



**Program Review Report**  
**Program Reviews - 2018**  
**B.Sc. Marketing Management (Honours) Degree**  
**Department of Marketing Management**  
**Faculty of Management Studies and Commerce**  
**University of Sri Jayewardenepura**  
**03<sup>rd</sup> to 06<sup>th</sup> December 2018**



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## **List of Abbreviations**

AB	: Assistant Bursar
AR	: Assistant Registrar
ARA	: Annual Research Awards
AVU	: Audio Visual Unit
CA	: Continues Assessments
CGU	: Carrier Guidance Unit
COC	: Codes of Conduct
CRDC	: Curriculum Review and Development Committee
CVCD	: Committee of Vice Chancellors and Directors
DMM	: Department of Marketing Management
EU	: Examination Unit
FB	: Faculty Board
FC	: Finance Committee
FMSC	: Faculty of Management Studies and Commerce
FQAC	: Faculty Quality Assurance Cell
GEE	: Gender Equity and Equality
GP	: Graduate Profile
GPA	: Grade Point Average
HEIs	: Higher Education Institutions
HOD	: Head of the Department
ILOs	: Intended Learning Outcomes
IQA	: Internal Quality Assurance
IQAU	: Internal Quality Assurance Unit
ITRC	: Information Technology Resource Center
LA	: Learning Activities
LMS	: Learning Management System
LOA	: Letter of Appointment
MMA	: Marketing Management Association
MOU	: Memorandum of Understanding
OBT	: Out Bound Training
OER	: Open Education Resources
OHB	: Orientation Hand Book
OTG	: Overseas Travel Grant
OBE	: Outcome Based Education
PLOs	: Program Learning Outcomes
QA	: Quality Assurance
QAC	: Quality Assurance Council
RC	: Research Committee
SAR	: Senior Assistant Registrar
SBS	: Subject Benchmark Statement
SDC	: Staff Development Centre
SDP	: Staff Development Program

SER	:	Self-Evaluation Report
SGBV	:	Sexual and Gender base Violence
SHB	:	Student Hand Book
SLIM	:	Sri Lanka Institute of Marketing
SLQF	:	Sri Lanka Quality Frame work
SMM	:	Subject Meeting Minutes
SNRU	:	Special Needs Resource Unit
SOP	:	Standard Operation process
SP	:	Study program
SRC	:	Student Resource Center
SSC	:	Student Support Center
SW	:	Student Welfare
SWOT	:	Strengths Weaknesses Opportunities and Threats
TLA	:	Teaching, Learning and Assessment
UGC	:	University Grants Commission
USJP	:	University of Sri Jayewardenepura
VC	:	Vice Chancellor

## **Section 1: Brief Introduction to the Programme**

### **1.1 University of Sri Jayewardenepura (USJP)**

The University of Sri Jayawardhanapura is one of the national universities. It's origin was Vidyodaya Pirivena at Maligakanda which was established in 1883. It received university status in 1959 and named Vidyodaya University of Ceylon and was shifted to its present location at Gangodawila, Nugegoda. In 1978, the university was renamed as University of Sri Jayawardhenepura. At present, the university consists of seven faculties, namely the Faculties of Management Studies & Commerce, Humanities & Social Sciences, Applied Sciences, Medical Science, Graduate Studies, Engineering, and Technology.

### **1.2 Faculty of Management Studies & Commerce (FMSC)**

FMSC has twelve academic departments offering twelve bachelor's degree programmes.

### **1.3 Department of Marketing Management**

Department of Marketing Management was established as an unit under the Department of Business Administration in 1994. Later in 1996, it was upgraded to a separate department which currently offers the B.Sc. Marketing Management (Honours) degree.

The main objective of this degree programme is to provide undergraduates with knowledge, talents, skills and attitudes to be Professional Marketers who are recognized both locally & globally.

#### **Brief introduction to the programme**

**Table 1.1:** Structure of the Programme

Year		No .of .Credits	No .of .Subjects
I	Common Programme	11	31
II	Specialized Programme	11	32
III	Specialized Programme	12	32
IV	Specialized Programme	04	12
	Research	06	
	Internship	05	

This degree programme receives the support from other departments of the FMSC and other faculties to offer course modules of their expertise.

