093/8 of Tuesday, 17th August 1999 in terms of the provision of the Section 21 of the Universities Act No. 16 of 1978, and faculty has grown to become the second-largest in the university (Annexure 01) contributing to expand and modernize the agricultural education in the country.

FAPM is located at Makandura premises of WUSL and possesses five Departments. It offers three undergraduate and one postgraduate degree programmes and a Diploma programme as follows:

Departments	Undergraduate Programmes	Postgraduate Programme
Agribusiness Management (ABM)	B.Sc. Hons. (Agriculture)	Master in Agri-Enterprise & Technology Management
Bio-systems Engineering (BSE)	B.Sc. (Plantation Management) – External	
Biotechnology (BT)	Bachelor of Biosystems Technology (BBST)	Diploma Programme
Horticulture and Landscape Gardening (HLG)		Diploma in Food
Plantation Management (PM)		Business & Marketing

1.2 Organizational Structure of FAPM

FAPM is structured in academic departments and various functional units/ committees as depicted in the organogram (Annexure 02) and implements a participatory approach in the management.

1.2.1 Department of Agribusiness Management

Established in 1999, the courses offered by ABM are intended to provide a quality education in generic areas of agricultural economics, business management and marketing etc. in order

to enhance the knowledge and skills of the students to deal effectively with practical business experiences from a more academic perspective. The department is equipped with basic facilities and operates Centre for Agribusiness Studies (CABS). ABM coordinates the Diploma in Food Business & Marketing programme.

1.2.2 Department of Biotechnology

Biotechnology department established in 2001 with minimum facilities has currently developed to provide competitive undergraduate education and postgraduate research in biotechnology. The Biotechnology laboratory is equipped with basic facilities for conducting practical sessions and research in the fields of molecular biology, microbiology and plant tissue culture.

1.2.3 Department of Horticulture and Landscape Gardening

Department of HLG established at the inception of the faculty in 1999 contributes towards growing demands of the horticultural sector in the country both by undergraduate and postgraduate training. The department is furnished with field working stations including herbal garden, plant houses, wildlife garden, field laboratory and specialized laboratories for plant tissue culture, food science and postharvest technology.

1.2.4 Department of Plantation Management

Department of PM established in 1999, offers courses to provide knowledge and practical skills in agronomic and manufacturing processes in plantation agriculture and inculcate managerial skills with respect to resource allocation in plantations. The department maintains mini plantations and processing units, arboretum and engineering workshop at the premises. PM coordinates B.Sc. (Plantation Management) external degree programme and operates strong linkages with public/ private agencies in the sector.

1.2.5 Department of Biosystems Engineering

Department of BSE is the most recently established (2016) department in FAPM with the objective of producing graduates with sound practical and technological skills with theoretical knowledge. BSE organizes BBST degree programme with its' limited staff supported by other departments.

1.3 Vision And Mission of FAPM

Our Vision

“To achieve excellence in agricultural education, research, technology and training for developing human resources to meet regional, national and global needs.”

Our Mission

“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.”

1.4 B.Sc. Hons. (Agriculture) Degree Programme

1.4.1 Graduate Profile

Graduates of B.Sc. Hons. (Agriculture) Degree Programme possess satisfactory multi-disciplinary knowledge on the fundamental concepts, principles, practices and technologies relevant to agriculture, plantation management and the field of specialization in a holistic manner with innovative and entrepreneurial perspectives and effective soft skills while being ethically and socially responsible and adopted for lifelong learning as depicted in its Graduate Profile (Annexure 03).

1.4.2 Structure of the Degree Programme

An academic year consists of two semesters of 15 weeks each. First and second years are devoted for the core programme and in Year 3, students select a specialization area of study among seven specialization areas (Table 1.6) which will continue through Year 4. In Year 4 Semester I, each student carries out a research project (10 Credits) under the supervision of a supervisor/s and in Semester II, they undergo ‘in-plant training’ programme (8 Credits). A student should obtain 124 credits *via* 51-56 courses offered, in order to obtain the degree. Detailed degree programme is given in the Annexure 04 and the summary of course structure is given below in tables 1.1, 1.2 and 1.3.

Table 1.1 Programme Structure of B.Sc. Agriculture Degree Programme

	No. of Courses	No. of Credits	GPA Credits
Courses in ABM, BT, HLG, PM, RP and IP Codes	43-48	120	120
Courses in CG, CU and EU Codes	8	16	4
Total	51-56	136	124

Table 1.2 Programme Structure of B.Sc. Agriculture Degree – Core Programme

Year	Semester	No. of Courses					No. of GPA Credits					Total
		ABM	BT	HLG	PM	CC*	ABM	BT	HLG	PM	CC*	
Year 1	I	2	1	1	2	2	4	3	3	5	0	15
	II	2	1	1	3	2	4	2	3	6	0	15
		4	2	2	5	4	8	5	6	11	0	30
Year 2	I	2	2	2	2	1	2	4	6	2	3	17
	II	1	2	2	1	2	2	4	6	2	3	17
		3	4	4	3	3	4	8	12	4	6	34

**Subjects in CU and EU Codes, which include 12 non-GPA credits, students should obtain minimum average of 55% of marks (C grade).*

Table 1.3 Course Structure of B.Sc. Agriculture Degree – Specialization Programme

Year/ Sem.	No. of Courses					GPA Credits					Total
	AEB)/ABM*	BT	HLG1/ HLG2	PM1/ PM2	CC**	ABM1/ ABM2	BT	HLG1/ HLG2	PM1 PM2	CC**	
3	I	7 (2)	4 (3)	5 (2)	7 (3)	14 (4)	11 (6)	14 (4)	13 (4)		17/18
	II	9	7 (2)	7 (1)	6 (3)	17	14 (4)	15 (2)	12 (6)		17/18
		16 (2)	11 (5)	12 (3)	13 (6)	31 (4)	25 (10)	29 (6)	25 (10)		35
4	I	4	4	4	1	16	16	16	16	1	17
	II	1	1	1	1	8	8	8	8		8
		5	5	5	1	24	24	24	24	1	25

Courses offered from other departments are given within brackets. include 1 non GPA credit. **Subject in CG code.*

1.5 Student Profile of FAPM

The numbers of students enrolled at FAPM during 2012-2018 (Academic Years 2012/2013 – 2017/2018) are given in Table 1.4 and 1.5. Students specialized in different areas are given in Table 1.6.

Table 1.4: Total Undergraduate Enrolment in Different Degree Programmes of FAPM

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	Total
B.Sc. (Agriculture)	160	138	138	160	154	750
B.B.S.T.	-	-	86	86	86	258
B.Sc. (Plantation Mgt.)	92	105	121	117	143	578

Table 1.5: Undergraduate Admissions - B.Sc. Agriculture Degree Programme

Academic Year	Male	Female	Total
2012/2013	36	104	140
2013/2014	40	120	160
2014/2015	43	95	138
2015/2016	36	102	138
2016/2017	31	129	160
2017/2018	40	114	154

Table 1.6: Undergraduate Enrolment in Specialization Areas

Academic Year	ABM1	ABM2	BT	HLG1	HLG2	PM1	PM2
2013/2014		23	16		35		38
2014/2015	17	30	12	23	18	16	17
2015/2016	23	-	20	24	27	17	49
2016/2017	37	09	22	23	25	11	10
2017/2018	36	11	16	19	24	13	14

ABM1= Agricultural Economics & Business, ABM2=Agricultural Business & Marketing, HLG1=Horticulture & Landscape Gardening, HLG2= Postharvest Horticulture, PM1= Plantation Product Development Technology, PM2=Plantation Resource Management

1.6 Human Resources Profile

At present the Faculty has 38 academic staff, 25 Academic supportive staff, an assistant registrar and 48 non-academic staff members (Table 1.7, Annexure 05). Currently, the FAPM has nine full Professors and 60% members are qualified with Ph.D. and eight probationary lecturers are reading for Ph.D.

Table 1.7: Human Resources Profile of FAPM

Staff Category	Post	Count	Highest Qualifications
Academic	Senior Professor	02	Ph.D.
	Professor	07	Ph.D.
	Senior Lecturer (Grade I)	07	Ph.D.
	Senior Lecturer (Grade II)	10	Ph.D.
	Lecturer (Confirmed)	05	M.Phil.
	Lecturer (Probationary)	11	M.Sc.
	Lecturer (Visiting)	09	Ph.D.
Academic Supportive	Asst. Lecturer/ Demonstrator	25	B.Sc.
Non-Academic	Assistant Registrar	01	M.Sc.
	Farm Manager	01	B.Sc.
	Management Assistants	10	Diploma
	Technical Officers	06	NCIT/ B.Sc.
	Other N/A Staff	30	

1.7. Learning Resource System

The Faculty/ University is moderately equipped with appropriate infrastructure and learning resources. Following learning resources of the University directly supports the teaching and learning at FAPM and details are provided in the Annexure 06.

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

-
- Staff Development Centre (SDC)
 - External Affairs Unit (EAU)
 - Business Incubation Centre (BIC)
 - Business Research and Development Centre (BREAD)

1.8 Student Support System

Student Support System of the university indirectly supports the teaching and learning at the FAPM by improving the well-being of students during their undergraduate time period. The services and amenities are listed below and descriptions are given in the Annexure 07.

- Career Guidance
- Accommodation and Canteen facilities
- Students' welfare
- Sports and recreation
- Medical care
- Student counselling and mentoring
- Students' Union

1.9 SWOT Analysis

A SWOT analysis was performed with the participation of academic and non-academic staff, present and past students, employers and collaborators to find out the strengths, weaknesses, opportunities and threats to the study programme, enabling to explore the context and room for improvements in next curriculum revision.

	<p>STRENGTHS</p> <ul style="list-style-type: none"> • Contemporary Curriculum • LMS as a resource • Qualified staff • Range of assessment methods • Online Student Feedback • Research and innovation • Student Entrepreneurial/ Business companies • Internal Quality Assurance • Industry placements and Linkages/ MOUs 		<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Growing Food & Agriculture sector globally & locally • Government projects/ loan systems • Opportunities for collaborations • research and innovation grants • Staff/ students exchange programmes.
	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Lack of integration of some areas in core programme – e.g. Law • More reliance on end semester assessments • Less use of interactive modes of assessments e.g. Viva Voce • Lack of credit transfer system • No exit points and progression • Compulsory 80% attendance 		<p>THREATS</p> <ul style="list-style-type: none"> • Less graduate employability in certain areas • Competitions by private & national Universities • Unstable economy of the country • Low government funding • Dropouts of students

CHAPTER TWO

**PROCESS OF WRITING
THE SER**

2.1 SER Writing Committee and TOR

Following the request made by Chairman/UGC, the FAPM intended to facilitate the Programme Review in 2019. Accordingly, FQAC was given the responsibility to coordinate and the Faculty decided to appoint SER writing committee with TOR (Annexure 8) at its Faculty Board meeting held on 6th October 2018 and revised subsequently. Initial steering committee members of the SER writing team were:

Prof. D.C. Abeysinghe	-	Dean/ FAPM
Dr. B.L.W.K. Balasooriya	-	Coordinator/ FQAC, HoD/ BT
Prof. J.C. Edirisinghe	-	HoD/ ABM
Dr. P.I.P. Perera	-	HoD/ HLG
Prof. N.R. Abeynayake	-	Professor/ ABM
Prof. J.M.U.K. Jayasinghe.	-	Professor/ ABM
Prof. K. Yakandawala	-	Professor/ HLG
Dr. R.H.M.K. Rathnayaka	-	Senior Lecturer/ HLG
Dr. D.R. Gimhani	-	Senior Lecturer/ BT

Revised team (Annexure 9) included

Dr. H.M.I.K. Herath	-	Senior Lecturer/PM
Dr. K.M.G.K. Pamunuwa	-	Senior Lecturer/ HLG

2.2 Composition and Responsibilities of Working Teams

The SER writing committee was led by Dr. B.L.W.K. Balasooriya, Coordinator/ FQAC as the chairperson and supported by working groups with a working group leader assigned for each criterion as indicated in Annexure 8. The SER writing was under the purview of the Dean of the faculty.

2.3 Familiarization of the Programme Review Manual

In 2017, FAPM has initiated regular annual Self-Review of B.Sc. (Agriculture) Degree programme coordinated by FAQC and through a study programme review committee. During

the process, series of workshops were conducted as listed below which has familiarized the programme review manual and methodology of review process among all staff.

- Workshop 1 - Review of Undergraduate Study Programmes – on 12th December 2017
- Workshop 2 - Current Status Analysis of B.Sc. (Agriculture) Degree Programme 2017 – on 26th January 2018
- Workshop 3 - Concluding Workshop of on Self-Review of B.Sc. (Agriculture) Degree Programme 2018 - 7th September 2018

2.4 Process of Preparing the SER

The committee developed a road map for writing SER and PR (Annexure 10) as the initial step. Meetings of the steering committee and working groups were held to schedule and monitor the activities. Responsibilities of writing different sections were distributed among members of the steering committee. Most of the data were collated and discussed during the annual self-review as described in section 2.3. Based on these data, working groups prepared draft reports on respective criteria.

2.5 Compilation into a Draft SER

First draft of the SER was compiled by the coordinator/ FQAC and submitted for review by the steering committee. Senior academic staff members of the faculty, Prof. D.P.S.T.G Attanayaka, Prof. J.M.U.K. Jayasinghe and Prof. A. Nugawela were appointed for reviewing and corrections. The comments were incorporated in the revised version which was submitted to the Dean, FAPM in March 2019 for further review.

2.6 Forum to Discuss the Draft Report

The Dean, FAPM organized a forum to discuss the draft SER and tabled at the Faculty Board held on 14th March 2019. The document was shared among all faculty staff, administrative officers, non-academic staff and students allowing a period of two weeks for discussion. Written and verbal comments were requested from all parties by the Dean of the faculty.

