Programme Review Report

Programme Reviews - 2018

Bachelor of Business Management (BBM)

Special in Human Resources

Department of Finance

Faculty of Commence and Management Studies

University of Kelaniya

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Quality Assurance Council

University Grants Commission

University: University of Kelaniya

Faculty: Commerce and Management Studies

Program: Bachelor of Business Management (BBM) Special Degree in Human Resources

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Section 1: The Programme Under Review

The Bachelor of Business Management (BBM) Special Degree in Human Resources, which is conducted by the Department of Human Resource Management (DHR), the Faculty of Commerce and Management Studies (FCM), University of Kelaniya, has been offered since 1995. Out of 600 students enrolled for the Degree programme offered by the FCM, around 130 students select the BBM (Special Degree in Human Resources) as the area of specialization. The Faculty comprises five departments, namely, Department of Commerce and Financial Management, Department of Human Resource Management, Department of Accountancy, Department of Marketing Management and Department of Finance. These five departments offer eight, four-year, special degree programmes. The number of students enrolled (according to subjects) in the Faculty during the academic years 2012/2013 to 2016/2017 is shown in Table 1.

Table 1: Number of students enrolled in the Faculty

Academic Year	Finance	Accountancy	Marketing	Human Resource Management	Commerce
2012/2013	62	102	90	95	193
2013/2014	68	123	84	67	193
2014/2015	65	102	87	86	200
2015/2016	120	123	82	80	206
2016/2017	131	134	100	135	214

Source: Faculty / Department Database

At present the numbers enrolled for the BBM Special Degree in Human Resources in each study year are 131 [2016/2017 intake], 95 [2015/2016 intake], 122 [2014/2015 intake], 82 [2013/2014 intake] and 95 [2012/2013 intake]. The numbers of students that have graduated from the BBM (Special in Human Resources) programme during the recent five academic years (2011/2012 to 2015/2016) are shown in Table 2.

Table 2: The breakdown of results of the graduates passing through the BBM (Special in Human Resources) programme

Class	Academic Year				
	2015/ 2016	**2014/ 2015**	**2013/ 2014**	**2012/ 2013**	**2011/ 2012**
First Class	10	10	5	1	5
Second Class Upper Division	41	35	29	26	18
Second Class Lower Division	13	28	19	30	21
General Pass	11	24	15	36	21
Fail	20	25	14	12	11
Total	95	122	82	105	76

Source: Faculty / Department Database

The Department of Human Resource Management started offering the BBM special degree in Human Resources in 1995. In addition, the department is currently offering the Bachelor of Business Management (General) external degree, Postgraduate Diploma in Human Resource Management, Master of Human Resource Management and Higher Diploma in Human Resource Management.

The BBM Special Degree programme in Human Resources offered by the Department of Human Resources, FCM is equivalent to Level 6 of the Sri Lanka Qualifications Framework (SLQF), ~~it comprises~~ comprising of 120 Credits offered over four years. The BBM programme is conducted entirely in English. The courses covering the entire programme are offered only by the Department of Human Resource Management. In 2013, the Department introduced the Human Resource Development stream in the fourth year as an alternative path. For this stream the Department introduced courses amounting to 30 credits. Both Human Resource Management and Human Resource Development streams comprises of common courses in Level I, II and III

whereas Level IV consists of different course units. For both streams, Level I consists of 11 compulsory courses, Level II consists of 8 compulsory and 6 optional courses and Level III consists of 8 compulsory and 8 optional courses. Level IV of the Human Resource Management stream consists of 8 compulsory and 2 optional courses whereas Level IV of Human Resource Development stream consists of 10 compulsory courses. The department has revised its curricula in 2003, 2007, 2013 and 2017. Further, the department has improved the quality of the degree program by incorporating the recommendations mentioned in the 2007 review report.

Section 2: Observations on the SER

2.1 Preparation of the Self Evaluation Report (SER)

The SER of the BBM Special Degree programme in Human Resources has been prepared according to the guidelines stipulated in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions of the UGC. The contents of the SER were presented in a concise and easily comprehensible manner and covered the period 2013 - 2017.

The SER has been prepared by an Internal Quality Assurance team appointed by the Head of the Department of Human Resource Management. The writing team initially comprised of four members. However, in various stages the entire department was involved to the SER writing process.

A participatory approach was evident, with the SER team holding discussions both at the department and faculty levels to address issues and concerns that arose during the writing process. Members of the departments were familiarized with the review manual through the Internal Quality Assurance Unit (IQAU). Some academics of the department had undergone training by an expert during the SER preparation process. The eight criteria were assigned to different members of the department who were in charge of identifying, collating and organizing the relevant documents. The final draft of the SER was circulated among members of the department for comments. After finalizing the SER, it was sent to Director of IQAU for her comments.

It was noted that some of the standards in the manual for review of undergraduate study programs were misidentified.

For example:

- **Standard 2.6:** The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc. – Though, the BBM degree program consists of industrial (field) training and various

professional training programs, SER writing team revealed that this standard is not applicable to this degree program.

In most of the standards, evidences provided are not in compliance with standards.

For example:

- **Standard 1.19**: The Faculty / Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision. – In the manual it is mentioned "student- feedback, peer observation, graduate satisfaction surveys at exit points, employability studies, and employer feedback surveys; evidence of the use of feedback reports and surveys in affecting the continuous improvement of curriculum, teaching and learning and assessment methods" as possible evidences. –The student feedback and peer observation feedback forms were given as evidences. It was noted that ~~provided~~ the feedback forms provided consists information only on lecturer evaluation.

