



## **Program Review Report**

**Program Reviews - 2018**

**B.Sc Human Resource Management (Special)**  
**Department of Human Resource Management**  
**Faculty of Management Studies and Commerce**  
**University of Sri Jayewardenapura**  
**2<sup>nd</sup> - 6<sup>th</sup> December 2018**



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**Quality Assurance Council**

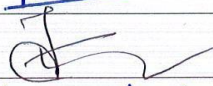
**University Grants Commission**

University: UNIVERSITY OF SRI JAYAWARDANA PURA

Faculty: MANAGEMENT STUDIES AND COMMERCE

Program: B.Sc Human Resource Management (Special)

Review Panel:

Name	Signature
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Prof. (Mrs) F. H. Abdul Rauf	
Dr. N. Pallewatta	N. Pallellat

Date: 2019.01.17

## CONTENT

- 1. Brief introduction to the program -04*
- 2. Review team's observation on the Self Evaluation Report (SER) - 06*
- 3. A brief description of the review process- 07*
- 4. Overview of the faculty's approach to quality and standards- 09*
- 5. Judgment on the eight criteria of program review- 10*
- 6. Grading of overall general degree program - 21*
- 7. Commendations and recommendations -22*
- 8. Summary - 27*

## 1. Brief Introduction to The Program

The origin of University of Sri Jayawardenapura dates back to *Vidyodaya Pirivena*, a center for oriental learning established in 1883. It was bestowed university status in 1959 as Vidyodaya University and re-named as University of Sri Jayawardenapura in 1978 with the vision, “*prosper lives through Education*” and mission, “*develop globally competent citizens through our education for a sustainable future, drawing inspirations from our cultural heritage and wisdom*”.

The Faculty of Management Studies of University of Sri Jayawardenapura was established in 1972 as a center of excellence for management education in Sri Lanka.

The history and achievements of the Faculty of Management Studies and Commerce of the University is unique. It is the largest faculty in the university system in Sri Lanka and has a proud history and heritage as the pioneering faculty for management education in Sri Lanka.

The Faculty of Management Studies & Commerce has 12 academic departments that offer 12 unique undergraduate Special Degree Programmes in the management and accounting disciplines. It currently enrolls about 5,000 internal undergraduate students, with a unique position of attracting the best students from the highly competitive Advanced Level Examination.

The Department of Human Resource Management (HRM) under review is the pioneer leader in HRM education in Sri Lanka. Along with its continued improvement and restructuring, the B. Sc in Human Resource Management commenced in 1994 under a separate unit attached to the Department of Public Administration. This unit was granted departmental status in 1999. In 2001, it was changed as B.Sc. Business Administration (Human Resource Management) (special) Degree. It was re-named in 2005 as B.Sc. Human Resource Management (Special) Degree once again.

The Department consists of highly qualified academics including the first HRM Professor, the second HRM Professor, the first PhD holder in management among ladies and nine PhD holders. The Department is the pioneer in the field of HRM, introducing journals and scholarly works to the Sri Lankan HRM education.

The present student profile of the Department consists of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years:

<b>Year</b>	<b>Academic year</b>	<b>Number of student</b>
2 <sup>nd</sup> year	2015/2016	78
3 <sup>rd</sup> year	2014/2015	70
4 <sup>th</sup> year	2013/2014	68
Total		216

Since the inception of the B. Sc. Human Resource Management (Special) Degree program, ten batches of students have graduated and the total number of graduates in each year is given below:

<b>Year</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>No. of graduands</b>	59	60	55	76	56	53	63	71	51	70

The Department also plays a service role to all other departments of the faculty by teaching HRM and Social Responsibility.

## **2. Review Team's Observation on The Self Evaluation Report (SER)**

The Self Evaluation Report reflects the sincere effort taken by the team members of the writers' panel. Their constant interaction with the review process of Quality Assurance and with the cooperation of all stakeholders, they were able to produce a holistic and organized Self Evaluation Report.

Analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) reflects facts as well as their expectations.

The Department is committed and progressing with national guidelines of higher education such as the Sri Lanka Qualifications Framework (SLQF) and Subject benchmark Statements (SBS).