2.7 Finalizing the Report and Submission

All the comments were incorporated by the SER writing committee to prepare the final report which was submitted to the Dean/ FAPM on 2nd April 2019. The finalized SER was submitted to UGC with the approval of the Faculty Board. The submitted version of the SER has been posted in the University website.

**CHAPTER
THREE**

**COMPLIANCE WITH THE CRITERIA AND
STANDARDS**

Criterion 1 - Programme Management

Table 3.1 Criterion 1 - Programme Management

Standard	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
1.1	Faculty has an effective organizational structure adequate for efficient management and execution of its core functions.	Faculty By-laws	1.1/01
		Organogram	1.1/02
		HoD meeting minutes	1.1/03
		FB minutes	1.1/04
		Standing/Ad-hoc Committees- TORs/minutes	1.1/05
1.2	Aligned with the University's Corporate/Strategic Plans, Faculty has developed five-year Action Plan and updated Annual Plans which are implemented with regular monitoring.	Corporate/Strategic Plan	1.2/01
		Faculty Action Plan/ Annual Plans	1.2/02
		HoD meeting minutes	1.2/03
		List of new initiatives	1.2/04
1.3	Management procedures at the faculty are in compliance with institutional and national standards. Standard Operational Procedures of WUSL (SOPs) are circulated among staff and available in the website.	SOPs	1.3/01
		University Web Site (www.wyb.ac.lk)	1.3/02
		Procurement guidelines	1.3/03

		Annual Internal Audit Report	1.3/04
		Annual External Audit Report	1.3/05
1.4	The Faculty adopts a participatory approach in management and facilitates students' participation in Faculty Board, Students Academic & Career Development Committee/other committees.	FB minutes	1.4/01
		HoD meeting minutes	1.4/02
		Committees with student participation	1.4/03
		SACDC Minutes	1.4/04
		Stakeholder consultations/follow-up	1.4/05
		Stakeholder feed back	1.4/06
1.5	Annual academic calendar/ time tables are organized through the HoDs approved at Faculty Board/Senate and implemented/ monitored by the HoDs/TLC. A Four-Year Academic Plan has been implemented to facilitate graduation at the stipulated time.	Setting timetables	1.5/01
		Past timetables	1.5/02
		Entry/ graduation dates records	1.5/03
		Four-Year Academic Plan	1.5/04
1.6	Faculty makes available new entrants a document package (as printed copies/ LMS); University By-Laws, Code of Conduct and Student Handbook which comprehends information about the faculty and study programme.	Student Handbook	1.6/01
		Orientation Programme records	1.6/02
		Disciplinary/Examination By-laws	1.6/03
		Student Charter	1.6/04
1.7	Student handbook includes the Study Programme; Programme Curriculum and Course Curricula/Syllabi; Examination by-laws.	Study Programme Curriculum	1.7/01
		Syllabi of courses	1.7/02

		Examination By-laws	1.7/03
1.8	Faculty website is regularly updated and monitored through Web Advisory Committee.	Faculty website	1.8/01
		WAC minutes/records	1.8/02
1.9	Faculty conducts a well-designed orientation programme for new students organized by a faculty board appointed committee.	Institutional mechanism-orientation programme	1.9/01
		Orientation programmes: content/feedback	1.9/02
1.10	Faculty maintains and updates permanent records of all students confidentially which are accessible only for authorized administrative personnel.	Student data collation and handling procedures	1.10/01
1.11	Faculty uses a Learning Management System (LMS) for teaching and learning. ICT tools are effectively used for management and establishment of a University MIS is in progress.	Inventory of ICT facilities	1.11/01
		ICT uses for management	1.11/02
		ICT uses for teaching and learning	1.11/03
		Installation and operation of LMS	1.11/04
		Senate/Council minutes	1.11/05
1.12	The Faculty distributes the Student Charter to all students on admission. Students' adherence to the prescribed code of conduct is closely monitored and promoted.	Student Charter	1.12/01
		Communication/ compliance	1.12/02
1.13	The Faculty/Institute implements work norms for academic staff, job	Work norms and duty lists	1.13/01

	descriptions for administrative staff and duty lists for N/A staff which are communicated and regularly monitored by Dean/HoDs/Registrar as relevant. Codes of practice for academic staff are communicated and monitored.	Codes of Practice	1.13/02
		Department meeting minutes	1.13/03
1.14	Faculty implements the performance appraisal system prescribed by the University for administrative (annual appraisal forms) and N/A staff (increment form). Academic staff is appraised in faculty board/ increment form/ promotion applications and identification of a formal appraisal system is progressing. Performance of staff is enhanced through training and rewarding high performers (e.g. WURA for academic staff and Certificates for highest annual attendance for N/A staff).	Performance Appraisal System- Guidelines/formats	1.14/01
		Annual Appraisal Reports samples	1.14/02
		WURA- records and awardees	1.14/03
		Certificates for attendance- records and recipients	1.14/04
		CPD programmes and follow up actions	1.14/05
1.15	Faculty has established Faculty Quality Assurance Cell (FQAC) with well-defined TOR. It works in liaison with the IQAU of the University and implements Academic Quality Enhancement Framework (AQEF) of the University.	FQAC-documentary/ physical evidence	1.15/01
		FQAC-TOR	1.15/02
		FQAC and IQAU minutes	1.15/03
		Implementation of AQEF	1.15/04
		Implementation of the	1.15/05

		recommendations of SR/ IR	
1.16	The faculty has established a Curriculum and Academic Development Committee with a well-defined TOR for developing, monitoring, reviewing and updating the curriculum following the institutional policies and guidelines.	CADC composition and TOR	1.16/01
		CADC minutes/records	1.16/02
		Stakeholder feedback/ remedial measures	1.16/03
		Employability survey reports	1.16/04
		Graduate tracer studies reports	1.16/05
1.17	Faculty considers SLQF and SBS as references and Outcome-based education and student-centered learning (OBE-SCL) as approaches in design/ development and review of curriculum and provision of education.	FB minutes	1.17/01
		CADC/FQAC minutes	1.17/02
		Curriculum revision reports	1.17/03
		Curriculum development-SLQF/SBS	1.17/04
		SDC/ CPD Programmes on OBE-SCL	1.17/05
		Guide books on OBE-SCL	1.17/06
		Stakeholder feedback	1.17/07
1.18	Faculty adopts the policy and procedures of the university.	Course/study programme approval policy/procedure	1.18/01
1.19	The Faculty monitors the implementation of the curriculum and the quality	Student feedback	1.19/01

	of education provision through online student feedback, peer observations, graduate satisfaction survey, employability studies and employer feedback surveys, which are used for continuous improvement of the programme.	Peer observations	1.19/02
		Graduate satisfaction surveys	1.19/03
		Employability studies	1.19/04
		Employer feedback surveys	1.19/05
		Use of feedback in continuous improvement	1.19/06
1.20	The Faculty has established collaborative partnerships with national and foreign universities/ organizations/ industries for academic and research cooperation at faculty/department level and through BIC and BREAD Center.	Funded research projects	1.20/01
		MOUs/Agreements	1.20/02
		Implementation/outcome of MoUs.	1.20/03
1.21	Faculty appoints academic mentors for each new student and three student counselors and operates student support and mentoring by CGU and welfare through AR/FAPM. /CSU Academic mentors and student counselors have knowledge on their role by Staff Development Course, but staff are not trained for professional counseling.	Institutional policies and mechanism-mentoring/ counseling/career guidance/welfare	1.21/01
		TORs- academic mentors/ student counselors	1.21/02
		CGU activities	1.21/03
		Career mentoring programmes	1.21/04
		Welfare mechanism and regular activities	1.21/05
		Staff training-	1.21/06

		mentoring/counseling	
1.22	Faculty/Institute assures that all its students have access to health care services (health center and visiting doctor), cultural and aesthetic activities, recreational and limited sports facilities (PEU, sports ground).	Health care, sports and recreational facilities	1.22/01
		Students' leisure, sports and cultural activities	1.22/02
1.23	Faculty implements safety (Fire extinguishers, laboratory safety) measures and 24 hr security service in the premises.	Safety and security measures	1.23/01
1.24	Faculty adopts and practices University approved Examination by-laws and student charter for students' discipline and unions which are communicated during the orientation programme and website. Deputy Proctor of the Faculty takes care of students' disciplinary matters.	Adoption of by-laws and student charter	1.24/01
		Deputy Proctor- records	1.24/02
1.25	The Faculty adopts institutional policy and offers special support and assistance for differently-abled students (access for buildings, consideration in teaching and learning).	Policy, strategy and activities	1.25/01
1.26	The Faculty adopts institutional policy and takes measures to ensure gender equity and equality (GEE) and deter any form of sexual and gender-based violence (SGBV) amongst staff and students via a faculty coordinator liaising with Gender Equity and Equality Cell of the University.	GEE & anti-SGBV policy and strategies	1.26/01
		Past and planned activities by GEE	1.26/02
1.27	The Faculty adopts university policy for zero-tolerance to ragging and	Ragging prevention policy and	1.27/01

	other harassment, adopts strategies and implements preventive and deterrent measures through coordinated efforts of academic staff and other stakeholders.	strategies	
		By-laws and student charter	1.27/02
		Past activities to prevent and punishments meted	1.27/03

Summary – Criterion 1: Programme Management

The Faculty comprises an administrative structure that enables implementation of its core functions. The Action Plan of FAPM aligns with the Strategic Plan of the WUSL and an Annual action plan is implemented and monitored. Faculty management adopts a participatory approach via HoDs committee, Faculty Board, Standing and ad-hoc committees with student and other stakeholder representation and operates using documented SOPs. FAPM has established collaborative partnerships with national and international universities, organizations and industries and several MoUs have been signed which endorse mutually beneficial partnerships.

Faculty adheres to the annual academic calendar and four-year academic plan assuring completion of the programme within the stipulated time. The faculty has established a Curriculum and Academic Development Committee and the study programme has been developed in compliance with institutional policies national standards and benchmarks i.e. SLQF. Quality assurance is a key aspect in the study programme which is governed by the institutional AQEF and policy implemented through IQAU/ FQAC.

Faculty implements institutionally approved work norms for academic staff and duty lists for N/A staff, which are monitored regularly. Best performing staff are rewarded and appraisal systems are available for N/A whereas a formal appraisal system for academic staff is in progress. Faculty publishes a ‘Student Hand book’ which combines faculty prospectus and the course curriculum and serves as the key source for all new-

coming students during the orientation programme. Teaching and learning strategy by the faculty incorporates SCL-OBE approach facilitated by an IT based Learning Management System. Faculty supports a conducive learning environment and personal welfare of students while taking measures for maintaining GEE and prevention of harassment.

Criterion 2– Human and Physical Resources

Table 3.2 Criterion 2 - Human and Physical Resources

Standard	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
2.1	FAPM maintains an adequate Cadre and has recruited qualified staff in specific disciplines to design, develop and deliver study programmes, research and outreach activities.	Faculty cadre allocation	2.1/01
		HR profile	2.1/02
		List of expertise required	2.1/03
2.2	Faculty takes measures to make its HR profile meet the needs of the faculty via recruitment of qualified academic and non-academic staff. HR policy for the University is being drafted.	HR policy-draft	2.2/01
		Current HR profile	2.2/02
		Recent recruitments	2.2/03
		Expertise available	2.2/04
		Requests for recruitments/ new cadre	2.2/05
2.3	Faculty adopts the institutional policy requiring compulsory CCSD for new staff	Staff development policy	2.3/01

	that provides competencies required to perform the assigned tasks.	Records-CCSD enrollment	2.3/02
		Curriculum/CCSD	2.3/03
2.4	Faculty ensures continuous professional development of all staff through SDC and external organizations. Impacts of the programmes are monitored and needed remedial measures are taken by HoDs.	HRD plan	2.4/01
		Records-CPD programmes	2.4/02
		Staff performance appraisal	2.4/03
2.5	FAPM maintains moderate infrastructure facilities in lecture halls, laboratories and office areas for administration.	Inventory/infrastructure	2.5/01
		Maintenance records	2.5/02
		Physical verification	2.5/03
		Infrastructure utilization records	2.5/04
2.6	Faculty has arranged necessary specialized practical training facilities e.g. Laboratories, Field areas, engineering workshop	Specialized facilities	2.6/01
		Guidelines/Manuals	2.6/02
2.7	Faculty has ensured preparation of staff in OBE-SCL through training. Staff has access to facilities to implement OBE-SCL. e.g., LMS	Staff training/ OBE-SCL	2.7/01
		Physical evidence	2.7/02
		Stakeholder feedback	2.3/03
2.8	Common Library at Makandura Premises serves to the faculty and equipped with ICT based tools, online database, catalogues, limited on-line journal access and inter-library loan facility.	Library facilities	2.8/01
		Library Committee minutes	2.8/02

		Inventory/ library resources	2.8/03
		Library usage	2.8/04
		Stakeholder feedback	2.8/05
2.9	ICT facilities are provided by the computer laboratory of the faculty and ICTC at Makandura premises with adequate number of computers, software, internet and Wi-Fi to facilitate students to acquire ICT skills.	ICT facilities	2.9/01
		Stakeholder feedback	2.9/02
2.10	The Faculty ensures the students are guided to learn and use English in academic work by a unit of ELTD/FBSF at Makandura premises. ELTD has a resourceful e-learning center and offers an intensive course for new students and four compulsory subjects (non-GPA) in the course curriculum.	Physical evidence	2.10/01
		Staff profile ELTD	2. 10/02
		Intensive English language programme.	2.10/03
		Activities/ ES	2. 10/04
2.11	Faculty ensures the students are provided with training on ‘soft skills’/ ‘life skills’ through a compulsory course and workshops offered by CGU.	Soft skills/life skills in core curriculum	2.11/01
		Graduate profile and curriculum	2.11/02
		FAPM Coordinator/ CGU	2.11/03
		CGU programmes	2.11/04
2.12	Faculty promotes harmony and cohesion among students of different	Coordination and support	2.12/01

	cultural/ethnic backgrounds by encouraging multicultural programmes. Faculty supports these activities by providing necessary facilities.	Invitations of past events	2.12/02
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Summary – Criterion 2: Human and Physical Resources

FAPM has recruited qualified staff according to its needs in specific disciplines to design, develop and delivery of the undergraduate and postgraduate programmes, and carryout research and outreach activities. Newly recruited staff undergo an induction programme, CCSD by the SDC which supports to acquire adequate knowledge and competence to carry out the defined roles and duties. Faculty encourages continuous professional development by all staff members.