- **Standard 1.2:** The Faculty / Institute Action Plan is up to date and is in-line with the University's / HEI's Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly. – Under standard 1.2 the University, Faculty Strategic plans were not given as evidences. However, under standard 3.4 those were given.

2.2 Observations on the SWOT analysis

A SWOT analysis was conducted and is included in the SER. Most of the identified strengths were verified during the review of documentary evidence and physical inspection. For instance, observations revealed that the department has very strong and positive industry links. The weaknesses were identified during the review process. Specially, the Department is facing serious issues due to inadequate lecture~~r~~ halls, staff rooms and office spaces.

2.3 Previous reviews conducted, and action taken

In 2007 subject/department reviews have been conducted and the Department has incorporated some of the recommendations given by the panel to improve the quality of the program. For example, the Department has taken several steps to increase the number of specialized courses, to introduce the courses on health and safety administration, to make the internship as a compulsory course and to increase the training period up to six months.

Section 3: The Review Process

The review process was rigorous and was conducted in several steps. The first was a desk evaluation of the SER, where members of the review panel made independent assessments, which was followed by a meeting, preceding the site visit, which was organized by the QAC of the UGC. Here the review panel discussed the outcomes of the desk evaluation. Prior to the site visit, a work schedule for the review panel was prepared by the review team members and sent to the Dean of the FCM for any required amendments. The finalized site visit schedule (see Annex 1) was circulated among the review panel members, the Dean of the FCM and the Director QAC. At the site, the panel had a brief meeting to discuss the review process, before commencing the review.

One of the goals of the review panel was to observe documentary evidence, for which a reasonable time slot was allocated. Additionally, several formal meetings / discussions were held with academics, non-academics, administrative staff and students. Visits were also made for physical verification of the claims. The following sections provide a brief record of the meetings conducted and the facilities observed during the review process. Since the Faculty was in session, the review team was also able to observe some of the relevant processes.

3.1 Scheduled meetings and discussions

During the four-day site visit, the review panel had formal meetings / discussions with several groups and persons who were directly or indirectly involved with the programme or provided support in one way or another. The following academics and administrative staff were met with during the review visit.

- Vice Chancellor, Deputy Vice Chancellor University of Kelaniya
- Dean, FCM
- Director IQAU (as her office was located in the Faculty of Medicine at Ragama, the team visited the place taking an extra trip to see the unit and had a productive discussion)
- Coordinator IQAC
- Head of the Department of Human Recourse Management

- Academic Staff of the Department of Human Recourse Management (including probationary and temporary staff)
- Director, Career Guidance Unit
- Senior Student Counsellors and Student Counselors
- Acting Librarian and staff
- Director Counselling Unit (Kalana Muthuro)
- Senior Assistant Registrar, Student Welfare
- Director, Staff Development Centre
- Faculty Administrative Staff
- Non-Academic staff (Dean office and Department)

Students of the study programme (Level I, II, III and IV)

The participation at many of the group discussions was satisfactory. The discussions were interactive, and groups were met separately to provide an opportunity to freely express their thoughts and concerns. The attendance at the above meetings is provided in Annex 2.

3.2 Facilities observed

In addition to these meetings, the review panel also made visits to several facilities for physical verification. All members of the review panel were present at the discussions and participated in the physical verification process. The facilities inspected are given below.

- Office of the Dean
- University IQAU
- Faculty IQAC
- Career Guidance Center
- Staff Development Centre
- Department of Human Resource Management
- Library
- Student Canteen
- Lecture halls
- Gymnasium
- Student Center
- Women's Hostels

- Computer labs
- Health Centre

Counselling Unit (Kalana Mithuro)

3.3 Processes observed

The commitment of the academics towards the review process was clearly evident through the presentation of the documents for each of the eight criteria, which were systematically coded and properly arranged in a separate room. Labeling and filing of the documents pertaining to each criterion were well organized to facilitate the inspection process, and was in accordance with the SER. The authenticity of the evidence was cross-checked through inspection/verification and discussion/clarification. Additional evidence (or missing pieces of evidence) was obtained through observations. The entire process was coordinated by the department coordinator and the coordinator of the IQAC of the FCM. Academic members were also in attendance throughout the review visit to facilitate the process. Many informal discussions were also held throughout the visit with the academics.

A women's hostel and faculty canteen were visited while they were in use. The procedures and the use of the library facilities were also observed. A teaching session and tutorial session were also observed during the review visit. It was noticed that the student participation was very active in both teaching and tutorial sessions. The use of the lecturers' offices and the functioning of the offices of the Dean, Department Head, Assistant Registrar (Faculty) and Management Information System (MIS) were also observed. Observations were also made of the general cleanliness of the premises and the enthusiasm of the support staff. Most of the meetings were conducted while visiting the corresponding office premises. University IQAU, Faculty IQAC, Career Guidance Centre, Staff Development Centre and Counselling unit (Kalana Muthuro) were observed and had meeting with respective Director/Coordinator/Staff. It was noticed that Kalana Muthuro is providing important valuable services with very limited resources. The Health Centre was observed and ~~had~~ informal discussion with Chief Medical Officer was held. It was identified that the health center is currently running with a lack of human resources. The surroundings of the university provided the students with a natural and healthy learning environment.

Section 4: Overview of the quality and standards of the reviewed programme

4.1 Evidences Provided

There were many mismatches between evidences provided and standards. However, marks were allocated for most of the cases by observing some of the evidences which appeared in other standards. Few examples are demonstrated the Table 3.