## **Graduate Profile**

The Graduate Profile has been developed with six attributes including personal capabilities, discipline-specific, competencies, professional skills, ethical and social values in order to produce indicative, dynamic, self-discipline, self-motivated & resilient individuals.

## **Number of Students Enrolled to the Department:**

From those who enrolled to FMSC, on average, 100 students are selected for the degree programme in their second year based on their preferences and the Z-Scores of GCE (A/L) examination.

The degree programme has been developed with six Knowledge based outcomes, six Skill based outcomes and four Attitude based outcomes. PLOs targeting on Mind setting were not found.

## **Academic, Academic Support & Non-Academic Staff**

Out of the thirteen academic staff members present, seven are holding PhD qualifications with one Senior Professor, one Professor, six Senior Lectures, three Lectures and two probationary Lectures. Two non-academic staff members are also serving the department.

## **Facilities Available for Students to Facilitate Their Learning Process**

Following facilities are available for students.

- Lecture halls with multimedia & internet facilities.
- Library facilities (opening from 5.00am to 10.00pm)
- Business Communication Unit
- Learning Management Systems (LMS)
- Internet & Wi-Fi Facilities
- Information Technology Resource Center
- Free License Software
- E-resources

## Student support services

- Student resource center
- Medical center
- Student counseling
- Student mentoring
- Cultural center
- Hostel facilities
- Physical education unit
- Career Guide unit
- Student welfare unit

A general convocation is held annually, and in 2018, in addition to the normal batch (100 undergraduates) of B.Sc. Marketing Management (Honours) degree, 28 graduates successfully completed the Post Graduate Diploma in Marketing Management.

No information was available regarding previous programme/subject reviews in the SER. Therefore, the review team can't comment on whether remedial measures have been implemented to rectify deficiencies identified at such programme reviews and what actions the department has made towards implementation of the recommendations.

## Section 2: Review Team's Observations on the Self-Evaluation Report (SER)

The SER of Department of Marketing Management (DMM) of the Faculty of Management Studies and Commerce (FMSC), University of Sri Jayewardenepura (USJP) contains 109 pages compiled under four sections with several appendixes. The report has been prepared in accordance with the format given in the manual for review of undergraduate degree programmes of Sri Lankan universities & higher education institutions published by University Grant Commission in December 2015.

- ❖ In the process of preparing the SER, the writing panel was recommended by the Head of Department (HOD) and was approved by the Faculty Board and the Senate. The Panel consisted of 10 academics of the department with a Senior Lecturer as its Coordinator.
- ❖ As an initial step, HOD and the Coordinator had participated in several rounds of meetings held at faculty level headed by a Quality Assurance (QA) Consultant, Chair of the IQAC and Dean of the Faculty to be familiar with SER manual, writing process and the criteria.
- ❖ Thereafter, regular meetings had been held at the department level and following steps had been implemented.
  - A draft write up session had been held at faculty level to identify the contents for each criterion.
  - Amendments had been made in individual write-ups according to faculty discussions.
  - A discussion had been held with the QA Consultant regarding the draft report.
  - The final report had been prepared by editing the draft report appropriately to organize the evidence.

In section 1, an introduction to the B.Sc. Marketing Management (Honours) degree programme has been presented under six sub sections together with an introduction to the University of Sri Jayewardenepura, Faculty of Management studies & Commerce and the Department of Marketing Management.

In sub section 1.1, a detailed graduate profile and intended learning outcomes (ILOs) of the degree programme have been broadly explained. In subsection 1.2, the department's contribution to the degree programme has been presented. Although the sub section 1.3 has been named as "Number of students enrolled and their choices of subject combination" only the number of students enrolled during 2010-2015 academic years has been presented under

the appendix 04 of the SER. In sub section 1.4, number and profile of academic, academic support and non-academic staff are presented (Appendix 05 of SER). In sub section 1.5, resources available for students to facilitate their learning process have been listed as lecture halls with multimedia and internet facilities, library facilities, business communication unit, Learning Management System (LMS), Internet & Wi-Fi facilities and Information Technology Resource Center (ITRC) etc. But a brief description of them have not been included. In sub section 1.6, student support services, namely student resource center, medical center, student counselling, student minority, culture center, hostel facilities, physical education unit, career guidance unit and student welfare unit have been listed. But as directed in the UGC manual, a SWOT analysis pertaining to the degree programme has not been included in the SER. Also the major changes initiated/implemented since the last review and how the changes have impacted on the quality of the programme have not been described in the SER.