In all spheres, the Department is closely linked to the industrial, commercial and academic establishments locally, nationally and internationally



### **3. A Brief Description of The Review Process**

#### **Process of preparation by the review team**

The reviewers met for the pre-review meeting after thorough desk evaluation of the SER individually with notes on required additional information, clarification and tentative outcomes of desk evaluation. The individual desk review report was submitted to the QAA director at the UGC.

The review team shared their responsibilities and the Chair interacted with the Dean of the Faculty and fixed the review visit programme schedule.

#### **Program review site visit**

The review team reached Colombo on 2<sup>nd</sup> December 2018 evening and successfully completed the site visit on 6<sup>th</sup> December as per the schedule. Our first meeting was with IQAU coordinators, Head of the Department and department quality coordinator. Then we met the SER writing team with their elaborate presentation. The team noted the real commitment and the enthusiasm of the academics from senior lecturers to senior professors.

Then the team met the Dean of the Faculty. The team appreciated the well-organized visionary planning and actions of the Dean. Following this, we met the Vice Chancellor and admired the energetic and innovative mission oriented achievements of his endeavors.

Meetings with IQAU Director, Administrative staff of the Faculty, including Senior Assistant Registrar and Senior Assistant Bursar, Business Communication Unit (BCU) staff, technical officers and support staff were very useful.

Meetings with the Student Councilors and Director, Career Guidance enlightened the issues related to student welfare. Meeting with the medical officer and his insights regarding the students' issues were valuable. Visit to the library and computer unit gave opportunity to witness the new developments in the library and student engagements in ICT and the e- learning process. Keeping the library open from 5a.m. to 10 p.m. is a commendable endeavor.

The team spent considerable time with the students of HRM. We ensured that this student group was a representation of different levels, gender and ethnic groups. Students contributed to the discussion on their study program and related issues.

Meeting with the Alumni was also useful and we were able to witness the real commitment of the alumni in the development of undergraduates with special reference to the arrangement of work based training and employment.

The classes we observed in different levels and different subjects gave real experience of the teaching and learning environment of the study programme.

Observing the facilities relevant to the program was a continuous exercise of the team, although we had allocated a time for it. Observing the documents as evidence was a tedious exercise having taken more time to do this properly. In the evening/nights, the reviewers met at the hotel to discuss what they have discovered individually. Although our work schedule time span was 8 a.m. to 4 p.m. daily, we completed our work by 7p.m or 7.30 p.m.

Logistical support was good with timely assistance.



## **4. Overview of The Faculty's Approach to Quality and Standards**

The University with highly competent academic records, the faculty's approach to quality and standards was positive. The Faculty is on track, all of them jointly working towards creating and ensuring a system of quality assurance.

In terms of human and physical resources, staff is provided with teaching & training facilities to implement OBE-SCL. The Department is in the process of streamlining towards approved standard guidelines and formats with SLQF and SBS specifications.

The Department earned a good appraisal from the last review of QAA and is working towards the improvements suggested by the review team.

There was a revision of the curriculum that was completed in 2015, just before the publication of the SLQF document by the UGC. At present this curriculum is being converted to fit into the SLQF requirements but a systematic monitoring of the curriculum and its relevance to programme goals and delivery of ILOs is needed.

## 5. Judgment on the Eight Criteria of Program Review

### CRITERION 1:

#### Programme Management

The University of Sri Jayawardenapura is a well-established university with a long history of teaching and learning. The organizational structure, governance and management procedures; strategic/action plan and implementation mechanisms; management capacity and procedures, By-laws relating to examinations, disciplinary procedures, student unions; duty lists and Codes of Conduct for staff; curriculum development and internal quality assurance mechanism and procedures; curricula revision process, and adherence to national guidelines / reference points; teaching and learning and assessment procedures; adherence to OBE-SCL approach in education provision; academic counseling, student counseling, welfare mechanisms and procedures; national and international partnerships and national and international visibility; arrangements for assisting students with special needs; and measures and strategies to adopt the policy of zero-tolerance to ragging all of which are relevant for program management are in place and being practiced.

There are many committees at the faculty level that co-ordinate many programme functions and the HR Department is represented in those with regular attendance and progress indicated.

The involvement of the very senior to junior academic staff of the HR Department is a very good sign of the enthusiasm and the willingness to improve the quality of the programmes of this department. The achievements of the Department at national and international level were highlighted.