FAPM maintains moderate infrastructure facilities for OBE and SCL in teaching and learning process. Common Library facility at Makandura Premises which is equipped with ICT based tools, automated catalogues, and limited on-line journal access serves the faculty. ICTC facilitate FAPM with technical assistance and training for students to acquire necessary ICT skills. ELTD supports FAPM via the unit available at the premises. Both ICTC and ELTD units are embedded in the course curriculum via several courses.

FAPM ensures that the ‘soft skills/life skills’ of all students are improved through the course curriculum and other career guidance activities liaised with CGU/WUSL located at the premises. In addition to the academic activities, Faculty resources are shared to promote harmony and cohesion among students with different cultural and ethnic backgrounds via regularly held multicultural events.

Criterion 3– Programme Design and Development

Table 3.3 Criterion 2 - Programme Design and Development

Standard	Claim of the Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
3.1	FAPM develops the curriculum in a collaborative and participatory approach through CADC adopting the institutional policy.	Curriculum	3.1/01
		Curriculum planning documents	3.1/02
		CADC minutes	3.1/03
		Course/study programme approval policy	3.1/04
		Curriculum development plan	3.1/05
3.2	FAPM ensures external stakeholder participation in programme planning, design and development and review.	Course/study programme approval policy	3.2/01
		Programme development - committee/minutes/records	3.2/02
3.3	Programme design and revision process incorporates feedback from employers/ professionals.	Stakeholder survey	3.3/01
		Programme specifications	3.3/02
		Employers' feedback	3.3/03

3.4	The programme is consistent with the mission, goals and objectives of WUSL, and meets the national needs and reflect current knowledge and trends.	Corporate/strategic plan	3.4/01
		Programme specifications	3.4/02
		Needs survey instrument and report	3.4/03
		CADC minutes/records	3.4/04
3.5	The Programme design complies with the SLQF Level 6 and guided by SBS.	Course/study programme approval policy	3.5/01
		Adoption of SLQF/SBS	3.5/02
		Curriculum	3.5/03
3.6	Programme design and development procedures include Intended Learning Outcomes, qualification descriptors and qualification levels criteria according to SLQF. Teaching, learning and assessment methods are aligned with programme ILOs.	Course/study programme design and approval policy	3.6/01
		Programme/course specification template	3.6/02
3.7	FAPM uses graduate profile to develop expected learning outcomes of the programme and course/modules.	Graduate profile	3.7/01
		Program/course specifications	3.7/02
3.8	ILOs of the study programme are realistic, achievable and deliverable within allocated time.	Programme specifications	3.8/01
		Student feedback	3.8/02
		Stakeholder feedback	3.8/03
		Adoption of assessment cycle	3.8/04
3.9	FAPM adopts an Outcome Based Education and the program outcomes are	Staff training on OBE/SCL	3.9/01

	aligned with those of courses/modules. Teaching, learning and assessment methods are matched with learning outcomes of courses.	Guidebooks-OBE/SCL	3.9/02
		Curriculum	3.9/03
		Programme/course specifications	3.9/04
		Student feedback	3.9/05
3.10	Programme includes supplementary training as vocational (IPT), semi-professional (web designing), inter-disciplinary & multi-disciplinary (English, IT, Career guidance).	Student Handbook	3.10/01
		Curriculum	3.10/02
		Programme/course specifications	3.10/03
3.11	Several courses in the curriculum integrate topics that address sustainability, cultural and social diversity, equity, social justice etc. Programme facilitates the diversity among students and offers English as a medium of instruction, considers gender equity.	Course/study programme approval policy	3.11/01
		Student Handbook	3.11/02
		Stakeholder feedback	3.11/03
		University calendar	3.11/04
3.12	Programme is logically structured in four years with coherent set of courses. In Year 3 - 4, students specialize in a specialization area, but they can select number of courses from other specialization areas as well. The student's choice on specialization area, Research Project topic and In Plant Training Institute are allowed conditionally	Programme specifications	3.12/01
		University calendar	3.12/02
		Curriculum matrix	3.12/03
		Core and elective courses	3.12/04
		Student feedback.	3.12/05
3.13	The curriculum promotes progression of students by selection of students for	Curriculum matrix	3.13/01

	high demanding specialization areas based on the Cumulative Grade Point Average in Year 1-2. Each year, students can compete for DHL and Faculty Awards. This stimulates the demands on the students in intellectual challenge, skills, knowledge, conceptualization	Policy for selection of specialization	3.13/02
		Student feedback	3.13/03
		Student Handbook	3.13/04
		Dean's Honors List/Faculty Awards Criteria	3.13/05
3.14	Graduation rates, GPA and Classes are defined as the measurable process indicators and employment rates and admission rates to higher education are considered as the outcome based performance indicators, which are used for evaluation of the programme.	Graduation/Dropout rates, GPA and Classes	3.14/01
		Employment/admission to higher education rates	3.14/02
		Employability survey report	3.14/03
3.15	Faculty ensures that academic standards of the programme with respect to its awards and qualifications are aligned with SLQF and SBS and appropriate to the level of the award.	Awards/qualifications-SLQF and SBS	3.15/01
3.16	Faculty ensures that different criteria of proposed study program such as programme design, academic standards, appropriateness, programme specifications are considered and discussed through CADC, 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.	Course/programme design and approval policy	3.16/01
		CADC minutes/records	3.16/02
		ADPSEC/ Senate/ Council minutes	3.16/03
3.17	Faculty ensures that the principles to be considered in program design and	Programme specifications	3.17/01

	development such as balance between theoretical, practical and skill components, resource availability are discussed, documented and communicated to the academic staff and other stakeholders during the programme review process.	Programme design guidelines	3.17/02
		Staff feedback	3.17/03
3.18	Faculty ensures that ILOs for In plant Training are clearly defined and students are informed on their specific responsibilities by In-Plant Training guidelines.	Programme/course specifications	3.18/01
		In-Plant Training guidelines	3.18/02
		Communications	3.18/03
		MOUs/placement letters	3.18/04
3.19	Programme design and development includes teaching methods for the development of self-directed learning, collaborative learning, creative and critical thinking, life- long learning, interpersonal communication and team work into the courses.	Programme design policy and procedures	3.19/01
		CADCminutes/records	3.19/02
		Programme/course specifications	3.19/03
		Student feedback	3.19/04
		Programme evaluation reports	3.19/05
3.20	The Faculty Quality Assurance Cell liaising with IQAU and CADC adopts internal monitoring strategies and processes to evaluate, review, and improve the Programme design and development, and approval processes.	FQAC documentary/physical evidences	3.20/01
		FQAC minutes	3. 20/02
		FQAC reports	3. 20/03

		Course design, review and approval guidelines	3. 20/04
		AQEF	3. 20/05
3.21	Faculty Ensures monitoring of the study programme routinely and adopts internal annual self-review of the programme via FQAC and routine external reviews by QAC/UGC (in 6 years) following the policy and guidelines of the university and SLQF/ UGC.	Adoption of policy/ procedures	3.21/01
		Improvements made	3. 21/02
		Internal/external review reports	3. 21/03
		Feedback from stakeholders	3. 21/04
3.22	Faculty uses the outcomes of programme monitoring and internal and external review as input for ongoing design and development of the curriculum. Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.	Internal/external review reports-incorporation	3.22/01
3.23	Faculty conducts graduate employability survey annually and data are used for continuous improvement of the programme.	Tracer studies	3.23/01
		Survey data	3. 23/02
		Annual report	3. 23/03
3.24	Faculty evaluates the effectiveness of provisions for students with disabilities according to the Disability Policy of the University and actions for improvements have been identified.	Adoption of policy	3.24/01
		Identified actions for improvement	3. 24/02

Summary: Criterion 3: Programme Design and Development

B.Sc. (Agriculture) (Hons.) Degree programme is a four year, SLQF level 6 programme that consist of 124 credits and 56 courses offered by the Faculty of Agriculture and Plantation Management. The programme is consistent with the mission, goals and objectives of WUSL, meets the national needs and global trends.

FAPM designs and develops study programmes through the Curriculum and Academic Development Committee in collaborative and participatory approach with all stakeholders and following the course/ programme approval policy and procedures of the university. Programme design and development is initiated based on need analysis, uses graduate profile to develop expected learning outcomes and integrate qualification descriptors and qualification levels criteria according to SLQF and SBS. FAPM adopts an Outcome Based Education and the programme outcomes are in alignment with those of courses/modules.

Teaching, learning and assessment methods are matched with learning outcomes of each course/module. Different criteria of proposed study programme such as programme design, academic standards compared with SLQF, programme specifications and content, balance between theoretical, practical and skill components including research and in-plant training, appropriateness of award and title, resources availability for the programme are considered and discussed through CADC, 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.

Faculty implements internal annual self-review of the programme via FQAC liaising with IQAU and CADC and routine external reviews by QAC/ UGC (in six years) following the policy and guidelines of the university and SLQF/ UGC. Faculty uses the outcomes of programme monitoring and internal and external review as input for ongoing design, development and revision of the curriculum.

Criterion 4– Course/ Module Design and Development

Table 3.4 - Course/ Module Design and Development

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
4.1	Faculty adopts a participatory approach for course design & development through CADC appointed course team composed of internal and external experts in compliance with the course design and approval policy and procedures and AQEF/WUSL. The TOR of CADC defines the mandate of the committee members.	Course/programme design and approval policy/procedures	4.1/01
		AQEF	4.1/02
		CADC minutes/records	4.1/03
		FB minutes	4.1/04
		CADC TOR	4.1/05
4.2	Courses are designed to achieve the programme outcomes and reflect current knowledge and developments in respective subject area.	Programme specifications	4.2/01
		Student handbook	4.2/02
		Course specifications	4.2/03
		Course ILOs/programme ILOs	4.2/04
4.3	Courses are designed in compliance with guidelines and credit definition of SLQF	Course specifications	4.3/01

	and SBS.	Compliance with SLQF/SBS	4.3/02
		Course design policy/procedures	4.3/03
4.4	Faculty adopts the university policy and procedures for course design and development and uses a standard template in consultation with QAC/UGC. A course design template is being drafted by ADPSEC for senate approval.	Course design and approval policy/procedures	4.4/01
		Course design template	4.4/02
		Course specifications	4.4/03
		Feedback from course designers	4.4/04
4.5	Course design integrates constructive alignment among course ILOs, learning activities and assessment tasks. Course ILOs are aligned with PILOs.	Graduate profile	4.5/01
		Course specifications	4.5/02
		CILOs/PILOs alignment	4.5/03
4.6	Course design and development recommends student-centered teaching strategies in all courses e.g. cooperative-learning/ group presentations.	Course specifications	4.6/01
		CADC minutes/records	4.6/02
		Course evaluation feedback	4.6/03
4.7	Comprehensive course specifications that outline ILOs, contents, teaching, learning and assessment strategies are available and made accessible to all students via LMS.	Course specifications	4.7/01
		Student Handbook	4.7/02
		LMS records	4.7/03
4.8	Course design specifies the credit value and the workload with breakdown of theory, practical, field visits, independent learning and assessments.	SLQF	4.8/01
		Course specifications	4.8/02

		Student handbook	4.8/03
		Lecture schedules/ time tables	4.8/04
4.9	Course design/development integrates learning strategies for self-directed and collaborative learning (e.g. Individual/group assignments/ presentations), creative and critical thinking (e.g. research project), life-long learning, interpersonal communication and team work.	Course design policy/procedures	4.9/01
		CADC minutes/records	4.9/02
		Course specifications	4.9/03
		Student feedback	4.9/04
		Course evaluation reports	4.9/05
		AGRES committee minutes	4.9/06
4.10	Course design and development adopts the disability policy of the university and allows the needs of differently-abled students by employing teaching and learning strategies.	Course design policy/procedures	4.10/01
		Disability policy	4.10/02
		CADC minutes/records	4.10/03
		Course specifications	4.10/04
		Student feedback/satisfaction	4.10/05
4.11	Considering the credit weight and volume of learning per each year specified by SLQF, courses are scheduled across eight semesters in four years in a coherent	Programme/course specifications	4.11/01

	and learner facilitating manner (e.g. In-Plant Training is scheduled in the last semester)	SLQF	4.11/02
		Course design/curriculum map	4.11/03
		Student handbook	4.11/04
4.12	Course contents are evaluated by experts for appropriate breadth, depth and balance. Faculty prepares a four-year schedule for the programme which can be completed within the given period.	Course design and approval policy	4.12/01
		CADC minutes/records	4.12/02
		Course evaluation reports	4.12/03
		SLQF	4.12/04
		Dropout rates	4.12/05
		Course duration 2013-2018	4.12/06
		Four year–academic calendar	4.12/07 4.12/08
		Student feedback	4.12/09
4.13	Faculty uses appropriate media and technology in course designing, development and delivery e.g. interactive class rooms, multimedia, smart boards, LMS, software, e-books	ICT usage	4.13/01
		Student feedback/course evaluation reports	4.13/02
		Course specifications	4.13/03
4.14	The staff involved in instructional design and development have been trained for such purposes through CCSD programme and undergo regular training via	SDC training schedules	4.14/01
		SDC/ FQAC workshops	4.14/02

	workshops organized by SDC and FQAC.	Staff training-external institutes	4.14/03
		Staff feedback	4.14/04
		Evidences-using the training	4.14/05
		Student feedback	4.14/06
		Peer observations	4.14/07
4.15	Faculty/University makes available adequate human and financial resources for course design, development, approval and review through timely allocation of funds by finance committee	FB minutes	4.15/01
		CADC minutes/records	4.15/02
		FQAC minutes/records	4.15/03
		Finance committee minutes	4.15/04
		HETC report	4.15/05
		Evidence of using faculty generated funds	4.15/06
		Faculty Action Plan/budget estimates	4.15/07
4.16	Faculty adopts the course approval policy of the university and ensures that different criteria of proposed courses such as course design, academic standards and appropriateness, are considered and discussed through CADC, reviewed by external experts, recommended by the FB, IQAU and ADPSEC and approved by the Senate before submitting to the UGC for approval.	Course approval policy/procedure	4.16/01
		ADPSEC minutes	4.16/02
		Senate minutes	4.16/03
		CADC minutes	4.16/04