Table 3: Information about evidences vs marks

Standards	Missing information	Remark
1.2	University /Faculty Corporate /Strategic Plan	Marks were given considering 3.4
1.10	Description of data collection and handling procedures	Marks were given observing MIS
1.17	Evidence of using SLQF and SBS	Marks were given observing Curriculum
1.22	Evidences provided are not relevant	Marks were given based on observation
3.9	Evidences provided are not relevant	Marks were given based on observation
3.15	Evidences provided are not relevant	Marks were given based on observation

4.2Outcomes of the review process

At the end of each day of the site visit the review panel had several internal meetings to discuss and evaluate the experiences and findings. The desk evaluation scores were re-visited, and amended, where needed, based on the on-site observations. Lengthy discussions were held within the panel before deciding on the deserving scores for each of the sub-criteria. The team also prepared a power point presentation which included comments on the review visit and its

facilitation and on the healthy practices adopted and apparent weaknesses of the study programme as observed by the review panel.

The review visit ended with a de-briefing meeting conducted on the final day, which was attended by the Dean FCM, Head and academic staff of the Department of Human Resource Management. A cordial discussion ensued after the presentation where those present clarified certain matters. The Dean, Head, and members of the department commended the efforts of the Review panel and positively commented on the recommendations made by them for the improvement of the reviewed programme.

Section 5: Judgment on the Eight Criteria of Programme Review

The following sections provide a detailed account of the strengths and healthy practices adopted and the weaknesses observed in the execution of the BBM Special Degree in Human Resources programme, in relation to the eight evaluation criteria set out in the PR manual.

5.1 Criterion 1: Programme Management

Healthy Practices and Strengths

The Department of Human Resource Management has attracted a large number of students in the past years in comparison ~~to~~ with the other programmes offered by the Faculty. It was noted that in recent years, the student numbers have increased considerably. One of the greatest assets of the Department is the student-friendly atmosphere and its enthusiastic academic staff involved in imparting the required knowledge, skills, and competencies. The Department annually conducts many industrial related activities in collaboration with Students' Association (AHEAD), many extracurricular activities and outreach programmes. There was evidence of a participatory approach being practiced by the Department. Student representation was accommodated only in the Faculty Board. Since most of the industrial activities are organized in collaboration with the Students' Association, the Department incorporates student feedback in an informal way. At present, the Department has 22 academics who provide adequate strength for the execution of the study programme. Records show that the Department has adhered to its annual academic calendar. The Faculty regularly publishes a handbook for students including essential information, which is distributed among new entrants at the induction. The Department web page is updated, well maintained and consists of all necessary information including degree programs, course curricula, student activities, staff profiles, industrial links etc.

Another best practice adopted by the Faculty (University) is its well defined pre-orientation program for new students to facilitate the transition period of students. Further, this pre-orientation program is conducted at different locations around the country before starting the university academic activities. It was noted that parents of students were also invited to these programs. In addition to pre-orientation, the Faculty has a well defined orientation program to provide essential information regarding the university system. Faculty and Departmental

meetings are held regularly, and minutes are systematically recorded. The Department has a well-established Learning Management System. Some of the academics of the Department maintain an on-line link, giving the learning outcomes, lesson plans and additional reading. Many of these systems have been introduced recently and still need to become fully internalized. However, the responses need to be evaluated objectively and action taken must be based on the feedback. Graduate satisfaction surveys at exit points, tracer studies, and employability studies are annually conducted for the whole university, but a mechanism is needed to interpret and make use of the findings for the betterment of the study programme.

One of the best practices or one of the major strengths, we saw was that the Department has a corporate and action plan which aligned with Faculty and University corporate plans and the Department provides all necessary information including description of study programs, course curricula, examination by laws and student charter to new incoming students. It was also observed that the Department/Faculty implements duty-lists, work norms, codes of conduct for all categories of staff. Very recently, the Faculty has established a Management Information System (MIS) to handle student admission, time table, examination results. “Quality Assurance” has become a compulsory item on the agenda of the Faculty Board and Senate meetings.

Weaknesses

One of the major weaknesses noted is that stakeholder consultation is limited only to student internships. Stakeholder consultation and participatory approaches are lacking where it is needed most, namely in programme management. Student participation in the decision making process is minimal. Student and teacher appraisals, although in place and conducted periodically, have not been systematically analyzed, nor has corrective action been taken for improvement. Currently, the role and function of the faculty IQAC is at minimal level.

5.2 Criterion 2: Human and Physical Resources

Strengths

One of the major strengths of the Department and Faculty is the visible student-centered and student-friendly attitudes displayed by all of its members. Harmony and cohesion between the students and staff, and among staff members were praiseworthy. The Department consists of 22 well qualified academic staff which includes three professors, five senior lecturers in grade I and nine senior lecturers in grade II.

The Faculty and the Department have a well-developed strategic plan, which focuses on student-centered teaching and learning. This approach is being tried out with the introduction of the new syllabus which has been in operation since 2017. Some printed notes were available for selected courses so that students could prepare for the lectures beforehand. In addition to traditional classroom-based teaching and learning, almost all academic staff use the LMS as a teaching material distribution path. Few staff members use the LMS as an interactive and students centered teaching and assessment path. The Department at present conducts a four-year special degree programme, and there was evidence of industrial training, of field visits to different industries, of workshops and of guest-lectures being incorporated into the curriculum. The new curriculum is in accordance with the SLQF and Subject Benchmark Statements. The library is well equipped with books and periodicals, and access is provided to the well-known management journals. Electronic databases, internet facilities, inter-library loans and reprography facilities are available for staff and students. The Career Guidance Unit (CGU) also empowers students with much needed soft skills. In addition to CGU activities, the Department has established formal and informal mechanism to improve students' soft skills and has taken many innovative paths for its further development. It was also noted that available ICT facilities are acceptable.