In section 2, the procedure followed through proper channels to obtain the approval of the Senate for the appointment of the writing panel of the SER has been listed. Members of the writing panel is listed in Annex 6 of the SER.

In section 3, the adherence to 8 criteria and 156 standards, explained in the manual for Programme Review has been described with a list of documentary evidences. The listed documents, were compiled and stacked in a systematic way facilitating the review team for efficient observation and verification process.

As instructed in the manual for Program Review, the information is tabulated in four columns. The column 1 contains the standard number and column 2 describes the Department's adherence to each standard (Stand Programs claim of compliance) and level of achievement. Column 3 highlights the documentary evidence to support the claim and finally, column 4 indicates the code no. of evidence document.

Under criterion 1, programme management has been highlighted using 27 standards. In this section, how the Department has adhered to organize, manage and implement the academic programme has been discussed. Under criterion 2, the availability and effective use of human and physical resources in the academic programme is described under 12 standards. Under the criterion 03, programme design and development have been discussed with 24 standards. This section provides the design process of the degree programme. The Criterion 04 deals with the mapping of the degree programme with ILOs and its compatibility with SLQF. In the criterion 5, teaching and learning process is elaborated under 19 standards. In this section, transition of the department on student centered & outcome based education is described. Under criterion 6, learning environment, student support and progression have been discussed with 24 standards. The criterion 7 deals how the department practice multimode assessment of the programme with 17 standards. In the final criterion, the innovative and healthy practices have been discussed with 14 standards. An individual summary is given at the end of each criterion. .

In section 4 of the SER, the overall summary on degree programme, facilities available to staff and the collaboration of the department with national level institutions have been highlighted.

Six appendixes are attached to the SER, providing the information on degree programmes of the department, detailed curriculum, involvement of other departments in the degree programme, students' enrollment during past five year, academic profile of panel members served in writing the SER.

The review team is of the view that SER has been prepared according to the guidelines given in the manual for PR. However, for several standards of some criteria, the compiled evidences were not relevant. Specially, it seems that once the department has not fully adhered to a given standard, the documentary evidence was compiled in an arbitrary manner. i.e.8.14, 2.3

The assistance of young academics who were helping the Review Panel for tracing the documentary evidences in compilation is commendable.

### **Section 3: A Brief Description of the Review Process**

Higher education is a 'public good' and plays a crucial role in the economic and social development in Sri Lanka. As public institutions engaged in the delivery of this public good, the state universities in Sri Lanka have a responsibility to maintain and improve high standards and the quality of higher education.

The program review process introduced initially by the Committee of Vice Chancellors and Directors (CVCD) and the University Grants Commission (UGC) of Sri Lanka, has now been directed by the Quality Assurance Council (QAC) headed by the Director. In order to fulfill this requirement, it has been decided to evaluate the quality of education within a specific programme of study for undergraduates in a university.

The experiences gained during the first cycle (2004-2013) of institutional and subject reviews by the QAC of the UGC have contributed to guide the process in a more relevant manner within the present context of higher education in Sri Lanka. The evaluation procedure, specifically, focuses on the quality of the students' learning experience and achievement. The first cycle of Program Review (2017) was completed only with the evaluation of most of the Faculties of Humanities and Social Sciences within the UGC [Universities]. The second cycle of Program Review (2018) is being continued with the evaluation of all Management Faculties and some of the Faculties of Humanities and Social Sciences who did not submit their self-evaluation reports (SER) last year (2017). This report presents the findings of a review of the quality of education provided by the Department of Marketing Management (DMM), Faculty of Management Studies and Commerce (FMSC), University of Sri Jayewardenepura (USJP).