A Participatory approach in governance and managements is a notable one.

In relation to curriculum revision, it was completed in 2015 just before the publication of the SLQF document by the UGC. At present, this curriculum is being converted to fit into the SLQF requirements but a systematic monitoring of the curriculum and its relevance to programme goals and delivery of ILOs is needed. There is no current SBS for HR as provided by the UGC. However, as the HR department has academics of excellence, it should take the leadership in formulating an SBS and submitting it to the UGC for wider acceptance.

The reviewers observed that the IQAC should play a greater role in monitoring the quality assurance aspects of the faculty programmes.

The Faculty and Department use up-to-date ICT platforms and have 8 IT labs for teaching and learning activities. All lecture theatres are equipped with multimedia projectors, desktop computers and internet.

Some noteworthy actions were taking the new entrants as early as possible into the Faculty, evaluating their level of English based on the marks of the A/L General English paper and an English Evaluation Test administered by the Faculty, conducting an intensive ( 7am-7 pm) English course of 3 weeks for weak students, by providing hostel facilities etc., providing motivational speeches by alumni who have come from underprivileged areas of the country but have not become successful. The Business Communication Unit of the Faculty is carrying out a commendable role in enhancement of English Language skills such as error analysis of the examination papers at the end of the 3 week intensive course and addressing the weaker areas in their subsequent courses.

There is a very well organized Examinations Unit for the faculty that uses IT to compute and release results. The date of release of examination results is announced at the end of the final day of examinations each semester and the students confirmed that this was so.

The Faculty has signed MOUs with foreign universities and research corporations. The staff and students of the DHRM are benefitting from these endeavours.

The alumni group and external stakeholders were observed to be very motivated and dynamic. Many alumni have gone onto establishing their own companies either in providing HR services or consulting for major industry players in the country and internationally. The mechanisms by which the alumni were contributing to the department programme are varied and fruitful. They were very keen to support department programme to develop further. Stakeholders were largely from the private sector with a few from government organizations. All were very positive about the HR programme and its contribution to Sri Lankan society.

There are some standards where the review team felt that there could be improvements and/or where evidence for the measures being implemented over the entire five-year period could not be located in the provided evidence.

An updated Corporate Plan and a monitoring plan of the Strategic Plan are needed. In this context, the review team wishes to underline the fact that the Corporate Plan of the university ends in 2018. This must be updated to highlight the future direction of the university. In fact, the strategic plan is more the blue-print on how to achieve the Corporate Plan.

A comprehensive performance appraisal system for academic staff especially, is needed. This is of particular importance as it is the HR department that specializes in this subject and has expert knowledge on this topic. This Department should take the lead role to develop a performance appraisal system and get it approved for the Faculty or even for university wide application.

The HR department does have information about their graduates and their careers but need to have systematic tracer studies.

The absence of a policy on differently abled students is noted. It is particularly required as the older buildings need to be upgraded with access and other facilities for such persons. There was evidence that when required, students with disabilities were provided special arrangements to take exams and attend classes.

The unit that deals with GEE and SGBV should implement its programme better. The current students were unaware of the existence of this unit and its mandate.

## **CRITERION 2:**

### **Human and Physical Resources**

The reviewers were very much impressed with the qualifications, competencies and high profile of the academic staff available to deliver an effective academic program. The Department of Human Resource Management has 13 permanent academic staff which includes three professors and nine PhD holders. Ten of them are senior lecturers. The Department may need to encourage non-PhD holders to raise their academic qualification to PhD level. The staff are competent on designing/development and delivery of academic as well as research programmes. However, the review team observed that the Faculty does not have sufficient number of supportive or technical assistants for their teaching programmes.

It was observed that the induction program is compulsory for all newly recruited academic staff members, and it is a good practice. A staff development programme through the Staff Development Centre (SDC) is in place for additional training of both academic and non-academic staff. The functions of the SDC is at a satisfactory level and it provides programmes to academic staff members to enhance knowledge on defined roles, duties and competencies required to perform assigned tasks. However, a systematic need analysis was not done to identify the training need of the department staff.