All courses are conducted in the English medium, and we were able to assess that most students of the level I to IV could converse with us in English to a certain degree. The Department offers a compulsory course namely, "English for Business Communication" to improve the essential English language ability among the students.

The Staff Development Centre regularly conducts various essential training programs /workshops for both academic and non-academic staff. Due to these training programs the staff members also regularly participate in training sessions to improve their knowledge on teaching learning processes. There was evidence to show that the majority of the staff has acquired the required training in Outcome-Based Education and Student-Centered Learning.

Weaknesses

One of the major weaknesses we noted was the lack of information about the human resource development policy and plan. It was noticed that the Department has not identified standard 2.6 properly. The human and physical resources profile of the Department can be further improved by encouraging those who are yet to obtain their doctoral degrees to do so from well recognized, prestigious universities.

5.3 Criterion 3: Programme Design and Development

Strengths

The BBM Special Degree in Human Resources currently offered for 1st year students is based on the curriculum developed in 2017. The programme design has been initiated by describing well-defined graduate outcomes consistent with the university's vision and mission, which is followed by a clear mapping of course outcomes to the programme outcomes. The programme design complies with the Sri Lanka Qualification Framework (SLQF) and is guided by relevant Subject Benchmark Statements (SBS), and requirements of relevant professional bodies. The curriculum is outcome-driven and equips students with knowledge, skills and attitudes (to some extent) to succeed in the world of work and for lifelong learning. Some training programmes on Outcome Based Education (OBE) and Student Centered Learning (SCL) have been conducted for probationary staff and staff in service. The programme seeks to engage students in a variety of learning activities that would encourage diversity, accessibility and autonomy of learning (industrial visits, internship, and dissertations).

Weakness

One of the major weaknesses noted is that stakeholder consultation is limited only to student internships. Stakeholder consultation and participatory approaches are lacking where it is needed most, namely in curriculum design, development and plan. Though the IQAC exists, the role of the cell is currently at minimal level and the minutes of the IQAC meeting were not available. Faculty policy on curriculum design, development and plan were not available. The Curriculum Development Committee minutes related to (BBM) special degree in Human Resources was not given. The composition of the Curriculum Development Committee was not provided.

5.4 Criterion 4: Course/ Module Design and Development

Strengths

The courses are designed in compliance with the SLQF credit definition and guided by other reference points. The Department has developed courses with ILOs which are aligned with the programme ILOs. Further, the courses were developed considering student-centered teaching learning, self-directed learning, collaborative learning, creative learning, life-long learning strategies and interpersonal communication and teamwork skills.

Weaknesses

The main weakness is that there is a lack of participation of external subject experts in course design and development. Furthermore, although survey tools such as questionnaires for course evaluation, student feedback; and peer evaluation surveys have recently been developed and used, there is no evidence of analyses or remedial actions being taken. The student feedback developed focuses only on evaluation of lecturer but not on course and program evaluation. It was noted that the Faculty has no course design and approval policy and procedures. Further, the course evaluation reports over 3 years were not found.

5.5 Criterion 5: Teaching and Learning

Strengths

The Department is striving towards achieving student-centered teaching and learning in-line with OBE. The staff undergo training on OBE and possesses a web based LMS (blended learning) to improve the quality of the learning experience of students, while actively engaging students in the learning process and thereby enabling them to achieve the intended learning outcomes. All incoming students are provided with adequate information on the curricula of the study programme(s), courses offered, examination procedures and grading mechanisms, requirements for graduation and examination by- laws. The Faculty offers a well-structured orientation programme for all new students to facilitate transition of students from the 'school' to the 'university' environment.

Weaknesses

Although feedback from stakeholders has been received recently, there is no evidence ~~for~~ of taking remedial measures. Feedback (staff and students) although conducted, is still not systematically analyzed. There is no evidence of utilizing feedback for continuous development of the teaching and learning processes. No evidence was provided for preparation of evaluation reports.

5.6 Criterion 6: Learning Environment, Student Support and Progression

Strengths

A student-friendly environment is created by the academic and support staff which is seen to be conducive to both teaching and learning. The induction / orientation programmes are well structured and designed to incorporate a series of components which are intended to introduce the available support facilities to the students. The programme recognizes, and caters to, the needs of weaker students, and satisfactory measures have been put in place for counselling, providing medical support and hostel facilities, etc. to provide a caring, safe and effective learning environment. The university has a Code of Conduct (Student Charter) which is made available to the new entrants. The allocation of mentors to new entrants and their friendly demeanor provides re-assurance to the new students during transition from school to university life, while self-directed learning is also enhanced through the ready support offered by the Student Counsellors and Personal Mentors who are periodically trained, through the Staff Development Centre (SDC). The Student Counsellors are friendly and maintain a good rapport with the students through regular meetings, and they are committed to the task. There was also some evidence of constant monitoring of these support systems – e.g. Kalana Muthuro program.

The library is well organized and digitalized, and the students are familiarized with the facility through a specifically designed session conducted during the orientation programme. IT staff are knowledgeable and friendly. Some opportunities are provided for exchange of ideas and collaborative learning through discussions at the industry forum. The relationship between staff and students is enhanced by increasing opportunities for interaction. Co-curricular activities including sports and cultural activities are fostered by incorporating such activities into the academic calendar and providing opportunities for students to participate. The CGU in the University is active and offers some programmes to improve the personality and employability of the graduates. Students undergo internship training as a mandatory requirement.