The review panel appointed by the UGC consists of

Dr. (Ms.) S.J.M.N.G. Samarakoon (Chairperson, Sabaragamuwa University of Sri Lanka),

Dr. H. A. W. S. Gunathilaka (Wayamba University of Sri Lanka) and

Prof. K. A. S. Dhammika (University of Kelaniya).

#### **Pre-site Visit Evaluation**

The SER prepared by DMM was handed over by QAC to the individual members of the team well before the site visit. Members of the panel went through the report and the individual assessment was reported to the QAC.

The team met at the Pre Site Visit meeting/workshop held on 31st July 2018 at the UGC auditorium and discussed the individual scores and it was found that the individual reviewers have awarded similar assessments.

The review process was based on the SER of DMM, which is a pre-requisite for programme review, submitted by the DMM for their degree programme of Bachelor of Science (Honours) in Marketing Management and supported by the information gathered during the four-day site visit made by the review team to the above department, FMSC, USJP.

In the process of the Programme Review, attention was focused on the following eight aspects as given in the Manual for Review of Undergraduate Degree Programmes of Sri Lankan Universities and Higher Education Institutions:

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

The evaluation of eight aspects was supplemented by the information gathered at different discussions (Annex No.3.1 - Schedule of the Site Visit Meetings 03<sup>rd</sup> – 06<sup>th</sup> December 2018 DMM, FMSC, USJP).

### **Site visit**

The team visited the DMM, FMSC, USJP, on Monday 03<sup>rd</sup> December 2018 at 8. 00 am and concluded the review at 4.00 pm on 06<sup>th</sup> December 2018. The Head and the Senior Members of the department warmly welcomed the review team to the department. Members of the review team met and discussed about the daily plan and the duties of each member from 9.00am to 10.00am. The first meeting was held at 10.00am in one of their Board Rooms and chaired by the Head of Department. An attractive presentation was done by the Head of Department. This presentation convinced the review team about the degree programme, available infrastructure and major constraints they face during the delivery of the academic program. Members of the department expressed their views about the procedure of writing the SER and discussed various issues related to Programme Review of DMM. The meeting was concluded allowing all of us to raise our queries.

## **Internal Quality Assurance Unit (IQAU) – USJP**

The Director/IQAU warmly welcomed the review team and facilitated with documentary evidences about the policies that have been formulated recently by the IQAU. Management Committee meetings of IQAU have been conducted regularly. The IQAU has prepared about 18 different policy documents for different scopes, revised IQAU Policy Manual for the USJP and operating guidance for the Faculty Quality Assurance Cell (FQAC) of faculties of USJP. The Director has been preparing and tabling monthly activity reports since early 2017. Finally review team is of the view that the Director, Deputy Director and other staff members offer an excellent service to the university. The Director, IQAU described the support provided by the IQAU to FQAC of the FMSC. IQAU has provided necessary training and guidance in preparing the SER and monitoring process.

## **Meeting with the Vice-Chancellor**

The team met the Vice Chancellor (VC) at the Senate Room located in the main administrative building in order to explain the purpose of the visit and to gain his views about the process. The VC highly emphasized the importance of the quality of the learning-teaching culture in higher educational institutes (HEIs) and has developed the self-motivation in inculcating a very high quality culture within the USJP. The VC highlighted how he has been involved in opening the main library from early morning (5.00am) to 10.00pm of the day. The VC also explained the current position regarding the support and assistance rendered by the administration division of the university of USJP to accommodate requests from the FMSC. He also explained the future developments of the USJP particularly in the FMSC.

## **Meeting with the Dean/ FMSC**

The Dean explained the details of the faculty by giving an attractive presentation about all. He is a committed administrator. The review team also clarified too many things during this meeting.

## **Meeting with the Head/DMM and the Members of the DMM**

This was the first meeting with Head and all other senior and junior academic members of DMM. At this meeting the Head of Department made a presentation which gave an overview of the department and the process involved in the QA by the department. The presentation was very attractive and the review team was given a chance to solve too many questions related to the SER. The review team discussed the QA aspects and the Teaching -Learning process with the staff.