		FB minutes	4.16/05
4.17	Staff are made aware of the Course approval policy and criteria against which the course proposals/specifications are assessed in the course approval process.	Course approval policy/procedures	4.17/01
		Implementing approval criteria	4.17/02
		Communication to staff	4.17/03
4.18	The FQAC is liaising with IQAU and CADC adopts internal monitoring to evaluate, review, and improve the course design and development, and approval processes.	FQAC minutes/reports	4.18/01
		FQAC documentary and physical evidence	4.18/02
		FB minutes	4.18/03
		Course design and approval policy/procedures	4.18/04
		AQEF	4.18/05
		CADC minutes	4.19/06
4.19	Courses are evaluated at the end of each course for content, appropriateness and effectiveness of teaching, learning outcomes by student feedback via LMS. Peer observations on effectiveness of teaching are practiced.	Student feedback (SACT)	4.19/01
		Peer observations	4.19/02

Summary – Criterion 4: Course/ Module Design and Development

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

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

Criterion 5 – Teaching and Learning

Table 3.5 - Teaching and Learning

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
5.1.	Teaching-learning strategies are based on the Faculty/University's mission and programme requirements.	Corporate Plan	5.1/01
		Strategic plan	5.1/02
		Faculty mission statement	5.1/03
		Faculty action plan	5.1/04
		Action plan minutes	5.1/05
		Programme/ course specifications	5.1/06
5.2	The Faculty communicates course specifications and timetables to students and staff before the semester.	Timetables and communication	5.2/01
		Course specifications	5.2/02
		Student feedback-SACT	5.2/03

5.3	Teaching-learning methods and assessment methods are aligned with course outcomes.	Course specifications	5.3/01
		Student evaluation	5.3/02
		Master files	5.3/03
		Sample continuous assessments	5.3/04
		Sample tutorials	5.3/05
		Paper bank	5.3/06
		Peer evaluation	5.3/07
5.4	Requirements of students with special needs are addressed during teaching and assessments following the institutional policy accessible infrastructure facilities are available.	Facilities for differently-abled students	5.4/01
		Accessing the resources	5.4/02
		Course specifications	5.4/03
		SACT	5.4/04
		Student satisfaction survey reports	5.4/05
5.5	Faculty encourages blended learning to maximize student engagement. Research project and In-Plant training are integrated in programme for self-directed life-long learning.	Course specifications	5.5/01
		Student feedback	5.5/02
		SACT	5.5/03
		Use of LMS	5.5/04
		AGRES photos	5.5/05

		In-plant training photos	5.5/06
		LMS forums	5.5/07
5.6	Integration of current knowledge via own/other's research and personal experience for teaching is practiced.	Research committee reports	5.6/01
		Teacher evaluation reports	5.6/02
		Research papers/ publications	5.6/03
		Annual reports	5.6/04
5.7	Teachers engage students in self-directed and collaborative learning and use of novel technologies is practiced considering individual differences.	Course specifications	5.7/01
		CADC minutes	5.7/02
		Student feedback- SACT	5.7/03
5.8	Teachers encourage students to contribute to scholarship and knowledge discovery. Students' creative work via curricular/ extracurricular activities appropriate to the graduate profile and mission are encouraged.	Student research publications-AGRES	5.8/01
		Student newsletters	5.8/02
		Other creative activities	5.8/03
		Student affairs documentary evidences	5.8/04
		Student feedback	5.8/05
		Students' reflective	5.8/06

		diaries/ portfolios	
		Annual report	5.8/07
		AGRES organizing committee	5.8/08
5.9	Study groups are encouraged as a collaborative learning strategy.	Group activities	5.9/01
		Course specifications	5.9/02
		Peer study groups	5.9/03
5.10	Teachers supervise students in Research Project aiming to train students to plan, conduct, present and publish the outcomes. Agricultural Research Symposium publishes extended abstracts of all students yearly. Students are encouraged to publish in the faculty journal and other forums.	CADC minutes	5.10/01
		Programme/course specifications	5.10/02
		Research supervisors	5.10/03
		AGRES proceedings	5.10/04
		AGRES awards	5.10/05
		Other publications by students	5.10/06
5.11	Teaching-learning strategies ensure they are not gender discriminative and abusive in compliance with institutional policy. Any incident of gender abuse/discrimination is addressed via faculty gender cell.	Gender equity policy	5.11/01
		Implementation of policy	5.11/02
		GEE activities	5.11/03
		Student feedback	5.11/04
5.12	Teaching/ learning activities are monitored routinely. Faculty implements a well-	Monitoring instruments	5.12/01

	established student feedback system recently converted to online forms for convenience, peer observations and student satisfaction survey as instruments.	Monitoring data and reports	5.12/02
		Student feedback	5.12/03
		Student satisfaction survey	5.12/04
		Peer observations	5.12/05
		LMS records	5.12/06
		Course specifications	5.12/07
5.13	Teachers adopt innovative pedagogy and technology into teaching-learning processes and monitor progress.	Programme/course specifications	5.13/01
		Technology in teaching	5.13/02
		Innovative practices in teaching	5.13/03
		LMS reports	5.13/04
5.14	Teachers adopt both teacher directed and student-centered teaching-learning methodologies.	Course specifications	5.14/01
		CADC minutes	5.14/02
		Peer observations	5.14/03
		Student feedback	5.14/04
5.15	Teaching learning strategies promote the use of relevant facilities), amenities) and	CGU	5.15/01

	activities) to engage students in active/deep learning. Career guidance course and other activities organized by the CGU to promote academic development and personnel wellbeing	Annual report CGU	5.15/02
		Use of CGU facilities	5.15/03
		Student satisfaction survey	5.15/04
5.16	Faculty obtains regular feedback on the quality of teaching using an online student feedback (SACT) coordinated by Assistant Registrar and peer observations on direct teaching organized by the teacher. FQAC liaising with IQAU gives guidelines and training on quality assurance in teaching and learning and implements annual self-review of the programme for improvement.	SACT	5.16/01
		Peer observations	5.16/02
		Internal monitoring by FQAC	5.16/03
		Minutes of FQAC	5.16/04
		Incorporation of feedback for improvement	5.16/05
5.17	Teachers use student feedback and peer observation comments through discussion with HoDs to improve teaching-learning.	Programme/course specifications	5.17/01
		SACT	5.17/02
		Teacher evaluation	5.17/03
		Student performance statistics/ reports	5.17/04
5.18	Allocation of work norms for teachers is implemented by HoDs following the institutional policies and guidelines. Semester workload of staff members are discussed at the department and faculty level.	Work norms/loads	5.18/01
		Staff feedback/comments	5.18/02
		Workload policy	5.18/03
		FB minutes	5.18/04

5.19	<p>Faculty has identified a set of indicators of excellence in teaching to evaluate performance of teachers.</p> <p>A formal awards scheme for teaching excellence is being prepared at the University level.</p> <p>Wayamba University Research Awards are awarded to best performers in research and innovation. R&D, learning-teaching, outreach and institutional development activities are evaluated in promotions of staff and selecting staff for training.</p>	Faculty approved indicators	5.19/01
		Use of indicators for evaluation	5.19/02
		Criteria for receiving funds for training/workshops	5.19/03
		Evidences-WURA	5.19/04

Summary – Criterion 5: Teaching and Learning

Teaching-learning strategies of the study programme are planned based on programme and course learning outcomes and aligned with assessment methods. Course specifications are communicated to the students prior to commencement of the semester. Teachers adopt both teacher-directed and student-centered methodologies as per course specifications. The Faculty encourages blended-learning to maximize the student engagement and promotes strategies for active/deep learning. CGU supports academic development and personnel wellbeing of students. Teaching-learning strategies ensure they are not gender discriminative and abusive and accommodate students with special needs. Teachers encourage students to research and discover knowledge. Research Project aims to train students to plan, conduct, present and publish the outcomes. Students engage in creative work in both curricular and extracurricular activities.

Teaching-learning activities are monitored routinely by HoDs and the faculty board. Results of appraisals are used for continuous improvement of courses. FQAC gives guidelines and training on quality assurance in teaching-learning and implements annual self-review of the programme. Comprehensive teaching log-books are maintained for all courses, while grade distributions are analyzed after examinations. Allocation of work norms for academic-staff is transparent and implemented by HoDs. Teaching workloads are discussed and appreciated at the faculty board and taken into account in promotions. A formal awards scheme for teaching excellence in par with Wayamba University Research Awards is being prepared at the University level. FAPM has identified a set of indicators of excellence in teaching to evaluate performance of teachers.

Criterion 6 – Learning Environment, Student Support and Progression

Table 3.6 - Learning Environment, Student Support and Progression

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
6.1	FAPM adopts a student-friendly administrative, academic and technical support system that ensures a conducive and caring environment, and provide highest levels interaction among students and staff.	Website	6.1/01
		Help desk	6.1/02
		Job descriptions	6.1/03
		Student feedback - SACT	6.1/04
		Organizational structure	6.1/05
6.2	FAPM identifies learning support needs and methods of delivery through Need survey, HoDs, student feedback and suggestions at FB and SACDC. FAPM/ University provides an effective learning environment for its students.	Need analysis data	6.2/01
		Physical/documentary evidence	6.2/02
		Student feedback	
		Student satisfaction survey	6.2/03
		FB/ SACDC minutes	6.2/04
6.3	FAPM offers all incoming students an induction programme regarding	SDC programme plan	6.3/01

	the rules and regulations of the institution, SCL-OBE technology based learning and career guidance.	Orientation program	6.3/02
		CGU program plans	6.3/03
		Students' attendance	6.3/04
		Possession of By-laws	6.3/05
6.4	FAPM guides students to comply with the Student Charter, discharge their rights and responsibilities and utilize services available in a prudent manner through the orientation programme and an academic staff member is appointed as the coordinator for each batch of students.	Student Charter	6.4/01
		Induction program-schedule/ package	6.4/02
		Student feedback	6.4/03
		Student satisfaction survey	6.4/04
		Academic coordinators	6.4/05
6.5	Faculty guides and empowers the students to optimally use the available student support services by academic advisors, counseling service, and orientation programme. Self-directed learning is encouraged by e.g. case studies, research project and in-plant training.	SCL practices	6.5/01
		Orientation programme	6.5/02
		Academic advisors	6.5/03
		Student counselors	6.5/04
		Strategies for independent learning	6.5/05
6.6	The Faculty/institute monitors/ evaluates student support services through SACDC and information are taken for improvement.	Monitoring mechanisms	6.6/01
		Canteen/Hostel committee/ SACDC/ FB minutes	6.6/02
		Incorporation of monitoring outcomes	6.6/03

		Student satisfaction survey	6.6/04
6.7	FAPM provides on-going training programs to staff through the SDC. All new students are provided with library, ICT and laboratory training	SDC programme plan	6.7/01
		Library training plan	6.7/02
		Students/staff attendance	6.7/03
		Training evaluation reports	6.7/04
		Student satisfaction survey reports	6.7/05
		Staff performance appraisal reports	6.7/06
6.8	FAPM provides ongoing training for users (students and staff) of specialized learning resources e.g. laboratories, ICTC	SDC programme plan	6.8/01
		Students/staff attendance	6.8/02
		Training evaluation reports	6.8/03
		Student satisfaction survey reports	6.8/04
		Staff performance appraisal reports	6.8/05
6.9	The Faculty has appropriate infrastructure, teaching and learning strategies, academic support services, to meet the needs of differently abled students.	Disability policy	6.9/01
		Facilities, strategies and activities	6.9/02
6.10	University library at Makandura Premises uses ICT-led tools to facilitate the students to access and use information effectively via online library access, on-line research database access. ICTC- Makandura premises	ICT policy	6.10/01
		ICTC facilities and usage	6.10/02
		Library facilities and usage	6.10/03

	facilitates ICT needs of the students and staff including LMS and Wi-Fi.	ICT facilities/FAPM	6.10/04
		Stakeholder feedback	6.10/05
6.11	FAPM ensures that use of library and information resources are integrated into students learning process.	Programme/course specifications	6.11/01
		Library and ICTC orientation programme	6.11/02
		Library usage	6.11/03
		Collaboration of academics/ library staff	6.11/04
		Library committee minutes	6.11/05
6.12	FAPM maintains up-to-date records on student progress throughout a programme of study and provide guidance about their performance through the academic advisor and student staff consultative committee.	Database of students	6.12/01
		Evidence of follow up and feedback	6.12/02
6.13	FAPM promotes active academic/social interaction between the faculty and students	Social events	6.13/01
		Student feedback	6.13/02
		Student satisfaction survey reports	6.13/03
		Student Handbook	6.13/04
		Student Charter	6.13/05