Weaknesses

Many of the facilities, although available, are still not used to an optimum level. Although the library facilities are satisfactory, the use of the available resources by the students needs to be increased. No permanent measures have been put in place to accommodate the needs of differently-abled students. Although, student feedback and peer feedback were taken, there were

no evidence on the use of such data for improvement and preparation of evaluation reports. No fall back options are available within the present system. Internship and some of the lectures are included in the same semester which has prevented students from gaining optimal use of these two opportunities. Students pointed out difficulty of attending the lectures while participating the internship program. There is no proper mechanism to monitor and evaluate students support services and to use such information for further improvements. It was noted that there are no reports on the progress made in promoting GEE and determine SGBV.

5.7 Criterion 7: Student Assessment and Awards

Strengths

The Examination By-laws and student charter comprehensive are made available to all students. Efforts to align Intended Learning Outcomes to assessment methods were evident. Results are released in a timely manner (within one-month). First and second marking is conducted, and results are finalized. The name of the Degree/ Certificate/ Transcript is of an acceptable standard and complies with requirements of the UGC. The name of the degree and the degree awarded complies with the SLFQ. The punishments for examination offences have been duly conveyed to the students through the handbook/web and other examination guidelines. There are evidences the students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.

Weaknesses

There is very little or no regular input from external examiners. Documents reflecting on policy and strategy on outcome based programme design, assessment, weightage relating to different component of assessments and appointments of external examiners were not given. One of the major weaknesses which we noted was, there is no ~~any~~ examination board to finalize the semester examination results.

5.8 Criterion 8: Innovative and Healthy Practices

Strengths

The Faculty and Department have in place some strategies that foster innovative and healthy practices which in turn have led to enhancing of the learning experiences of the students. The LMS has been appropriately designed and has been extensively used in the teaching and learning process. Few staff members have developed audio/video for teaching and those have been uploaded to the LMS. The Department offers a mandatory internship which has enriched practical experiences and thereby the quality of the programme. There is also evidence for community engagement. The university has a reward system in place for academics. There are several categories of Vice Chancellor's awards based on different criteria focusing on research accomplishments and outreach activities. The curriculum incorporates a research project and some flexibility is allowed in the selection of the topics. The Department offers many income generating programmes such as Bachelor of Business Management (General) external degree, Postgraduate Diploma in Human Resource Management, Master of Human Resource Management and Higher Diploma in Human Resource Management

Weaknesses

The use of OER was very limited. The Faculty /Department policy on use of OER was not seen. No exit points exist within the four-year degree programme. Documents reflecting the faculty policy and strategy on Research & Development and credit transfer were not given. Input of external experts in programme design and or assessment was not evident.

Section 6: Grading of overall performance of the programme

Based on the guidelines given in Chapter 3 of the PR manual, the Review Panel's evaluation of the performance of the study programme is given in Table 4.

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Table 4: Raw and actual criteria-wise scores and the final grade

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	109.26
02	Human and Physical Resources	50	91.67
03	Programme Design and Development	75	91.67
04	Course / Module Design and Development	75	94.74
05	Teaching and Learning	75	107.89
06	Learning Environment, Student Support and Progression	50	65.28
07	Student Assessment and Awards	75	117.65
08	Innovative and Healthy Practices	25	36.90
	Total on a thousand scale		702.68
	%		**70.27**

Based on the judgment of the eight criteria, the BBM Special in Human Resources of the Department of Human Resource Management, Faculty of Commerce and Management, University of Kelaniya scored **70.27** percentage overall. Actual criteria-wise scores for all criteria exceed the weighted minimum score. Therefore, the overall performance of the study programmes is "**B**" and performance descriptor is "**Good**". The overall score of the study programmes indicate a satisfactory level of accomplishment of quality expected of a programme of study and requires improvement in a few aspects.

Section 7: Commendations and Recommendations

The following recommendations were made to increase the overall quality of the BBM Special in Human Resources of the Department of Human Resource Management, Faculty of Commerce and Management, University of Kelaniya

FCM/DHR of the University of Kelaniya, Sri Lanka is conducting the BBM special degree in Human Resources degree program to a satisfactory level. The team observed the following strong points of the programme.

1. Academic, administrative and non-academic staff is very friendly, motivated, and enthusiastic and importantly have a positive attitude towards the QA process. University, faculty and department administration is very supportive towards the QA process.
2. Administration staff and students appear to be united and working as a single team.
3. Examination manual, examination and university by-laws, prospectus, handbook, are well prepared informative and commendable.
4. Very informative, user friendly and updated website is in use.
5. Very strong industrial training component is in use.

The Review Team observed the following areas to be improved in the program.

1. Even though many good practices were present, documents that were produced to the team were not in proper order. Some of them were not complete and some of them were under the wrong criteria. Some draft documents were included and some documents were presented without any authorization. SER team has not identified some criteria properly.
2. Team did not see any Senate/Faculty board approved policy documents for many areas.
3. Student feedback was taken only to assess the teaching of lecturers. Even in that, data was only collected but has not been analysed. Areas to be improved have not been identified nor any corrective action taken. No analysis surveys or satisfaction surveys among staff, students and the industry have been conducted except on a very few occasions.
4. Minimal stakeholder participation in programme/course development/implementation except for the industrial training component.
5. No reward system for staff/students. It is really important to recognize the hard working individuals.
6. Some facilities like lecture halls are inadequate.