The programme calendar of each semester is prepared by the Faculty with all the deadlines for the academic staff to be well-prepared to ensure quality of academic programme. The main library gives a commendable service to the staff and students. The Department also has its own separate Resource Centre with collections of their own relevancy. Facilities such as lecture rooms, sports, canteen, study areas, gymnasium are available for the students. A very good senior common room is also available for the academic staff of the University. In terms of OBE-SCL, sufficient evidence was not available to prove that the staff are provided with sufficient opportunities to expose o train on OBE-SCL. Currently, there is no special training for teaching staff.

Students attached to the Faculty have a fully-fledged separate ITRC center. However, there is no sufficient evidence for implementation of BYO concepts in the ITRC center. The Faculty has a good practice of providing a three month intensive English language training for the students who scored very low marks in English in their A/L. The Faculty has a number of cultural events aimed at building social harmony among students of different ethnic groups. The Career Guidance Unit provides adequate services to students on soft and life skills. The Faculty is also engaged in several outreach activities such as cultural, aesthetic and community level programmes.

### **CRITERION 3:**

#### **Programme Design and Development**

The Programme is aligned with the mission, goals and objectives of the University and the Faculty and it is integrated in to the Corporate Plan of the Faculty and University. The course structure of the degree programme is logically designed and is clearly described in the Prospectus. The first year of the degree programme is designed to provide common courses which lay the foundation of the degree programme. In the second year, students are allowed to follow special degree programmes. At the beginning of the second semester of the third year, the students following this degree programme are required to select their specialization area.

The whole degree programme offers a total of 121 credits. This aligns with the SLQF requirement of an Honours Degree. However, programme design and development is not fully compliant with the stipulated guidelines of SLQF Level 6. The programme has included industrial training and sufficient research activities. The review team observed that curriculum revision was made just before the SLQF guidelines were issued in September 2015. Therefore, they were not able to fully comply with all the guidelines of SLQF. The Intended Learning Outcomes (ILOs) of the programme are based on the Graduate Profile and they are somewhat aligned with the programme objectives. However, proper alignment between graduate profile, programme ILOs, course ILOs and teaching learning and assessment strategy with a systematic curriculum matrix, was not apparent. Further, information on Senate approved curriculum design policy or Programme Specification Template of the Faculty were not available for observation.

The Department has obtained views of all stakeholders including the professionals, industry, students, alumni, all levels of academic staff in the process of programme design and development. However, there is no adequate evidence of benchmarking. Programme design and development procedures include specific information on entry and exit pathways related to the programme. However, no fallback options are available for students except allowing them to follow the External Degree programme. The Faculty has an IQAC. However, active involvement in internal monitoring and effective processes are not available. The Faculty has never conducted tracer studies annually and therefore, no survey data or an annual report regarding the destination of students after graduation, were available.

## **CRITERION 4**

### **Course / Module Design and Development**

The degree programme has introduced all courses either as 3 credits or 2 credits courses as mentioned in the Faculty Prospectus. The Faculty Prospectus also gives details about the core courses and elective courses and internship in Human Resource Management. Sufficient weight is given for the research component by way of research methodology and independent research studies on Human Resource Management.

The review team noticed that the course design and development template was not available for observation. Further, the alignment of ILOs with the content, teaching and learning and assessment tasks could not be observed for all courses due to unavailability of adequate evidence. Course design specifies credit values, but they are not detailed out as face-to-face contact hours, field-work, self-learning hours etc. The courses provide a variety of learning strategies such as collaborative learning, creative and critical learning, self-directed learning etc. The academic staff uses multi-media and other technologies and the use of LMS among staff and students is commendable.

The team noticed that there is no evidence for having a written faculty course design policy and no faculty level committee for course design and development. Course design integrates appropriate learning strategies. Further, there is no approved course design and development template. Course specifications for all courses are issued to the students. Course contents have adequate breadth, and depth and the details of these are provided in the course specifications. However, some course specifications do not give the assessment strategy of the course. Practical training is given three credits. Course specification is prepared for practical training and assessment strategy is also provided in the course specification.