6.14	FAPM recognizes and facilitates students' academic interaction between the academic advisors/mentors and peer study groups and senior students.	Academic advisors	6.14/01
		Peer study groups	6.14/02
		Guidance from senior students	6.14/03
		Student feedback	6.14/04
		Student Handbook	6.14/05
		Student Charter	6.14/06
6.15	Co-curricular activities such as inter-faculty game and aesthetic activities conform to the mission of the Faculty, and contribute to social and cultural aspects of the educational experience.	Curriculum/ student handbook	6.15/01
		Programme specifications	6.15/02
		Student charter	6.15/03
		Corporate plan/strategic plan	6.15/04
		Co-curricular activities	6.15/05
6.16	Students are facilitated with Career management skills along with soft skills empowering them to make informed career choices through a compulsory course and r activities by CGU and activities by faculty/departments	CGU/ action plan	6.16/01
		Student feedback	6.16/02
		Career advisory activities	6.16/03
6.17	Faculty ensures the students' get learning experience on world of work through in-plant training/ work based placements for 15 weeks as the final segment of the study programme.	MoUs/ letters of placements	6.17/01
		In-plant training institutes feedback	6.17/02
		In-plant training reports/ evidences	6.17/03

		Student feedback	6.17/04
6.18	Faculty abides by the institutional GEE Policy, appoints a coordinator for the university GEE Cell and deters any form of SGBV, discrimination/harassment among staff/students.	GEE policy	6.18/01
		Strategic/Action plans	6.18/02
		GEE/ SGBV progress	6.18/03
6.19	FAPM regularly gathers student feedback on courses and teaching and Student satisfaction survey has been conducted and the information are used for improvement.	Student feedback	6.19/01
		Student satisfaction survey	6.19/02
		Use of findings	6.19/03
6.20	FAPM is proactive in counseling by appointment of academic advisors to all students. They monitor progression of students through students' advisory record books. Student counselors are appointed for the faculty to cater the needs of the students for counseling. The Faculty/Institute is proactive in counseling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	Employer survey	6.20/01
		Academic advisors	6.20/02
		Student satisfaction survey	6.20/03
		Student counselors	6.20/04
		Counselors activity plan	6.20/05
		Effective counseling	6.20/06
		Staff training	6.20/07
6.21	Faculty permits student to pass examination of a course in three attempts	Programme specifications	6.21/01

	within eight (8) academic years from the date of admission to the University. Their requests for grace chances are considered at the faculty board. A fall back option is being considered in next curriculum revision.	FB/ Senate minutes	6.21/02
6.22	FAPM monitors retention, progression, completion/ graduation rates and per student cost at the faculty. Employment rates and entrance to higher degrees are monitored.	Employability survey	6.22/01
		Graduates tracer studies	6.22/02
		Outcome survey/ benefits to society	6.22/03
		Admissions to advance studies	6.22/04
6.23	FAPM deals with students' complaints and grievances, and deliver timely responses by appointment of inquiry committees and Staff-Student consultative Committee. University appoints a deputy proctor for the faculty and implements disciplinary committees	Disciplinary by-laws	6.23/01
		Minutes-disciplinary committee	6.23/02
		Grievances Committee minutes	6.23/03
		By-laws for addressing grievances	6.23/04
		Complaints received/ action taken	6.23/05
6.24	The Faculty networks with alumnus via Alumni Association and encourage alumnus to assist students in preparing for their professional future.	Faculty alumni association	6.24/01
		Alumni committee minutes	6.24/02
		Student Handbook	6.24/03
		Alumni interactions	6.24/04

Summary: Criterion 6: Learning Environment, Student Support and Progression

FAPM adopts a student-friendly policy and provides an effective learning environment e.g. lecture halls, laboratories, field areas and training programmes e.g. field visits, in plant training. Appropriate learner support services e.g. counseling, ELTU, ICTC, LMS, Wi-Fi, library, career guidance, residential facilities, welfare services, health and medical facilities, facilities for sports, recreation, cultural and aesthetic activities are available for its students. Faculty identifies learning support needs through HoDs and course coordinators, students' feedback and suggestions at the Faculty Board and SACDC meetings.

New students are supported with an induction programme which gives awareness to the faculty including rules and regulations, learning resources and support systems. FAPM attends to student progression throughout the programme of study and provide guidance about their performance through academic advisors and SACDC.

FAPM promotes active academic/social interaction between the Faculty staff and students. Faculty encourages co-curricular activities such as sports e.g. inter-faculty games and aesthetic activities e.g. talent show, musical evenings, hiking which conform to the mission of the Faculty, and contribute to social and cultural dimensions of the educational experience. Students are facilitated with career management skills through CGU and faculty ensures the students get learning experience on world of work through in-plant training or work based placements (8 credits). FAPM is proactive in counseling by appointment of academic advisors to all students. FAPM implements inquiry committees for complaints and grievances are redressed by appeals committee appointed by the senate.

Criterion 7 – Student Assessment and Awards

Table 3.7 - Student Assessment and Awards

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
7.1	Faculty has identified assessment strategy of student learning as an integral part of programme design in relation with Intended Learning Outcomes of the programme in compliance with the institutional policy on student assessment.	Course/ programme design and approval policy	7.1/01
		Examination By-laws	7.1/02
		Programme/ course specifications	7.1/03
7.2.	Assessment strategy is aligned to qualification/level descriptors of SLQF Level 6 and SBS.	Curriculum	7.2/01
		Alignment of assessments	7.2/02
		Graduate satisfaction survey	7.2/03
		Programme/course specifications	7.2/04
7.3	Faculty adopts institutional policy and procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes which are discussed through CADC, 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.	Student assessment policy	7.3/01
		Course/ programme design and approval policy/procedures	7.3/02
		By-laws	7.3/03
		CADC minutes/records	7.3/04
		ADPSEC minutes	7.3/05

		Senate minutes	7.3/06
		Council minutes	7.3/07
7.4	The Faculty reviews and amends assessment strategies and regulations periodically via CADC, TLC and FQAC as needed by the faculty and remains fit for purpose.	Review meetings minutes/records	7.4/01
		CADC/FQAC minutes	7.4/02
		Amended By-laws/rules/regulations	7.4/03
7.5	The Faculty ensures the weightage relating to different components of assessments (are specified in the programme/course specifications.	Student assessment policy	7.5/01
		Course specifications	7.5/02
		Student Handbook	7.5/03
7.6	The Faculty adopts institutional policies and regulations on appointing internal/ external examiners. External examiners are appointed for Research Project and In-Plant Training, and appointment of external examiners with TOR for different disciplines is in progress.	Student assessment policy	7.6/01
		Examination procedures/FAPM	7.6/02
		Examinations By-laws	7.6/03
		Senate minutes	7.6/04
		Appointment letters to examiners	7.6/05
7.7	Faculty ensures that the reports from external examiners are considered by the examination board in finalizing the results of Research Project, In-Plant Training.	Examination procedures/FAPM	7.7/01
		External examiners' reports	7.7/02
7.8	Examination By-laws, procedures and assessment criteria are published and communicated to students during the orientation programme	Examinations By-laws	7.8/01
		Examination procedures/FAPM	7.8/02
		Records of orientation programme	7.8/03
		Student Handbook	7.8/04

		CADC minutes	7.8/05
7.9	Faculty ensures that staffs involved in assessing the students are made aware and competent to undertake their roles and responsibilities and have no conflict of interest through CCSD and other training.	Examination procedures/FAPM	7.9/01
		Examination By-Laws	7.9/02
		SDC training programmes/ schedules	7.9/03
		Code of Practice	7.9/04
7.10	Appropriate arrangements are made available regarding examination requirements for students with disabilities when it is required	Disability Policy	7.10/01
		Arrangement for examinations	7.10/02
7.11	Students are provided with regular feedback on continuous assessments via LMS and notice boards and weak students are encouraged for the further improvement.	Examinations By-laws	7.11/01
		Examination procedures	7.11/02
		CA results and feedback	7.11/03
7.12	Faculty adopts a documented examination procedure and implements marking schemes, moderation/scrutiny of papers, internal open second marking, excel model for marks return sheet, and marks verification board at the faculty and examination branch.	Examination procedures/FAPM	7.12/01
		Examinations By-laws	7.12/02
		Records of complying- FB minutes Moderated papers	7.12/03
		Answer scripts/mark sheets	7.12/04
		Second examiner's reports	7.12/05
		Staff feedback	7.12/06
		Re-scrutinizing report	7.12/07
7.13	Faculty/university ensures that graduation requirements are completed in	Examinations By-laws	7.13/01

	the degree certification process and the transcript accurately reflects the stages of progression and student attainments	Student handbook	7.13/02
		Final results board records	7.13/03
		Sample transcripts	7.13/04
		Employability survey reports	7.13/05
7.14	A complete transcript is made available to all students at graduation.	Examinations By-laws	7.14/01
		Sample transcripts	7.14/02
		Transcript issuing register	7.14/03
7.15	Examination results are documented, verified by a results board and communicated to students by the examination branch of the university. Release of results within 3 months is monitored at the senate meeting.	Examination procedure	7.15/01
		Examinations By-laws	7.15/02
		Release of results	7.15/03
		Results verification records	7.15/04
7.16	The Faculty ensures that the degree awarded and the name of the degree, Bachelor of Science Honors in Agriculture Degree complies with the guidelines in the SLQF.	SLQF possession/ awareness/ use	7.16/01
		Programme/course specifications	7.16/02
		Change of degree name records	7.16/03
7.17	Faculty/Institute ensures the implementation of examination by laws according to the institutional policy including disciplinary procedures for academic misconduct.	Examination By-laws	7.17/01
		Staff awareness	7.17/02
		Senate minutes	7.17/03
		Implementation/enforcement	7.17/04
		Release of results	7.17/05
		Academic honesty policy	7.17/06

		Student charter	7.17/07
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Summary: Criterion 7: Student Assessment and Awards

FAPM has identified assessment strategy of student learning as an integral part of programme design and aligned with the SLQF, SBS and institutional policies. The assessment criteria are documented in student handbook and communicated to the new entrants. Monitoring and reviewing of assessment strategies are carried out by CADC in collaboration with, TLC and FQAC. Regularly, students are provided with feedback on continuous assessments via LMS and notice boards and students are encouraged by lecturers/ academic advisors for further improvement.

All assessments are conducted in strictly confidential manner but with transparent, honest and fair practice. Students are informed in advance regarding the methods and timing of formative and summative assessments. Appointment of examiners and moderators are approved by the Senate on recommendation of Faculty Boards. Faculty adopts a documented examination procedure and implements marking schemes, moderation/scrutiny of papers, internal open second marking, excel model for marks return sheet, and marks verification board at the faculty and examination branch. Students are allowed to apply for recheck the course marks.

SDC conducts training programmes for staff on student assessment. IQAU made the staff aware about the Code of Practice on student assessment. Examination results are verified and checked by the faculty results board and submitted to SAR/Examinations within six weeks after the examination. Examination malpractices are immediately reported by the examination supervisor and submitted for senate appointed inquiry committee which recommends disciplinary actions according to the By-laws.

Criterion 8 - Innovative and Healthy Practices

Table 3.8 - Innovative and Healthy Practices

Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
8.1	Faculty has established and operates ICT-based platform, LMS via ICTC to facilitate multi- mode teaching and learning.	Teaching and learning methods inventory	8.1/01
		LMS existence and use	8.1/02
		Uploaded materials	8.1/03
		Student feedback	8.1/04
8.2	Faculty encourages OER by staff/students to supplement teaching/learning, in compliance with Academic Honesty Policy for copyrights and plagiarism.	Policy	8.2/01
		Use of OER	8.2/02
8.3	Faculty recognizes academic training, research and innovations, and industry engagement as core duties of academics.	Academic accountability and workload policies	8.3/01
		R&D/innovations	8.3/02
		Benefits accrued	8.3/03
		Awards/recognitions by academics	8.3/04
8.4	Faculty/Institute has established SRHDC liaising with FHDC to	SRHDC, BIC, BREAD,	8.4/01

	facilitate/coordinate University Research Grants and postgraduate researches. BIC and BREAD facilitates research/innovations with industry engagement. External affairs division and outreach center coordinate community engagements.	Outreach center	
		Strategic/Action Plans	8.4/02
		FB minutes	8.4/03
8.5	Faculty/Institute implements Wayamba University Research Award (WURA) to recognize and encourage academics for achieving excellence in research and innovations.	Evidences WURA	8.5/01
		Past records	8.5/02
8.6	Study programme contains a Research Project. Students are guided by supervisors on proposal writing, planning, designing, conducting and dissemination of findings through Agricultural Research Symposium and other symposia/journals.	Student Handbook	8.6/01
		Guidelines	8.6/02
		Sample theses	8.6/03
		AGRES proceedings	8.6/04
		Other publications	8.6/05
8.7	Study programme contains an IPT as a teaching/learning strategy which initiates formal links with 'industrial' organizations.	Guidelines	8.7/01
		Student Handbook	8.7/02
		Placements	8.7/03
		Sample reports/ presentations/diary	8.7/04
		IPT symposium/ Sessions/ abstracts	8.7/05
8.8	Faculty has established and operationalized strong linkages with different agencies. These collaborations are used in R&D, human resources and institutional	List of MOUs/Agencies	8.8/01

	development. Students are directly benefitted by opportunities for IPT and career placements.	Activities	8.8/02
8.9	Faculty offers an external undergraduate and Master degree programmes, a diploma, workshops and short courses and the generated income is used for faculty development.	Income generating Programmes/activities	8.9/01
		Physical verification	8.9/02
		Benefits accrued	8.9/03
8.10	Faculty allows to complete the credits for RP and IPT at other faculties/institutes. Credit Transfer Policy is being drafted at the University level.	Progress in policy preparation	8.10/01
		RP/IPT at other institutes	8.10/02
		Student Handbook	8.10/03
8.11	The Faculty adopts institutional policies and mechanisms to promote students and staff engagement in a variety of co-curricular activities which are directly supported by disbursing physical, financial and human resources through different units of the faculty/university.	CG Policy	8.11/01
		CGU, EAU, outreach center, BIC/BREAD	8.11/02
		Staff/student societies	8.11/03
		Co-curricular activities	8.11/04
		FB minutes	8.11/05
8.12	Faculty encourages student participation for competitions at different levels. Outstanding performers are rewarded	Graduate profile	8.12/01
		Faculty policy/guidelines for participation/support	8.12/02
		Students participation	8.12/03