Recommendations

1. While appreciating the establishment of IQAC of the Faculty, we recommend streamlining its activities further. IQAC must take the leading role in the QA process throughout.
2. We did not see clear and properly approved policies on many aspects including human resource development. As there is a possibility of individual variation, influences and bias, it is very important to have a transparent set of policies on every aspect of management of the programme.
3. We strongly recommend establishing appraisal based reward system for all categories of staff and students in all aspects including teaching, research and outreach activities. Appreciating hard working people is very important for the sustainability and improvement of a program which will motivate them to do more and also motivate others to work more.
4. As the systems must run and change with evidence, we encourage the Department and Faculty to conduct more analysis, performance and satisfaction surveys and to use that information in planning and implementation.

Section 8: Summary

Overall performance of the Bachelor of Business Management (BBM) special degree in Human Resources of the Department of Human Resource Management (DHR), the Faculty of Commerce and Management Studies (FCM), University of Kelaniya is satisfactory and is strong in almost all aspects of an acceptable programme. Academic, administrative and non-academic staff has a positive attitude towards the QA process. University, Faculty and Department administration is very supportive towards the QA process. There is a good student staff interaction. Student involvement in the development process of program and faculty appear to be very minimal. We observed that the infrastructure facilities available are inadequate in the Department and need improvement.

Finally, the team would like to appreciate the support given by the UGC, QAC, University of Kelaniya, FCM and especially the Department of Human Resource Management in this important process of programme evaluation. We sincerely hope that our comments will help in improving the quality of the degree programme in the future.

Annex 1: Site visit Schedule - BBM Degree in Human Resources (October 15-18)

Day	Time	Activity BBM Degree
Day 1 15.10.2018	8.00- 8.45am	Meeting with IQAC Coordinator
	08.45- 09.15am	Meeting with Vice Chancellor/Deputy Vice Chancellor
	09.15- 09.45am	Meeting with Dean of Faculty
	10.00-10.30am	Meeting with Head of the Department
	10.30- 10.45am	Tea break
	10.45 am - 12:00 noon	Meeting with Academic staff of the Departments
	12:00- 01.00pm	Observing documentation of evidence
	01.00- 01.45pm	Lunch
	01.45- 02.45pm	Observing documentation of evidence
	02.45- 3.00 pm	Tea break
	03.00- 5.00pm	Observing documentation of evidence
Day 2 16.10.2018	8.00- 9.00am	Observing teaching/learning sessions relevant to program
	9.00- 10.00am	Meeting with Faculty / Department non-academic staff
	10:00- 10.30am	Meeting with Faculty administrative staff
	10:00 – 10: 30 am	Meeting with department non-academic staff
	10.30- 11:30 am	Meeting with Level I and II students
	11:30 am – 12:15 pm	Meeting with Director Career Guidance Unit
	12.15-12.45 pm	Meeting with Director Staff Development Centre
	12.45-01.00 pm	Meeting with SAR/Student welfare
	01.00- 1:30 pm	Lunch
	1:30 – 4:30 pm	Observing documentation of evidence
	4:30-5:30 pm	Meeting with Level III and IV students
Day 3 17.10.2018	8.00- 10.00am	Observing documentation of evidence
	10.00- 10.15am	Tea break
	10.15 am- 11.00pm	Meeting with the Acting Librarian and staff
	11.00 am-12:00 noon	Observing physical facilities
	12.00- 12:30 pm	Meeting with Director IQAU
	12:45 – 1:15 pm	Lunch
	1:15 – 3:00 pm	Observing physical facilities
	3:00 – 5:00 pm	Observing documentation of evidence
Day 4 18.10.2018	8.00- 9.00am	Observing documentation of evidence
	9.00- 9:30am	Meeting with Kalana Muthuro
	9.30- 10.30am	Meeting with Student Counselors
	10.30- 11.30am	Observing physical facilities
	11.30 am-12.30 pm	Private meeting of the review panel
	12:30- 1:30 pm	Wrap-up Meeting
	1.30-2:00 pm	Lunch

Annex 2: Evidence of meetings/Discussions

Attendance Sheets

Attachment 2.1 Meeting with the Vice Chancellor, Deputy Vice Chancellor University of Kelaniya

Attachment 2.2 Meeting with the Dean, FCM

Attachment 2.3 Meeting with the Director IQAU

Attachment 2.4 Meeting with the Coordinator IQAC

Attachment 2.4 Meeting with the Coordinator IQAC

Attachment 2.5 Meeting with the Head of the Department of Human Recourse Management

Attachment 2.6 Meeting with the Academic Staff of the Department of Human Recourse Management (including Meeting with the probationary and temporary staff)

Attachment 2.7 Meeting with the Director Career Guidance Unit

Attachment 2.8 Meeting with the Student Counselors

Attachment 2.9 Meeting with the Acting Librarian

Attachment 2.10 Meeting with the Director Counselling Unit (Kalana Muthuro)

Attachment 2.11 Meeting with the Senior Assistant Registrar Student Welfare

Attachment 2.12 Meeting with the Director, Staff Development Centre

Attachment 2.13 Meeting with the Faculty Administrative Staff

Attachment 2.14 Meeting with the Non-Academic staff (Dean office and Department)

Attachment 2.15 Meeting with the Students of the study programme (Level I and II)

Attachment 2.16 Meeting with the Students of the study programme (Level III and IV)