Feedback from students was obtained. However, course evaluation reports for the last three years were not available. Although credit weight and volume of learning are structured as per the SLQF guidelines, there is no proper curriculum map available in the Faculty. Academic staff is given training by the SDC, however, more training in relation to curriculum development and mapping on SLQF guidelines would be beneficial. Monitoring and review process on course design seems to be done whenever necessary; however, systematic documentation was not available as evidence. The Faculty should develop systematic course approval criteria. Although the Faculty IQAC is available, there is no systematic monitoring strategies adopted in relation to course design. Feedback from students and staff are obtained every semester. Although, consideration of feedback in course design and development seems to be in place, the team could not find any written evidence for that. Therefore, the review team strongly recommend maintaining proper documentation of every activity of the Faculty. It was evident that the curriculum of the programme was approved by the Faculty Curriculum Development Committee, Faculty Board, and the Senate before its implementation. However, the review team noticed



that there is no University level Curriculum Development Committee.

## **CRITERION 5:**

### **Teaching and Learning**

The Student Handbook (SHB) and the Faculty Prospectus are distributed among each student at the beginning of their programme. Timetables are also provided before the commencement of courses in each semester. Course specifications and a brief course description for each course are also distributed on the very first day of course commencement.

A new template for course specifications has been used since the last semester by the Faculty. Blended learning with a mixture of a variety of teaching learning activities is facilitated. Soft skills development is facilitated. Furthermore, the Students' Association also conducts various activities that facilitate development of soft-skills among students. Use of the LMS by both staff and students in teaching, learning and assessment is commendable.

The Department of Human Resource Management publishes a bi-annual journal called Sri Lankan Journal of Human Resource Management, Human Resource Management Journal and Human Resource Management Review. Students have the opportunity to publish their research work in the journal and a few students have collaborated with their supervisors to publish articles in journals. There was evidence to support the claim that teachers integrate scholarly and research activities of their own and others to teaching. The use of technology, self-directed learning and collaborative learning was evident in the curriculum, teaching and learning in some courses.

The Department provides opportunities for the students to engage in scholarly and research work, creative work and discovery of knowledge. The final year dissertation is compulsory and there was evidence to indicate student participation at international conferences organized by the Faculty and other events organized by national and international organizations.

Student feedback is collected by individual lecturers through the LMS. However, student satisfaction survey has been carried out only recently and the data were not systematically analyzed. Samples of peer

review reports were available for scrutiny. Classroom observations and student responses at the meeting with students indicated that the teachers use both teacher-centered and student-centered methods in teaching. However, course evaluation reports were not available for scrutiny. Oral or written feedback other than the grade is not provided to the individual students in most of the courses. The use of multimedia facilities in the lessons was observed by the review team. Monitoring mechanisms for ensuring effectiveness and appropriateness of teaching need to be strengthened through peer review and faculty mentoring activities initiated by IQAC.

## **CRITERION: 6**

### **Learning Environment, Student Support and Progression**

The Faculty and the DHRM provide adequate facilities for a range of educational opportunities to enrich the learning experiences that ensures students' holistic progression. The staff profile of the Faculty is of high caliber to ensure quality and integrity of its academic programme. To provide a favorable learning environment, the Faculty delivers an orientation programme for all new entrants to introduce rules and regulations, curricula, assessment processes and Student Charter published by the UGC. It has established a student support system and mentoring program. Each lecturer has been allocated two compulsory hours per week for student consultation.

The Faculty as well as the Department needs to develop a regular monitoring mechanism to evaluate student's satisfaction on support services. SDC training programs on common learning resources are good. But student satisfaction surveys and staff performance appraisal reports are needed for evaluation and future improvement.

The Faculty and Department have taken measures to give support services and guidance to meet the needs of the differentially abled students. It is necessary to evolve a policy in this regard to holistically attend the development of students with special needs.

USJP Library services with ICT led tools is well planned. The DHRM resource center and ITRC are providing remote access to library resources. Collaboration between library staff and academics in the organization and functioning is commendable and the review team wishes to record its appreciation for the unique dedication of the library staff for functioning from 5a.m to 10 p.m.

The Department maintains records of students and based on the student score card providing constructive feedback to students, is admirable. Based on this, poor performers being assigned to academic mentors, is another good practice observed by the team. In this context, well computerized, timely functioning of the examination unit of the Faculty also should be commended.