		Student Portfolio	8.12/04
		Selection criteria for awards	8.12/05
		Award winners	8.12/06
8.13	The academic standards of the study programme is assured through regular revision (in 5 year cycles) of curriculum, close monitoring of its implementation by student feedback, peer observations, HoDs and annual self-review by cooperating faculty committees, CADC, TLC and FQAC with Faculty Board approval. Examination paper moderation and second marking are practiced. Currently, Faculty uses external examiners for RP and IPT and the process of appointing external examiners is in progress.	Policy/procedures	8.13/01
		Examination by-laws	8.13/02
		Examination procedure	8.13/03
		Mechanism for appointing external examiners	8.13/04
		External examiners	8.13/05
		CADC minutes/records	8.13/06
		FB/Senate minutes	8.13/07
		FQAC minutes	8.13/08
8.14	Faculty permits student to pass examinations within eight (8) academic years and grace chances are also considered. Therefore, few numbers of fallbacks are recorded. However, fall-back option has been identified and will be introduced in the next curriculum revision in 2019.	Relevant policy/procedures	8.14/01
		Student Handbook	8.14/02
		Drop-out rates	
		Identified fall-back options	8.14/03

Summary – Criterion 8: Innovative and Healthy Practices

Faculty takes necessary actions to improve quality of its' graduates by adopting innovative and healthy practices in different aspects to make them competent for current job market. While adopting technology and teaching methodologies for efficient and effective transfer of knowledge, the learning environment both physical and virtual, is created to promote self-learning through student centered activities. Emphasis is also given to incorporate innovative strategies in the curriculum to enrich the students with soft skills and socio-emotional skills.

Faculty believes that research project and research culture via AGRES has a great impact on development of students' capacity. Students are further encouraged by recognizing the outstanding performers. The final entity of applying the knowledge and skills is state and private sector or entrepreneurial initiations as producers, product developers and service providers, thus, attempts are taken to have strong linkages between those agencies that in turn open up the opportunities for quality enhancement of the graduates. Faculty believes that a conducive learning environment enhances teaching/ learning efficiency, thus, physical resources are greatly improved using the income generated through diversified sources.

CHAPTER FOUR

SUMMARY

4. SUMMARY

The existing administrative structure of FAPM functions effectively in managing and executing its core functions. The FAPM maintains the policies and the standards of the latest Action Plan of WUSL. Strategic Management Plan, which demonstrates flexibility to accept latest developments in the WUSL. Quality Assurance is a dominant component of FAPM. It ensures that the FQAC is on par with the guidelines of the IQAU of WUSL. Designing, development and Delivery of academic programmes, research and outreach are conducted by qualified academic staff mostly with highest level of postgraduate qualifications. All newly recruited staff members are encouraged to follow induction programme at SDC and SDC organizes workshops and training programs for professional developments of the staff. Additionally the WUSL is equipped with well-resourced library facilities with a larger amount of books periodically and journals on Management Studies. IT skills are facilitated through the ICTC and the English language skills of the students are improved by the comprehensive courses offered by the ELTD.

B.Sc. (Hons.) (Agriculture) Degree programme has 124 credits in par with SLQF and SBS. The program ILOs are developed aligned with the graduate profile of FAPM, vision and the mission of the institute. FAPM has signed MOUs with 16 public and private institutes in Sri Lanka and three international universities and institutes. Furthermore faculty accommodates various field-visits to obtain vocational and professional awareness to enhance the generic skills of students, industrial training is also included in the fourth year. Faculty promotes self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork by organizing AGRES and learning activities. FAPM adopts internal monitoring strategies and review to improve the quality of the degree programme.

FAPM ensures that the courses are complying with the SLQF and Subject Benchmark Statements (SBS) and it consists of career-oriented course units. ILOs of Course Units are mapped in-line with ILOs of the Degree Programme and the courses are designed based on the student-centred learning strategies. However, the courses have been designed sufficiently representing the concepts, theories, applications and competencies while assuring the courses could be completed during the stipulated time. In addition, the course design and

development take place having observed global standards. Besides, regular course evaluation, course design improvement and development are undertaken through CADC. Additionally, courses and effectiveness of teaching are evaluated at the end of each course unit through students' feedback, and reflective practices adopted by the lecturers.

Teaching and learning methods are developed based on mission and the curriculum requirements of FAPM. FAPM supports the utilization of student-centred teaching methods to maximize the student involvement in the course. FAPM adopts effective and innovative teaching practices supported by appropriate novel technologies such as LMS.

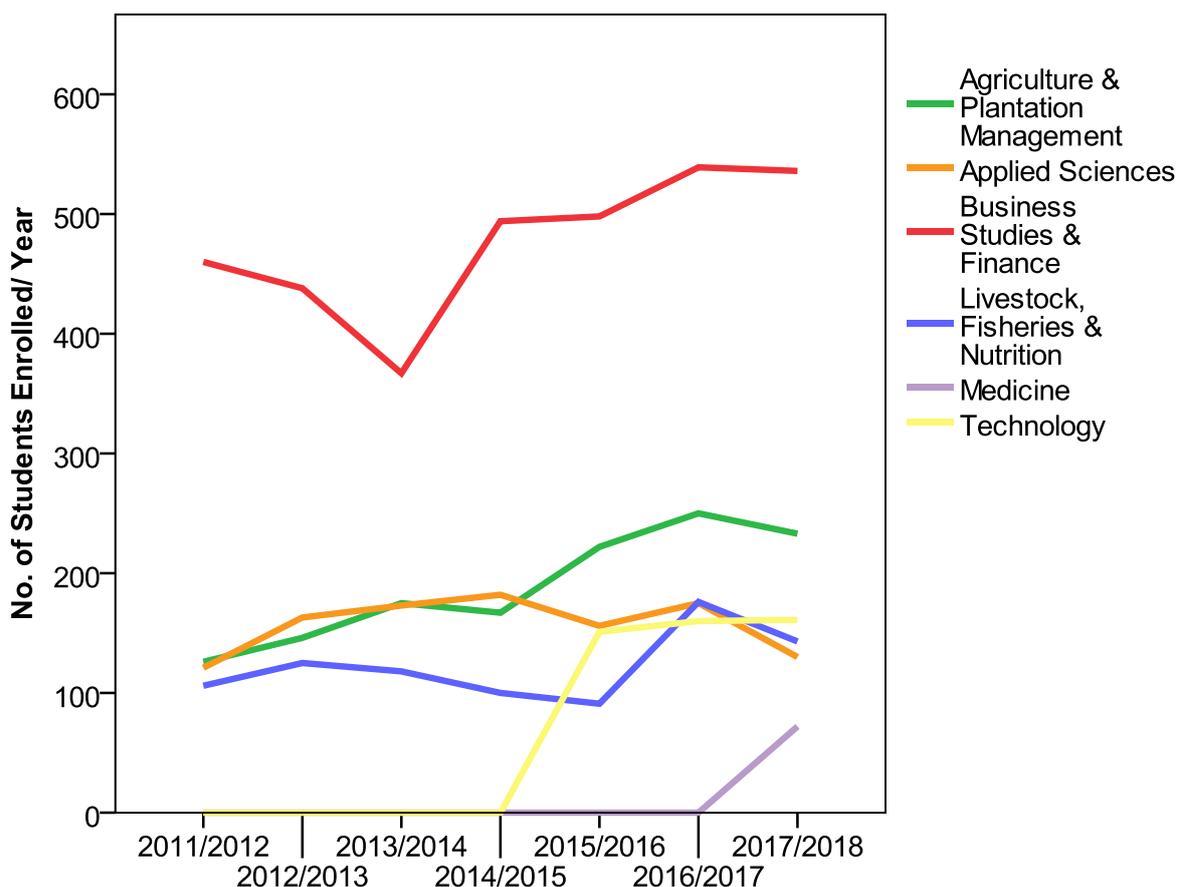
FAPM ensures a student-friendly conducive and caring environment to provide opportunities to solve students' problems. FAPM gets feedback regarding the learning support via monthly SSLC meetings. Moreover, faculty and CGU organize an Orientation Program for newly enlisted students. Outstandingly FAPM has a mentoring programme for newcomers to guide and empower students. FAPM and its IQAC, and SDC organizes workshops and training programs for the staff and the students about QA and teaching and learning and the staff members are provided with the chance to participate in professional programmes. Many extracurricular activities are conducted for betterment of interaction between the students and the staff. Additionally, the FAPM monitors retention, progression, graduation rates of students and conducts surveys about the employability rate.

FAPM practices formative and summative assessments in order to evaluate students' performance. The student handbook clearly states the credit structure and the weight of the assessment components of the degree programme. The lecturers use LMS to communicate with the students. The academic members are constantly engaging in outreach activities for community development. The Research is a compulsory component for in the degree programme and the students gain the exposure to the industry through in plant training.

Annexure 01

WAYAMBA UNIVERSITY OF SRI LANKA

Wayamba University of Sri Lanka (WUSL) is one of the latest and modern learning and research institutions in Sri Lanka. The six faculties of the University and the student enrollment in each faculty from 2011/2012 - 2017/2018 academic years are given below:



The degree programmes offered at Wayamba University are different from others as it offers students much more hands on and student-centered learning opportunities through its very close links with the industry. University aims at providing students a holistic approach to one of a kind educational experience that enables them to be ready to work graduates whilst achieving their career goals along with creativity and innovativeness. The graduates are expected to be employable individuals as well as valuable and responsible citizens who will be of benefit to the society and the country. The relatively high practical and in-

plant/industrial training components in the study program are characteristic features of our undergraduate curriculum and it has resulted in an encouraging record of graduate employment.

Wayamba University is located at two premises (Kuliyapitiya and Makandura) with easy access from Colombo, Kurunegala, and Kandy. The two locations are situated in an ideal environment with food and agribusiness, and industrial and commercial activities. The University has established links with national and regional industries, business establishments, research institutes and government and non-government organizations. The University has initiated several collaborative research and development activities with industry collaborations. Further its experienced academics provide with technical and management services to the industry on request.

Annexure 02: Organogram – FAPM

Annexure 03:**GRADUATE PROFILE****BACHELOR OF SCIENCE HONOURS IN AGRICULTURE DEGREE PROGRAMME**

Agriculture & Plantation Management graduates of the Wayamba University of Sri Lanka will possess satisfactory multi-disciplinary knowledge on the fundamental concepts, principles, practices and technologies relevant to agriculture, plantation management and the field of specialization; Agricultural Economics & Business, Agricultural Business & Marketing, Biotechnology, Landscape Horticulture, Postharvest Horticulture, Plantation Resource Management, Plantation Product Development Technology.

They will be able to

- ✓ apply this subject knowledge and technological know-how in a holistic manner with innovative management and entrepreneurial perspective to manage agricultural resources and systems and to fulfill the emerging needs of the food production, agribusiness and agro-industry sectors;
- ✓ recognize agriculture as a service benefiting the mankind and the environment; and identify the issues, trends and perspectives in agriculture and their impact on national development;
- ✓ use enquiry, construct arguments, investigate/ research, critically analyze data, make judgments/ decisions and propose solutions to emerging problems in agriculture, plantation management and allied sectors;
- ✓ communicate scientific and other information efficiently and effectively;
- ✓ work independently exercising resourcefulness, and collaboratively demonstrating team spirit and professionalism leadership qualities;
- ✓ engage in life-long learning and undertake further training to further knowledge and skills;
- ✓ behave harmoniously with an appreciation of human and cultural diversity giving due respect for the values of the others, demonstrating professional integrity, ethical behavior and accountability.

- ✓ equipped with those attributes they will be ready to work with confidence in academic, research, education and management fields related to agriculture and allied sectors to meet the emerging challenges in the 21st century knowledge based economies.

Annexure 04

Programme Structure - B.Sc. (Hons) Agriculture Degree Programme

Abbreviations and Notations

An alpha numeric code is used to identify a course unit. The code consists of five digits prefixed by a set of two letters which refers to the subject area of the respective Department/Unit. First digit denotes the year at which the course unit is offered and the second digit denotes the semester in which the course unit is offered. The third and fourth digits denote the serial number of assigned for the course unit by the relevant Department/Unit. The last digit denotes the number of credits assigned for GPA course units and when it is 10, sign X has been assigned.

AB	Agribusiness Management
BT	Biotechnology
HC	Horticulture and Landscape Gardening
PM	Plantation Management
EU	English Language Teaching Unit
CU	Information and Communication Technology Center
CG	Career Guidance Unit

Example: AB 21032 is a course unit offered by the Department of Agribusiness Management in the Year 2 Semester I having serial number of course unit 03 and 02 credits.

Course Units Offered in the Study Programme

Core-course units offered in Year 1 and 2

All core-course units in the Year 1 and 2 of the study programme are compulsory.