The next meeting was only for the department permanent members excluding the Head of Department. It was evident that the academic members have been maintaining a good relationship with the Head and the Dean. Academic members' participation for all meetings (first meeting with academics and debriefing) with the review team was praiseworthy. There were no grievances of academic members.

### **Faculty Quality Assurance Cell (FQAC) of FMSC**

The review team discussed the quality assurance aspects and the teaching learning process with staff. Faculty Quality Assurance Cell (FQAC) in the faculty has been established with a Coordinator. The IQAU facilitates the FQAC of FMSC by means of providing necessary policy documents and directives for implementation of the quality culture in the faculty. The activities of Quality Assurance have been identified as a compulsory agenda item in the agenda of the Faculty Board meeting.

### **Meeting with the Faculty Administrative staff**

The discussion was held with the members of the administrative staff including SAR, SAB, AB and AR. The members of the administrative staff are undertaking capacity development programme in about every six-month period. The review team realized all the administrative staff members in the faculty maintain a good rapport with the existing students. The SAR/Exams explained about the student friendly FMSC examination system implemented in the faculty.

### **Meeting with the students**

The students had been selected by the department from the third and fourth year batches. At the beginning, the review team explained the students about the purpose of the reviewers' site visits to the DMM and the importance of QA system in Sri Lankan HEIs. Then the review team raised several questions related to different criteria of the PR manual. The students appreciated the academic members' rapport with the students. The present students have established a single association for Marketing Management students called "Marketing Management Association". The students were happy about fair evaluation procedure and timely releasing of results. The students have rarely involved in sports activities.

The review team is of the view that the students of Marketing Management have not been properly exposed to Sri Lankan public markets/businesses such as to Colombo Stock Market, Markets of Tea, Rubber and Coconut and Ceylon Chamber of Commerce. Students highlighted that they have realized the importance of improving their Business Communication level. However, the present business communication level of students is not favorable to the global work. The students hardly engage in sports activities. In order to build stable Marketing

Managers, the department should encourage the students to engage in different sports activities. The evidences show that the students are mainly very active in Out Bound Training (OBT) programmes.

### **Staff Development Centre (SDC)**

The Director, SDC coordinates all staff development programmes. There were evidences of meetings and attendance sheets for workshops. However, there were no tailor made courses for the benefit of the university staff. The SDC has provided evidences for induction course for academic staff members and other courses for other staff members. However, the review team is of the view that the SDC should arrange tailor made courses for the needs of different stakeholders.

### **Business Communication Unit, FMSC**

The review team visited this unit. Qualified academic members were there however, the review team propose that all academic members of the unit should follow at least short courses on business communication english training. Faculty has initiated a special english intensive course for the identified weak students of the 1st year within three weeks. After entering to the faculty the students have to complete Business Communication Part I and II in the first year. The selected students to the DMM may follow the Certificate Course in Professional Communication (optional) during their second year and Academic/ Business writing during their first year. However, the review team also proposes to offer more compulsory Business communication english courses throughout the degree programme.

### **The Career Guidance Unit (CGU)**

The Director, CGU has organized various career development programmes especially for this faculty. However, there were evidences for limited activities under the CGU for students' development.

### **The Library**

The team visited the main library. The main library is there to offer service to FMSC and particularly to the DMM. The University Librarian is professionally administering the main library and other faculty libraries. The environment of the main library is conducive to all levels of stakeholders. The librarian is coordinating too many academic activity work with other academic members/ administrators of the university. The library committee meetings have been conducted regularly. The academic members are involved in ordering of books, journals, magazines and any other supplementary reading materials. Electronic data bases are provided to the staff and the students. There is a special reading hall for all students' usage with flexible working hours.

### **Information Technology Resource Centre (ITRC), FMSC**

The center is equipped with eight computer labs with 500 computers for the students of FMSC. Usage and functioning of the ICT Labs are excellent. The review team felt that the FMSC ICT Centre provides an excellent service to the students as a team. The number of computers of the center with internet connection can be increased further in order to cater to a large number of students in the faculty.

### **Special Needs Resource Unit (SNRU)**

There are no differently-abled students in the department at the moment. There is no any special needs resource unit. The evidences confirm that a special proposal with necessary designs has been forwarded to the UGC approval through the VC by the Dean of the Faculty in August 2018. This is a good move to expand Management Studies to every student of the society.