Attachment 2.1 Meeting with the Vice Chancellor, Deputy Vice Chancellor University of Kelaniya

PR Site Visit

Department of Human Resource Management

Meeting with the Vice Chancellor

Date: 15/10/2018

Time: 8:45 – 9:15

Name	Designation	Signature
D.A. Senaratne	VC	
L. Senevirathne	DVC	
A.C. De Silva	HOD	
Prof Ruwan Jayasinghe	Member	
Dr SSN Perera	chair	
Prof. Athula Gnanapala	Member	

Attachment 2.2 Meeting with the Dean, FCM

PR Site Visit

Department of Human Resource Management

Meeting with the Dean of FCMS

Date: 15th October 2018

Time: ~~8.00~~ 9.15 am to ~~8.45~~ 9.45 am

Name	Designation	Signature
Dr. P.N.D Fernando	Dean FCMS	
Prof Ruwan Jayasinghe	Member	
Prof. Athula Gnanapala	Member	
Dr SSN Perera	Chair	

Attachment 2.3 Meeting with the Director IQAU

PR Site Visit

Department of Human Resource Management

Meeting with the ~~Faculty IQAC Director~~ Director Quality Assurance Centre

Date: ~~15th~~ 17 October 2018

Time: ~~8.00 am to 8.45 am~~ 12:00 noon.

Name	Designation	Signature
Prof N. R. de Silva	Director/QAC	NdeSilva
Prof Ruwan Jayasinghe	Member	
Prof. Athula Gnanapala	Member	
Dr SSN Perera	chair	

Attachment 2.4 Meeting with the Coordinator IQAC

PR Site Visit

Department of Human Resource Management

Meeting with the Faculty IQAC Director

Date: 15th October 2018

Time: 8.00 am to 8.45 am

Meeting with the IQAC coordinator 15-10-2018 8.00am

Name	Designation	Signature
Y.M.S.W.V. Sangarandeniya	QA Coordinator - FCMS	V. Sangarandeniya
prof. Athula Gnanapala	Member of the review team	[signature]
Dr SSN Perera	Chair review team	[signature]
Prof Ruwan Jayasinghe	member Review team	[signature]
prof. Athula Gnanapala	"	[signature]
~~Dr. S. Damayanthi Edirisinghe~~		

Attachment 2.5 Meeting with the Head of the Department of Human Recourse Management

PR Site Visit

Department of Human Resource Management

Meeting with the Faculty Administrative Staff

Date: 16/10/2018

Time: 10:00 - 10:30

Name	Designation	Signature
H.A.A.I Hettiarachchi	SAR/FCMS.	
A.S.P. Dodantenne	AR	
Prof. Athula Gnanapala	Member	
Prof Ruwan Jayasinghe	"	
Dr SSN Perera	Chair	

Attachment 2.6 Meeting with the Academic Staff of the Department of Human Recourse Management (including Meeting with the probationary and temporary staff)

PR Site Visit

Department of Human Resource Management

Meeting with the staff members - Department of Human Resource Management

Date: 15/10/2018

Time: 10:45 – 12:00 noon

Name	Designation	Signature
Dr. K.A.S. Dhammika	Professor	[signature]
Dr. D.U. Mohan	Senior Lecturer II	[signature]
Prof. P. N. Gamage	Professor	[signature]
Ms: M.P.N. Janadari	Lecturer Gr II	[signature]
M. D. P. Pieris	Senior Lecturer I	[signature]
Ms. I. Welmilla	Senior Lecturer I	[signature]
Y.M.S.W.V. Sangaranderaya	Senior Lecturer II	[signature]
G.H.B.A. De Silva	S/Lecturer	[signature]
S.M.D.Y. Jayarathna	Lecturer	[signature]
T.J.R. Thisera	Lecturer	[signature]
H.M. Nishanthi	Senior Lecturer	[signature]
R.K.J.D. Darshani	Lecturer	[signature]
M.K. Dinithi Padmasiri	Lecturer	[signature]
E.A.Y.D Perera	Asst. Lecturer	[signature]
M.D. Rasika Harshan	Asst. Lecturer	[signature]
Dr. R.A.I.C. Karunarathne	Senior Lecturer	[signature]
Prof. Athula Gnanapala	Member	[signature]
Prof Ruwan Jayasinghe	Member	[signature]
Dr SSN Peren	Chair	[signature]

Attachment 2.7 Meeting with the Director Career Guidance Unit

PR Site Visit

Department of Human Resource Management

Meeting with the Director – Career Guidance Unit

Date: 16/10/2018

Time: 11:30 – 12:15

Name	Designation	Signature
A. C. De Silva	Director - CGU	
Prof. Athula Gnanapala	Member	
Prof Ruwan Jayatilaka	Member	
Dr SSN Perera	Chair	

Attachment 2.8 Meeting with the Student Counselors

PR Site Visit

Department of Human Resource Management

Meeting with All Student Counselors

Date: 18/10

Time: 9:30 am

Name	Designation	Signature
Dr. Ven Kapugollawe Anandakiththi Thero.	Chief Students Councellor	[signature]
S.M.D.Y. Jayarathna	Student councellor	[signature]
T. J. R. Thisera	Lecturer (Stu. councellor)	[signature]
B.A. Hirindu Kawshala	Lecturer (Prob) Student Councellor	[signature]
M. P. N. Janadari	Senior Lecturer (G.I)	[signature]
D.U. Mohan	Senior Lecturer	[signature]
Dr. K. K. Tilakasen	S. S. Council	[signature]
Dr. S. Damyathi Edirisinghe	Senior Lecturer Warden, Student Concellor	[signature]
Prof Ruwan Jayasinghe	Member	[signature]
Prof. Athula Gnanapala	Member	[signature]
Dr SSN Perera	chair	[signature]