Year 1**Semester I**

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 11012	Basic Mathematics	2	30	00	10
AB 11022	Fundamentals of Management	2	20	20	10
BT 11013	Agricultural Chemistry	3	30	30	10
HC 11013	Principles and Practices of Agronomy	3	30	30	10
PM 11012	Principles of Crop Physiology	2	20	20	10
PM 11023	Environment and Forest Management	3	35	20	10
CU 11012	Information and Communication Technology	2*	20	20	10
EU 11012	Academic English I	2*	30	00	00

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 12032	Principles of Economics	2	20	20	10
AB 12042	Principles of Agricultural Marketing	2	20	20	10
BT 12022	Cell and Biomolecules	2	20	20	05
HC 12023	Cereal, Root and Tuber Crop Production	3	30	30	10
PM 12032	Principles of Soil Science	2	20	20	05
PM 12042	Agricultural Microbiology	2	20	20	10
PM 12052	Basic Principles and Practices of Farm Animal Production	2	20	20	10
CU 12022	Application of Software and Web Technologies	2*	15	30	10
EU 12022	Academic English II	2*	30	00	00

* Non-GPA course units

Year 2**Semester I**

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 21052	Basic Statistics	2	20	20	10
AB 21062	Agricultural Development and Policy	2	20	20	10
BT 21032	Molecular Biology	2	30	00	05
BT 21041	Molecular Laboratory Techniques	1	00	30	00
HC 21033	Principles and Applications of Plant Breeding	3	30	30	10
HC 21042	Grain Legume, Condiment and Oil Crop Production	2	15	30	10
PM 21063	Agriculture Engineering and Farm Machinery	3	30	30	10
PM 21072	Farm Animal Production and Integration	2	20	20	10
EU 21032	Business English I	2*	30	00	10

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 22072	Agricultural Project Analysis & Management	2	20	20	10
BT 22053	Agricultural Biotechnology	3	30	30	10
BT 22061	Industrial Microbiology	1	15	00	00
HC 22053	Principles & Techniques of Pest Management	3	30	30	10
HC 22063	Principles and Applications of Food Science	3	30	30	10
PM 22082	Plant Nutrition and Fertilizer Management	2	20	20	10
CU 22033	Decision Support System	3	15	60	10
EU 22042	Business English II	2*	30	00	10

* Non-GPA course units

Specialization course units offered in Year 3

All course units offered in Semester I and Semester II in Year 3 under each specialization stream are compulsory.

Year 3**Specialization areas offered by Department of Agribusiness Management****I. Agricultural Economics & Business****Semester I**

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 31093	Quantitative Techniques for Business	3	30	30	10
AB 31102	Financial Accounting	2	20	20	10
AB 31113	Marketing Management	3	30	30	10
AB 31122	Agricultural Production Economics	2	20	20	10
AB 31132	Managerial & Business Economics	2	20	20	10
AB 31142	Resource Planning & Environmental Management	2	20	20	10
AB 31151	Entrepreneurship Development	1*	15	00	00
HC 31072	Horticultural Crop Production	2	20	20	10
PM 31092	Plantation Crop Production	2	20	20	10

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 32192	Social Science Research Methodology	2	20	20	10
AB 32202	Statistics for Social & Behavioral Sciences	2	20	20	10
AB 32212	Human Resource Management	2	20	20	10
AB 32222	Management Information Systems	2	20	20	10
AB 32231	Statistical Quality Control	1	10	10	10
AB 32242	International Economics & Business	2	20	20	10
AB 32252	Environmental & Resource Economics	2	20	20	10
AB 32262	Agricultural Price and Market Analysis	2	20	20	10
AB 32272	Production & Operations Management	2	20	20	10

II. Agricultural Business & Marketing

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 31093	Quantitative Techniques for Business	3	30	30	10
AB 31102	Financial Accounting	2	20	20	10
AB 31113	Marketing Management	3	30	30	10
AB 31151	Entrepreneurship Development	1*	15	00	00
AB 31162	Agricultural Entrepreneurship	2	20	20	10
AB 31172	Consumer Behavior	2	20	20	10
AB 31182	Financial Management	2	20	20	10
HC 31072	Horticultural Crop Production	2	20	20	10
PM 31092	Plantation Crop Production	2	20	20	10

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 32192	Social Science Research Methodology	2	20	20	10
AB 32202	Statistics for Social & Behavioral Sciences	2	20	20	10
AB 32212	Human Resource Management	2	20	20	10
AB 32222	Management Information Systems	2	20	30	10
AB 32231	Statistical Quality Control	1	10	10	10
AB 32282	International Marketing	2	20	20	10
AB 32292	Finance for Agribusiness	2	20	20	10
AB 32302	Agri-Food Supply Chain Management	2	20	20	10
AB 32312	Business Law & Macroeconomic Environment	2	20	20	10

* Non-GPA course units

Specialization Area Offered by Department of Biotechnology

I. Biotechnology

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
BT 31073	Biochemistry	3	30	30	05
BT 31083	Genetic Engineering	3	30	30	05
BT 31093	Applications of Plant Tissue Culture and Commercial Production	3	30	30	10
BT 31102	Allergy and Immunology	2	20	20	05
AB 31151	Entrepreneurship Development	1*	15	00	00
AB 31082	Designs & Analysis of Experiments	2	20	20	10
HC 31072	Horticultural Crop Production	2	20	20	10
PM 31092	Plantation Crop Production	2	20	20	10

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
BT 32112	Environmental Biotechnology	2	20	20	05
BT 32121	Cellular Interactions	1	12	06	00
BT 32133	Molecular Genetics and Genomes	3	30	30	05
BT 32142	Molecular Breeding & QTL	2	20	20	05
BT 32152	Advanced Molecular Techniques	2	20	20	00
BT 32161	Bioinformatics	1	10	10	00
BT 32173	Food Preservation and Processing	3	30	30	05
AB 32202	Statistics for Social & Behavioral Sciences	2	20	20	10
HC 32152	Project proposal and Scientific Writing	2	20	20	05

* Non-GPA course units

Specialization Areas Offered by Department of Horticulture and Landscape Gardening

I. Horticulture and Landscape Gardening

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
HC 31083	Commercial Vegetable Production	3	30	30	10
HC 31093	Commercial Fruit Production	3	30	30	05
HC 31102	Medicinal and Herbal Plant Production	2	20	20	10
HC 31113	Landscape Horticulture	3	30	30	10
HC 31123	Plant Tissue Culture and Micro Propagation	3	30	30	05
AB 31082	Designs & Analysis of Experiments	2	20	20	10
AB 31151	Entrepreneurship Development	1*	15	00	00
PM 31092	Plantation Crop Production	2	20	20	10

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
HC 32152	Project Proposal Formulation and Scientific Writing	2	20	20	05
HC 32163	Commercial Floriculture	3	30	30	05
HC 32173	Landscape Design	3	15	60	10
HC 32182	Commercial Nursery Management	2	20	20	05
HC 32192	Pest Management in Horticulture	2	20	20	10
HC 32202	Biotechnology for Horticulture	2	20	20	00
HC 32211	Special Topics in Horticulture	1	15	00	00
AB 32202	Statistics for Social & Behavioral Sciences	2	20	20	10

* Non-GPA course units

II. Postharvest Horticulture

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
HC 31083	Commercial Vegetable Production	3	30	30	10
HC 31093	Commercial Fruit Production	3	30	30	05
HC 31102	Medicinal and Herbal Plant Production	2	20	20	10
HC 31133	Processing and Preservation of Horticultural Produce	3	30	30	05
HC 31143	Postharvest Physiology and Technology of Horticultural Crops	3	30	30	05
AB 31151	Entrepreneurship Development	1*	15	00	00
AB 31082	Designs & Analysis of Experiments	2	20	20	10
PM 31092	Plantation Crop Production	2	20	20	10

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
HC 32152	Project proposal Formulation and Scientific Writing	2	20	20	05
HC 32163	Commercial Floriculture	3	30	30	05
HC 32223	Postharvest Technology of Non-Horticultural crops	3	30	30	10
HC 32232	Food Safety and Quality Assurance	2	15	30	05
HC 32242	Packaging technology of horticultural produce	2	15	30	10
HC 32252	Postharvest Pathology	2	20	20	05
HC 32211	Special Topics in Horticulture	1	15	00	00
AB 32202	Statistics for Social & Behavioral Sciences	2	20	20	10

* Non-GPA course units

Specialization Area Offered by Department of Plantation Management

I. Plantation Resource Management

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
PM 31102	Tea production and Processing	2	20	20	10
PM 31112	Rubber Production and Processing	2	20	20	10
PM 31122	Coconut & Oil Palm Production and Processing	2	20	20	10
PM 31132	Spice and Beverage Crops Production and Processing	2	20	20	10
PM 31142	Potential Plantation Crops Production and Processing	2	20	20	10
PM 31151	Agroforestry and Cropping System	1	15	00	05
PM 31162	Marketing and Quality Management	2	20	20	10
AB 31151	Entrepreneurship Development	1*	15	00	00
AB 31082	Designs & Analysis of Experiments	2	20	20	10
HC 31072	Horticultural Crop Production	2	20	20	10

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
PM 32172	Resource Management in Plantations	2	20	20	10
PM 32182	Estate & Financial Management	2	20	20	10
PM 32192	Advance Irrigation Management	2	20	20	10
PM 32202	Climate Change and Environmental Crop Physiology	2	20	20	10
PM 32212	Ecosystem Carbon Accounting	2	20	20	10
PM 32222	Precision Agriculture Technology	2	20	20	10
AB 32212	Human Resource Management	2	20	20	10
AB 32202	Statistics for Social & Behavioral Sciences	2	20	20	10
HC 32152	Project proposal Formulation and Scientific Writing	2	20	20	05

* Non-GPA course units

II. Plantation Product Development Technology

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
PM 31102	Tea Production and Processing	2	20	20	10
PM 31112	Rubber Production and Processing	2	20	20	10
PM 31122	Coconut & Oil Palm Production and Processing	2	20	20	10
PM 31132	Spice and Beverage Crops Production and processing	2	20	20	10
PM 31142	Potential Plantation Crop Production and Processing	2	20	20	10
PM 31151	Agroforestry and Cropping Systems	1	15	0	05
PM 31162	Marketing and Quality Management	2	20	20	10
AB 31151	Entrepreneurship Development	1*	15	00	00
AB 31082	Designs & Analysis of Experiments	2	20	20	10
HC 31072	Horticultural Crop Production	2	20	20	10

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
PM 32232	Cleaner Production Technology	2	20	20	10
PM 32242	Food Safety & Health Aspects of Plantation Crops	2	20	20	10
PM 32252	Factory Machinery and Energy Management	2	20	20	10
PM 32262	Waste Management	2	20	20	10
PM 32272	Value Addition in Tea	2	20	20	10
PM 32282	Rubber Based Product Development	2	20	20	10
PM 32292	Trends in Coconut Product Development	2	20	20	10
AB 32202	Statistics for Social & Behavioral Sciences	2	20	20	10
HC 32152	Project Proposal Formulation and Scientific Writing	2	20	20	05

Specialization Course Units Offered in Year 4

In Semester I of Year 4 students have the option of selecting any two of course units of their choice amounting to 4 credits from the basket of optional course units along with the compulsory subjects offered by respective Department.

Semester II of Year 4 is totally devoted for the In-plant training programme.

The compulsory course units of the respective Departments as given below.

Year 4**I. Agricultural Economics & Business****Semester I**

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 41322	Business Planning	2	20	20	10
CG 41011	Professional and Employment Skill Development	1	05	20	10
RP 4100X	Research Project	10			

Semester II

Course No	Course Title	Credits
IP 42008	In-plant Training	08

II. Agricultural Business & Marketing**Semester I**

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 41322	Business Planning	2	20	20	10
CG 41011	Professional and Employment Skill Development	1	05	20	10
RP 4100X	Research Project	10			

Semester II

Course No	Course Title	Credits
IP 42008	In-plant Training	08

I. Biotechnology**Semester I**

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
BT 41182	Industrial Biotechnology and Quality Assurance	2	20	20	00
CG 41011	Professional and Employment Skill Development	1	05	20	10
RP 4100X	Research Project	10			

Semester II

Course No	Course Title	Credits
IP 42008	In-plant Training	08

I. Horticulture and Landscape Gardening

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
HC 41262	Urban Agriculture and Edible Landscaping	2	15	30	00
CG 41011	Professional and Employment Skill Development	1	05	20	10
RP 4100X	Research Project	10			

Semester II

Course No	Course Title	Credits
IP 42008	In-plant Training	08

II. Postharvest Horticulture

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
HC 41262	Urban Agriculture and Edible Landscaping	2	15	30	00
CG 41011	Professional and Employment Skill Development	1	05	20	10
RP 4100X	Research Project	10			

Semester II

Course No	Course Title	Credits
IP 42008	In-plant Training	08

I. Plantation Resource Management**Semester I**

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
PM 41302	e-Agriculture& MIS	2	20	20	10
CG 41011	Professional and Employment Skill Development	1	05	20	10
RP 4100X	Research Project	10			

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
IP 42008	In-plant Training	08			

II. Plantation Product Development Technology

Semester I

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
PM 41312	e-Solution to Plantation & Processing	2	20	20	10
CG 41011	Professional and Employment Skill Development	1	05	20	10
RP 4100X	Research Project	10			

Semester II

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
IP 42008	In-plant Training	08			

Optional Course Units

Course No	Course Title	Credits	Theory (hr)	Practical (hr)	Independent Learning (hr)
AB 41332	Agricultural Risk Management	2	30	00	10
AB 41342	Computer Based-accounting	2	15	30	10
BT 41192	Molecular Plant Pathology	2	20	20	05
BT 41202	Special Topics in Biotechnology	2	20	20	10
HC 41272	Pollen in Agriculture	2	20	20	10

HC 41282	Commercial Apiculture	2	20	20	05
HC 41292	Application of Biorationals in Agriculture	2	20	20	05
HC 41302	Seed Technology	2	20	20	10
PM 41322	Organic Agriculture	2	20	20	10
PM 41332	Environmental GIS	2	15	30	10
PM 41342	Integrated Farming Systems	2	20	20	10
PM 41352	Land Survey and Leveling	2	20	20	10
PM 41362	Green Technology in Agriculture	2	30	00	10

Note: The availability of optional course units will be announced by the Department of study at the beginning of the semester.