### **Sports Facilities of the University**

The sports facilities in the gymnasium along with the swimming pool provides sufficient opportunities for the students to develop their sports talents and team work as successful marketing managers.

### **Meeting with Alumni (Marketing Management Association)**

There were about forty members of Alumni. The members of the Alumni were very enthusiastic in responding our queries. While appreciating the graduates of this department, proposed to improve soft and hard skills of graduates. The review team encouraged the Association to do more interactive programmes with the department.

## **Section 4: Institution's Approach to Quality and Standards**

Quality Assurance (QA) is the means (i.e. policies, attitude, actions, procedures etc.) by which an institution can guarantee with confidence and certainty, that the standard and quality of its educational provisions are being maintained and enhanced. QA needs to be a continuous process. Everyone works in an institution must take responsibility for developing it in their day-to-day routine activities. This can be achieved only through internal quality assurance (IQA). Hence IQA is considered as the corner stone of QA in higher education. Internal quality assurance units were established in all public universities in 2005 and a broad framework has been prepared (Internal Quality Assurance Manual for Sri Lankan Universities, 2013).

### **Internal Quality Assurance System and the Process**

The internal quality assurance unit (IQAU) of USJP has been established in 2012 in order to maintain quality in the university. The IQAU was reestablished in the USJP under the direction of the Quality Assurance Council (QAC) of the University Grant Commission (UGC) in October 2016. Senior Prof. Samanthi Senaratne has continued her service as the first Director of the IQAU of USJP. The Deputy Director is also serving in the IQAU team. The Director of IQAU has organized the IQAU regular Management Committee meetings at USJP. The Management Committee is chaired by the Vice-Chancellor of the university, and is organized as per the guidelines issued by the UGC in this regard. The Assistant Registrar serves as the Secretary to the Committee.

### **Strategic Plan 2017 -2021**

The Goal # 1 is merely allocated for learning and education. One of the main strategies (1.7.1 page No.60) is allocated to upgrade the quality and relevance of the programmes through Internal Quality Assurance Framework (IQAF) and international accreditation.

### **Recent Activities**

The IQAU has prepared about 18 different policy documents that are needed for different academic scopes, revised the IQAU Policy Manual for the USJP and Operating Guidance for FQAC of faculties of study. In order to improve the level of quality of different faculties, all the Faculty Quality Assurance Cells (FQACs) should take the responsibility to implement the above policies. The Director has been preparing and tabling Monthly Activity Reports since early 2017. Finally, the review team was of the view that the Director and the Deputy Director with the other staff members offer an excellent service to improve the quality of learning-teaching environment in the university. The Director, IQAU described the support provided

by the IQAU to IQAC of the FMSC. IQAU has provided necessary training and guidance in preparing self-evaluation report (SER) and monitoring process.

### **Faculty Quality Assurance Cell (FQAC) of FMSC**

The review team discussed the quality assurance aspects and the teaching-learning process with staff. FQAC in the faculty has been established with a Coordinator. The IQAU facilitates the FQAC of FMSC by means of providing necessary policy documents and directives for implementation of the internal culture in the faculty. The activities of QA have been identified as a compulsory item in the agenda of the Faculty Board meeting. However, the review team was not satisfied with the level of FQAC of FMSC. The Quality level of the FMSC definitely could be improved with the help of FQAC.

Though the authority was given to a senior academic of the faculty, unfortunately, both the faculty as well as the department have not got benefited by the activities of FQAC. The present Coordinator of the FQAC has to develop appropriate common formats for students' feedback as well as for peer evaluations with the help of the senior members of the faculty. The procedure for implementation of these evaluation formats should also be discussed at the Faculty Board meetings at length. After getting the approval from the Faculty Board, the proposed FQAC can take necessary actions to implement it. The review team believes that the need for establishing a FQAC of the faculty would be easy if these QA activities in the faculty are implemented. The faculty has aligned some of the requirements of the Sri Lanka Qualification Framework (SLQF) and Subject Benchmark Statements (SBS).