The review team was happy to experience the social consciousness and the co-curricular achievements of the Department, by witnessing such endeavors of the HRM family. Identifying themselves as a family itself is the strength of the Department. From school leadership and Group Dynamic Development Programmes to International HR Dialogue and Conferences are remarkable. The Sri Lanka Journal of Human Resource Management, The HRM Scintilla and HRM Review (in Sinhala medium) are some of the regular knowledge sharing publications of the Department the team observed. In this respect, the research team wishes that the HRM Family will have the HRM Review in Tamil Medium too, to meet the needs of the wider social arena.

The Career Guidance Unit is functioning well and the DHRM is working closely with the unit in enhancing the skills of students to meet the requirements of the world of work.

A compulsory internship program is included in the curriculum and is successfully implemented. It is necessary to have feedback from the providers. As per the UGC directives, a Center for Gender Equality and Equity has been established in 2017. The team was shocked to learn during the interaction with students, that the current students were unaware of the existence of this unit and its mandate. The Center must be geared to implement its responsibility.

The Student Counseling Unit is functioning well. However, it needs an activity plan for effective counseling.

While there was no fall back option policy in place in the university, the Faculty allows those who do not complete any degree of the Faculty within seven years, to register and take the external degree offered by the FMSC, with credit transfer from the courses completed in the internal degree of registration.

The HR department does have information about their graduates and their careers but need to have systematic tracer studies on the progress of the students in employment and advanced studies.

The Department is attending students complains on time.

The team personally experienced the emotional involvement and active participation of alumni with the Department during the interactive session. They are helping students immensely to find placements for training and employment.

## **CRITERION 7:**

### **Student Assessment and Awards**

The Faculty has developed a commendable mechanism to ensure a fair student assessment and award scheme. Accordingly, the Faculty had developed examination By-laws with a view to conducting all the examinations on a transparent and fair basis. If the students are not satisfied with the given marks/grades, they have the option to apply for verification of marks/grades. The graduate profile and course ILOs were well developed and are up to the required standards. Teaching learning methods appear to be highly effective. The Faculty has taken steps to conduct web-based examinations using the LMS and this can be considered as a good practice. The Faculty policy on differently abled students is highly commendable. The review team observed adequate evidence to prove that all the examination papers are marked by two examiners (first examiner and second examiner) and if there is a discrepancy of marks between first and second examiner, the answer scripts are sent to a third examiner. All the documents are well maintained at the examination branch of the Faculty. After semester examinations, students have the facility to obtain a semester results sheet by producing their student ID card at a dedicated counter established at the examination branch.

The review team observed that the Faculty informed the date of releasing the results on the last date of the examination and strictly adhered to the deadline. However, the review team observed certain areas that need to be improved in order to further enhance the quality of the study programme. The continuous evaluation marks should be made available for students as soon as possible. The Faculty does not have an SBS for the existing study programme. An international SBS can be used to enhance the quality of the existing degree programme.

## CRITERION 8:

### Innovative and Healthy Practices

The Department has an LMS that is used for teaching and learning, and there is use of other sources of teaching such as different types of events with external stakeholders including private sector, former alumni, government officials etc.

All students undertake a research project in their final year and produce a dissertation that is also presented to a panel of examiners.

There is a research policy that is operationalized with separate conferences for student research, staff research and an international conference is held annually with international speakers and contributors.

A very well established industrial training/internship is followed.

High achieving researchers are recognized by the university annually and awarded.

There is a high degree of support for co-curricular activities, including those that are largely student led and with novel ideas.

The SER did not reflect some of the innovative activities that were conducted by the HR Department. Evidence for these was found during the site visit.

Evidence of use of OER in the curriculum is required.

Absence of a credit transfer policy is noted. There is another option for those who do not complete their degrees as noted previously.

## 6. GRADING OF OVERALL PERFORMANCE OF THE PROGRAM

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	131
02	Human and Physical Resources	50	94
03	Programme Design and Development	75	113
04	Course / Module Design and Development	75	129
05	Teaching and Learning	75	129
06	Learning Environment, Student Support and Progression	50	92
07	Student Assessment and Awards	75	141
08	Innovative and Healthy Practices	25	45
	<b>Total on a thousand scale</b>		<b>874</b>
	<b>%</b>		<b>87%</b>

**Grade: A Very Good** – High level of accomplishment of quality expected of the program of study; should move towards excellence.