Annexure 05:**HUMAN RESOURCES OF FAPM - NON -ACADEMIC STAFF**

Post	Number	Highest Educational Qualification
Assistant Registrar	01	M.Sc.
Farm Manager	01	B.Sc.
Management Assistant	10	Diploma
Technical Officer	06	NCIT /B.A./Diploma
Field Supervisor	01	B.A.
Telephone Operator	01	Diploma
Lab Attendant	09	B.A.
Mechanic/Machine Operator	02	NVQ level 4, Diploma
Driver	02	
Driver – tractor	02	
Labour	07	
Work Aid (Grade III)	06	NCT, NCE

Annexure 06:**LEARNING RESOURCES SYSTEM OF WUSL****I. University Library – Makandura Premises**

The Wayamba University of Sri Lanka has two Libraries, one in each of the two premises. Library at Makandura premises cater to the Faculties of Agriculture & Plantation Management The library has a collection of approximately 18480 books and 26 journals, newsletters, periodicals mainly in different areas of agriculture and in Computer Science and English Language. The Reference Section comprises of Encyclopedias, Dictionaries and Annual publications. The Library provides limited online external databases, Online Public Access Catalogue (OPAC) and Online Inter Library Loan (OILL) Service and offers an orientation programme for newcomers to the faculty.

II. Department of English Language Teaching – Makandura Premises

Initially English Language Teaching Unit (ELTU) was established at both premises and unit at Makandura premises facilitates the students of FAPM to improve their English language and communication skills. ELTU, it has been converted into a department named as “Department of English Language Teaching” with effect from 21/12/2017. DELT offers an orientation programme for the new students before commencement of the academic programme and serves the undergraduates throughout their undergraduate programme The department possesses a Language Learning Center equipped with English Language Teaching/Learning resources, computers, headphones etc.

III. ICT Center - Makandura

Information Communication Technology (ICT) Center is the primary provider of computing and information technology resources, services and support to the Makandura premises of Wayamba University of Sri Lanka. It provides IT training programs for students, staff and also professionals in the industry to improve the ever demanding IT skills. The Center is

committed to support academic activities by promoting on-campus information literacy, and by providing a suitable information technology environment.

Information Communication Technology (ICT) Center, Makandura premises is the primary provider of computing and information technology resources, services and support to the FAPM. It provides IT training programs for students and staff and conducts an orientation programme for new students. The ICT Center is currently equipped with 100 workstations and serves for campus-wide fiber network and Wi-Fi system, facilitating faculty buildings, hostels and quarters. LMS and email server are hosted and maintained by the ICT center. ICTC offers an orientation programme for the new students and serves throughout their undergraduate programme.

IV. Learning Management System (LMS)

The Faculty of Agriculture and Plantation Management implements Learning Management System (LMS) as a student centered learning resource which has built an effective interaction between students and the teachers. Teaching and Learning tasks as online tests, assignment submission, posting common notices, uploading learning materials& handouts are carried out through this system.

V. Staff Development Center (SDC)

The Staff development center (SDC) of the Wayamba University is located at Makandura premise of the University. The SDC offers a “Certificate course on Staff Development” which is designed to train the newly appointed lecturers to the University for strengthening the knowledge, skills and attitudes required for the profession. The center conducts staff development and training activities for all grades of staff members in the faculty/university according to the needs of the faculty and offers selected courses for external institutes as well.

VI. External Affairs Unit

External Affairs Unit of the University develops links between the University and the outside community. A survey on the employability of students passed out from the Wayamba University of Sri Lanka is carried out by this unit annually.

VII. Business Incubation Center and BREAD Center

The Business Incubation Center (BIC) at Makandura premises and BREAD center established at Makandura industrial zone collaborating with the National Enterprise Development Authority facilitates staff/student research and start-up entrepreneurs with basic facilities and business ideas.

Annexure 07:**STUDENT SUPPORT SYSTEM****I. Career Guidance**

The Career Guidance Unit (CGU) located at Makandura premises of the WUSL was established in 2003 with the objectives to enhance the quality of university students’ professional and soft skills, whilst strengthening the link between university students and the corporate sector”. CGU offers an orientation programme for the new students and supports throughout their undergraduate programme with variety of activities, educational programs, and resource materials.

II. Accommodation Facilities

Accommodation facilities for the students are provided free of charge at hostels located at Makandura premises and private places. Generally, hostel facilities are provided for all first, third and final year students and second year students considering the distance from their permanent residence.

III. Canteen Facilities

Two canteens are available at Makandura premises with limited capacity however students are facilitated with meals at subsidiary rates.

IV. Student Welfare and Common Support Unit

The General Administration and Student Welfare division of the CSU located at Makandura premises provide administrative facilities connected with student Hostels, Bursary, Scholarships, Maintenance & Utility Services, Security and other general matters under the SAR/CSU as the in charge.

V. Sports Facilities and Physical Education Unit

Physical Education Unit supports to develop and promote sports activities of the University community to improve undergraduates' personnel and professional productivity. It is also expected that sports activities will lead to a healthy and a contended life. The main unit is located at Kuliyaipitiya Premises and the sub unit is sited in Makandura Premises supported by limited facilities and a playground adjacent to the hostel area.

VI. Medical facilities

The Medical Center at Makandura premises functioning on out-patient basis with a visiting doctor for two times a week serves the needs of the student/staff community with limited resources.

VII. Banking Facilities

An ATM machine served by Bank of Ceylon is located at the Makandura premises.

VIII. Student Counseling and Mentoring Service

FAPM has an improved counseling and mentoring process. This is done mainly by academic counseling through the appointment of academic advisors to all students. Advisors monitor the progress of students through student advisory record books. Student counselors are appointed for the faculty to cater the needs of the students and for proactive counseling. . Students are advised to maintain regular contacts with the Student Counselors and the Mentors to avail of the counseling service provided by the Faculty.

IX. Students' Open Theater

Students' Open Theater is available at the premises facilitating students' meetings, gatherings, community work and as a study area.

X. Student Union of the Faculty

Faculty student Union is actively functioning under the patronage of a senior academic staff member as its Senior Treasurer. Each year office bearers of the Faculty student's Union are elected from among the general body of the students to deal with the student welfare matters. The Faculty student union works very closely with the university and faculty administration to facilitate academic, welfare and out-reach activities organized by the students. Further, an office area is available for the Students' Union.

Annexure 08

Committee for Writing Self Evaluation Report – Programme Review 2019 Faculty of Agriculture and Plantation Management

1. Purpose

- To review the B.Sc. (Hons.) (Agriculture) Degree programme offered by the Faculty of Agriculture and Plantation Management liaising with Faculty Quality Assurance Cell (FQAC).
- To write the Self Evaluation Report and compile evidence documents for programme review by UGC in 2019.
- To advise the faculty on the status and required improvements of the degree programme.

2. Composition

- **Steering Committee**

Ex-officio:

Dean of the Faculty

Coordinator – FQAC

Appointed:

Working Group Leaders

Secretary: Assistant Registrar (Secretary)

- **Members of Working Groups**

3. Terms, Responsibilities and Duties

- The committee comprised of a Steering Committee and Working Groups are appointed by the Faculty Board.
- All academic staff members of the faculty are divided among the Working Groups. A non-academic staff member is allocated for each group.
- Each Working Group is assigned to review the study programme with respect to a specific criterion refereeing to the Manual for study programme review by the University Grants Commission

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- Each Working Group Leader is responsible to write sections of SER and compile documents for respective criterion.
 - The SER writing committee is led by a chairperson appointed among its members. The chairperson is responsible to complete the writing of SER and submitting to the Dean of the faculty within the stipulated time.
 - The SER writing is under the direct purview of the Dean of the faculty and coordinated by the FQAC.
 - The committee shall meet at such times as the Chairperson, Faculty Board or the Committee shall consider necessary. Quorum shall be 50% of the membership.
 - Terms of office for members of the committee will be one year or until the completion of programme review 2019 (except for *ex-officio*).

Annexure 09

Committee (Revised) for Writing Self Evaluation Report – Programme Review 2019 Faculty of Agriculture and Plantation Management

• Steering Committee

Prof. D.C. Abeysinghe	Dean/ FAPM
Dr. B.L.W.K. Balasooriya	Coordinator/FQAC (Chairperson)
	Working Group Leader – Group 1
Dr. R.H.M.K. Rathnayaka	Working Group Leader – Group 2
Prof. N.R. Abeynayake	Working Group Leader – Group 3
Dr. H.M.I.K. Herath	Working Group Leader – Group 4
Dr. K.M.G.K. Pamunuwa	Working Group Leader – Group 5
Prof. J.C. Edirisinghe	Working Group Leader – Group 6
Dr. D.R. Gimhani	Working Group Leader – Group 7
Dr. P.I.P. Perera	Working Group Leader – Group 8

• Working Groups

Group No.	Criterion	Group Leader	Members	Supportive Staff
1	Programme Management	Dr. BLWK Balasooriya	Prof. DC Abeysinghe Dr. DSP Kuruppuarachchi Ms. MP Dasanayaka	Ms. BLDD Hemachandra
2	Human and Physical Resources	Dr. RHMK Rathnayaka	Dr. MAPC Piyathilaka Ms. RY Sandamali Ms. RDN Debarawatta	Ms. RMAIAN Rajakaruna
3	Programme Design and Development	Prof. NR. Abeynayake,	Prof. RCWMRA Nugawela Dr. KH Sarananda Mr. IJ Amadoru Dr. AGK Wijesinghe	Mr. SAK Dharmadasa

4	Course/ Module Design and Development	Dr. HMIK Herath	Dr. KGMCPB Gajanayake Dr. HMLK Herath Prof. JMUK Jayasinghe	Ms. MSSR Weerasinghe
5	Teaching and Learning	Dr. KMGK Pamunuwa	Prof. K Yakandawala Dr. HAWS Gunathilaka Mr. L Udayanga	Ms. UGAW Gamage
6	Learning Environment, Student Support and Progression	Prof. JC Edirisinghe	Dr. WJSK Weerakkody Dr. B Ranaweera Mr. I Karunarathne	Mr. BMKD Ranaraja
7	Student Assessment and Awards	Dr. DR Gimhani	Prof. NS Kottearachchi Dr. A Wijesinghe Ms. JKWN Subashini	Ms. WMCN Wijerathne
8	Innovative and Healthy Practices	Dr. PIP Perera	Prof. DPSTG Attanayaka Mr. N Chamara	Mr. HAPJ Hettiarachchi

Annexure 10**Road Map for Study Programme Review 2019 - B. Sc. (Hons.) (Agriculture)**

Activity	Due Date	Responsible
Preparation for Programme Review		
- Workshop 1: Awareness and appointment of a committee	12/12/2017	FQAC
- Workshop 2: Self review 2017	26/01/2018	FQAC
- Workshop 3: Self review 2018	07/09/2018	FQAC
Submission of Letter of Intent	30/09/2018	Dean/ FAPM
Appointment of SER writing committee	06/10/2018	Faculty Board
Meetings and Discussions - Awareness on PR process - Schedule of Activities	01/01/2019	SER writing committee
Writing SER – Section 1. Introduction to the study programme	09/01/2019	Dr. B.L.W.K. Balasooriya Prof. D.C. Abeysinghe
Section 2. Process of preparing the SER	09/01/2019	Dr. B.L.W.K. Balasooriya
Section 3. Compliance with the Criteria and Standards	09/01/2019	
Criterion 1		Dr. B.L.W.K. Balasooriya
Criterion 2		Dr. R.H.M.K. Rathnayaka
Criterion 3		Prof. N.R. Abeynayake
Criterion 4		Dr. H.M.I.K. Herath
Criterion 5		Dr. K M.G.K. Pamunuwa
Criterion 6		Prof. J.C. Edirisinghe
Criterion 7		Dr. D.R. Gimhani
Criterion 8		Dr. P.I.P. Perera

Checking of evidence documents		AR/ FAPM
Section 4. Summary	01/02/2019	Dr. B.L.W.K. Balasooriya
Compilation	16/02/2019	Dr. B.L.W.K. Balasooriya
Revisions	01/03/2019	SER writing committee
Adjustments for coherence	10/03/2019	Prof. J.M.U.K. Jayasinghe Dr. P.I.P. Perera
Submission of draft to Dean/ FAPM	13/03/2019	Dr. B.L.W.K. Balasooriya
Forum for discussion - Faculty Board/ staff and students	14/03/2019	Dean/ FAPM
Revisions and corrections	20/03/2019	SER writing committee
Revisions and language corrections	25/03/2019	Prof. A. Nugawela Prof. D.P.S.T.G. Attanayaka
Final Revisions	31/03/2019	Dr. B.L.W.K. Balasooriya
Printing final SER	02/04/2019	AR/ FAPM
Submission of final SER to Dean/FAPM	02/04/2019	Dr. B.L.W.K. Balasooriya
Payments to QAC/UGC	1 st week March/2019	Dean/ FAPM
Submission of SER to QAC/UGC	10/04/2019	Dean/ FAPM
Preparation for Reviewers visit	01/07/2019	Dean/ FAPM, SER committee, FQAC
Reviewers visit	3 rd week July - 2 nd week October 2019	Dean/ FAPM, SER committee, FQAC