Attachment 2.9 Meeting with the Acting Librarian

PR Site Visit

Department of Human Resource Management

Meeting with the Librarian

Date: 17/10

Time: 10:15 – 11:15

Name	Designation	Signature
Dilini Bodhinayaka	Assisda Librarian	
Lakmini Marasinghe	Senior Asst. Librarian	
C. M. Abeysunasekera	Acting Librarian	
D. S. Priyangika	Senior Asst. Librarian	
Prof Ruwan Jayasinghe	Member	
Prof. Athula Gnanapala	Member	
Dr SSN Perera	chair	

Attachment 2.10 Meeting with the Director Counselling Unit (Kalana Muthuro)

PR Site Visit

Department of Human Resource Management

Meeting with the Director – Kalana Mithuru Sevana

Date: 18/10/2018

Time: 9:00 am

Name	Designation	Signature
Prof. S.S. Weligamage	Director - KMS	
Thanuchi Weerasinghe	Counsellor	
M.K. Dinithi Padmasiri	Counsellor	
Prof Ruwan Jayasinghe	Member	
Prof. Athula Gnanapala	Member	
Dr SSN Perera	Chair	

Attachment 2.11 Meeting with the Senior Assistant Registrar Student Welfare

PR Site Visit

Department of Human Resource Management

Meeting with ~~All Student Counselors~~ SAR/ Student Wel.

Date: 16/10/2018

Time: 12:~~45~~ - 1:00

Name	Designation	Signature
M. piyathika ka	SAR	
Prof. Athula Gnanapala	Member	
Dr SSN Perera	Chair	
Prof Ruwan Jayatilaka	Member	

Attachment 2.12 Meeting with the Director, Staff Development Centre

PR Site Visit

Department of Human Resource Management

Meeting with Director – Staff Development Unit

Date: 16th October 2018

Time: 12.15 pm – ~~12.15~~ 12.45 pm

Name	Designation	Signature
Bandara Wanninayake	Director - SDC	
Prof. Athula Gnanapala	Member	
Dr SSN Perera	Chair	
Prof Ruwan Jayasinghe	Member	

Attachment 2.13 Meeting with the Faculty Administrative Staff

PR Site Visit

Department of Human Resource Management

Meeting with the Faculty Administrative Staff

Date: 16/10/2018

Time: 10:00 - 10:30

Name	Designation	Signature
H.A.A.S Hettiarachchi	SAR./FCMS.	
A.S.P. Dodantenne	AR	
Prof. Athula Gnanapala	Member	
Prof Ruwan Jayasinghe	"	
Dr SSN Perera	Chair	

Attachment 2.14 Meeting with the Non-Academic staff (Dean office and Department)

PR Site Visit

Department of Human Resource Management

Meeting with the Head of the Department of Human Resource Management

Date: 15/10/2018

Time: 10:~~00~~ - 10:30

Name	Designation	Signature
Prof. Athula Gnanapala	Member of the Review Team	
Prof. A.C. De Silva	HOD	
Prof Ruwan Jayatilake	member	
Dr S.S.N Perera	chair	

Attachment 2.15 Meeting with the Students of the study programme (Level I and II)

PR Site Visit

Department of Human Resource Management

Meeting with ~~Director – Staff Development Unit~~ students level I & II

Date: 16th October 2018

Time: ~~12.15 pm – 12.15 pm~~ 10:30 ~~PM~~ am – 11:30 am

Name	Designation	Signature
Amry Ahamad	1st year	
Meleesha Pinto.	1st Year	
Tharindu Chamika	1st Year	
Sachin Carlton	1st year	Carlton.
S.M. Nizath.	2nd year	
W.D.F. Anushantha	2nd year	
W.G.S. Madhawa	2nd year	
G.P. Pushpakumara	2nd year	
H.A.E. Madushani	1st year	
S. Gowshika	1st year	
L.A. Samadhi Navanjana	2nd year	
J.S. Dias.	2nd year	
N.D. Wickramasinghe	2nd year	
S.P. Ranasinghe	2nd year	
Prof. Athula Gnanapala	member	
Dr SSN Perera	Chair	
Prof Ruwan Jayasinghe	Member	

Attachment 2.16 Meeting with the Students of the study programme (Level III and IV)

PR Site Visit

Department of Human Resource Management

Meeting with the ~~Faculty~~ ~~IQAC Director~~ students Level III & IV

Date: 15th October 2018

Time: ~~8.00 am to 8.45 am~~ 4:30pm - 5:30 pm

Name	Designation	Signature
D.W.P.Y Sarathchandra (Level 4)		
V.R. Wijerayake (Level 4)		
K.D. Sandamali (level 4)		
H.D.H.I Amarabandu (level 4)		
B.M.D.S. Silva (Level 4)		
H.D.A.S. Abeysinghe (Level 3)		
T.J. Sewwandi (level 3)		
M.M. Jayasuriya (Level 3)		
J.M.D.I.A. Jayasinghe (Level 3)		
K.A.U.K. Gunawardhana (Level 3)		
B.P.P. Perera (Level 3)		
P.C. Wickramasinghe (level 3)		
Bawantha Kasun Liyanage (Level 3)		
Prof Ruwan Jayasinghe	member	
Dr SSN Perera	Chair	
Prof. Azhula Gnanapala	member	