## 7. COMMENDATIONS AND RECOMMENDATIONS

### CRITERION 1

#### Programme Management

##### COMMENDATIONS:

Dedicated involvement of the management from Vice Chancellor, Dean of the Faculty, Head of the Department, Senior Professors to junior academic staff and all stakeholders towards enriching the quality of study program is commendable.

Achievements at national and international level, as the pioneer leader in HRM education in Sri Lanka are remarkable.

Playing a key role and involvement of the HR department in many other programs of the University is appreciable.

##### RECOMMENDATIONS

Monitoring mechanisms for ensuring the development of curriculum with present-day requirement of SLFQ and effectiveness and appropriateness of teaching need to be strengthened through peer review and faculty mentoring activities initiated by IQAC.

The HR department can take the leadership in formulating an SBS and submitting it to the UGC for wider acceptance.

An updated Corporate Plan and a monitoring plan of the Strategic Plan are needed.

While appreciating that the official documents are in the national language, the team suggests that these documents must be in English language too, for present-day need of communication and development.



## **CRITERION 2**

### **Human and Physical Resources**

#### **COMMENDATIONS:**

Presence of a well-qualified staff with high profile.

Presence of a well-managed library with many e-resources.

Effective usage of e-resources by the students and the staff members.

Well-maintained infrastructure facilities such as library, Information Technology Resource Centre, Business Economics Resource Centre, Business Communication Unit, gymnasium, and swimming pool  
Effective Business Communication Unit.

#### **RECOMMENDATIONS**

Need to prepare a proper HRD plan.

Evolve an effective staff appraisal and feedback system.

## **CRITERION 3**

### **Programme Design and Development**

#### **COMMENDATIONS:**

The Graduate Profiles with required academic standards was developed.

The Programme is logically structured and choices are given for the for students.

The Programme has a sufficient Research and Industrial Training component.

#### **RECOMMENDATIONS:**

Need sufficient compliance to SLQF with systematic curriculum matrix.

Evidence of a written curriculum development Policy.

Sufficient benchmarking.

Systematic tracer studies.

## **CRITERION 4**

### **Course / Module Design and Development**

#### **COMMENDATIONS:**

Courses are designed to meet the programme ILOs.

Courses were developed to promote appropriate learning strategies such as self-directed learning, collaborative learning, creative thinking, interpersonal communication and teamwork.

Courses were delivered with appropriate media and technology (ICT).

T&L methods/process are geared towards achieving the graduate attributes.

#### **RECOMMENDATIONS:**

Need proper alignment of the programme with the standards stipulated in SLQF.

As discussed during our interactions, the Department need to have sociology course units with its identity and its necessity for Human Resource Management.

New sections need to be introduced to address the present context, e.g. Organizational citizenship behaviour and performance punishment.

The Alumni Association needs to play a more active role in course design and implementation.

## **CRITERION 5**

### **Teaching and Learning**

#### **COMMENDATIONS:**

Integration of a variety of teaching learning strategies to promote students' self-directed learning, group activities, collaborative learning and creativity.

Effective use of the LMS by the staff and students.

Fair allocation of workload among the staff members.

Presence of an effective CGU.

#### **RECOMMENDATIONS:**

Regular monitoring of the study programme by IQAC needs to be ensured.

Need to develop proper teacher appraisal system with Senate approved indicators for evaluating teachers for excellence in teaching.

Evolve an award scheme for excellence in teaching.

### **CRITERION 6**

#### **Learning Environment, Student Support and Progression**

#### **COMMENDATIONS:**

The following aspects of the DHRM are commendable.

Ensuring conducive and caring learning environment.

High caliber of the staff profile to ensure quality and integrity of its academic programme .

Excellent collaboration between academics and library staff.

Conducting well planned social interactive programmes.

Enhancement of learning through work based training.

Well established close interaction and active participation of alumni.

#### **RECOMMENDATION:**

Department should have a regular monitoring system.

Need to establish a policy on student with special needs.

Study the lack of progress in the functioning of Gender Equality and Equity Centre and find remedy.

Re- thinking on the present fallback policy by analyzing the cases of such students and evolve alternative

Regular tracer studies must be conducted to assess the progress of the student in employment and advanced studies.

## **CRITERION 7**

### **Student Assessment and Awards**

#### **COMMENDATIONS:**

The possession of well-structured examination By-laws. Practice of moderation and second marking of answer scripts.

Practice of re-scrutinization mechanism

Use of a variety of assessment methods

#### **RECOMMENDATION:**

Results of the continuous assessment should be made available to students as immediately as possible

## **CRITERION 8**

### **Innovative and Healthy Practices**

#### **COMMENDATIONS:**

Proper use of the LMS that is used for teaching and learning.

Operationalized research policy and conducting regular national and international conference for student research and staff research.

High achieving researchers are recognized by the university annually and awarded.

A well established industrial training/internship program.

Student led novel ideas of co-curricular activities.

#### **RECOMMENDATION:**

Re- thinking on the present fallback policy by analyzing the cases of such students and evolve alternatives.

A systematic monitoring of the curriculum and its relevance to programme goals and delivery of ILOs is needed.

## 8. SUMMARY

The Department of Human Resource Management (HRM) under review is the pioneer leader in HRM education in Sri Lanka. Along with its continued improvement and restructuring, B.Sc in Human Resource Management, the present special degree program was evolved.

Dedicated involvement of the Vice Chancellor, Dean, Head and very senior to junior academic staff as well as non-academic staff towards enriching the quality of the study program, was felt by the review team. The achievements of the Department at national and international level are the reflections of this involvement.

The Self-Evaluation Report reflects the sincere effort taken by the team members of writers' panel. Their constant interaction with the review process of Quality Assurance and with the cooperation of all stakeholders, they were able to produce a holistic and organized Self-Evaluation Report. In fact, there was a revision of the curriculum that was completed in 2015 just before the publication of the SLQF document by the UGC. At present this curriculum is being converted to fit into the SLQF requirements, but a systematic monitoring of the curriculum and its relevance to programme goals and delivery of ILOs is needed.

In this context it was underlined that, currently there is no SBS for HR provided by the UGC. The review team suggests that since the Department has academics of excellence, it should take the leadership in formulating an SBS and submitting it to the UGC for wider acceptance.

Similarly, a comprehensive performance appraisal system for the academic staff is needed. In this regard, the HR Department can play a lead role to develop such a performance appraisal system.

The study programs of the Department provide a variety of learning strategies such as collaborative learning, creative and critical learning, self-directed learning etc. Proper use of multi-media and other technologies and use of the LMS among staff and students are commendable. Monitoring mechanisms for ensuring effectiveness and appropriateness of teaching need to be strengthened through peer review and faculty mentoring activities initiated by IQAC. The Business Communication Unit of the Faculty is carrying out a commendable role in enhancement of English Language skills such as error analysis of the examination papers at the end of the intensive course and addressing the weaker areas in their subsequent courses.

USJP Library services with ICT led tools is well planned. The DHRM resource center and ITRC are providing remote access to library resources. Collaboration between library staff and academics is commendable. In this regard the review team wishes to record its appreciation for the unique dedication of the library staff for functioning from 5a.m to 10 p.m.

A well computerized Examinations Unit of the Faculty and releasing results in given time is a notable. However, the results of continuous assessments should be made available to students as early as possible.

The alumni group and external stakeholders were observed to be very motivated and dynamic. Their contribution in finding placements for training and employment of the student is appreciable. They need to play a more active role in course design and implementation too. Regular tracer studies must be conducted to assess the progress of the students in employment and advanced studies.

The Faculty and Department have taken measures to give support services and guidance to meet the needs of the differentially abled students. It is necessary to evolve a policy in this regard, to holistically attend to the development of students with special needs.

The Student Counseling Unit is functioning well. However, it needs an activity plan for effective counseling.

Special attention must be given to ensure the proper functioning of the Gender Equality and Equity Centre and achieve its mandate.

The review team suggests re- thinking on the present fallback policy by analyzing the cases of such students and evolve alternatives.

The review team was happy to experience the social consciousness and the co-curricular achievements of the Department by witnessing the valuable publications and other endeavors of the HRM family. Identifying themselves as a family itself is the strength of the Department. The HRM Department with the present accomplishments and addressing the given suggestions should move towards excellence.