### **Response to Previous External Quality Reviews**

The department for the first time faced the subject review in 2009. The department has taken necessary steps to incorporate most of the recommendations that were highlighted by the subject reviewers. The USJP completed two successful Institutional Reviews one in 2011 the other one in 2017.

The review team went through the comprehensive appeals and responses formulated by both the parties at the Institutional Review process.

When it comes to the quality of teaching, the students were given study guides or course outlines of the course units offered during the semester at the beginning of the semester. There has been a procedure to announce the students about the proposed course outlines/curricula. The academic members of the faculty were trained on how to write course descriptions, modules or units using constructive alignment.

When it comes to quality of the Students' Handbook, it includes common university information, available scholarships, rules and regulations, student charter, By-laws for their examinations and introduction to all academic members and the departments etc. The review team was of the view that the faculty specialized handbook can be introduced by the faculty administration.

In getting stakeholder feedback, a common existing feedback form for students had been developed. It is currently being used by most of the academic members of the department. The peer review process is also introduced in the department.

The faculty should take necessary corrective actions to strengthen the evaluation procedure. The Review Team also found that the syllabi of the Department were aligned with the Sri Lanka Qualification Framework (SLQF). The Department has compiled their syllabi incorporating the details such as notional hours, new assessment methods, aligned learning outcomes, prerequisites and the attributes of graduates. Hence, it is advisable to conduct more workshops utilizing allocated QA funds for the USJP for all junior/senior academic staff members on how to write course descriptions, modules or units using constructive alignment (according to SLQF) in the USJP. It was also noted that the FMSC had hardly used allocated funds of the UGC neither for the improvement of the FQAC nor for enriching personnel of the faculty on QA capacity building.

The revised document of the IQAU Policy Manual for the USJP and Operating Guidance for IQAC of faculties of study should be incorporated in the process of implementing quality assurance activities in the faculty. FQAC of FMSC can be converted as the focal point for quality assurance activities of the faculty. The committee members of the FQAC has the authority to discuss the quality assurance issues at the faculty level and to forward a report monthly to the Faculty Board for implementation of the discussed suggestions at the FQAC.

As discussed hitherto, the Review Team confirms that the FQAC of FMSC is in accordance to the Internal Quality Assurance Manual for Sri Lankan Universities, 2013 and the IQA circular of 2015. The Review Team is of the view that the FMSC has to take steady steps to establish QA as a continuous process with best practices that would move towards ensuring quality culture of all the degree programmes of the faculty.

## Section 5: Judgement on the Eight Criteria of Program Review

### 5.1 Criterion 1: Programme Management

#### Strengths:

- University, faculty & department level action plans are available.
- Maintain minutes of regular committee meetings.
- Programme of the action plan is discussed at Faculty Board meetings.
- Faculty Board minutes are available at the department.
- Academic time tables, records of entry and graduations details (dates of batches of students) over past 5 years are available.
- A handbook is available to all incoming students providing brief description of degree programmes, learning resources and support services and By-laws.
- Web site is updated and it provides links to convey necessary information.
- 3 week pre orientation and one week orientation programme are conducted to transit students from school to university.
- Database of students is securely maintained. Examination results are accessible through e-versions only to authorized personnel.
- Use ICT applications in all academic key functions effectively.
- Copy of code of conduct is communicated to all students and monitored throughout.
- Duties of all staff members are communicated through a duty list.
- Performance appraisal system is functioning to some extent.
- The role of CRDC is satisfactory to some extent. Curriculum mapping is satisfactory.
- Monitoring the quality of education is satisfactory up to the collection of students' feedback and graduate employability survey.
- Collaboration partnerships with national & foreign level for academic & research operations.
- An effective academic/mentoring, counselling system is available.
- Access to health care services and cultural/ aesthetic activities are commendable.
- Documentary evidences of existence and adoption of By-laws for examinations are available.
- A Gender Equity and Equality Center (GEEC) and SCBV have been established.
- Committed to zero tolerance of ragging.

### **Weaknesses:**

- List of new initiatives promoted through the action plans was not found.
- Copy of audit reports and explanations were not maintained at department level.
- Though the calendar dates for Faculty Board (FB) meetings were fixed in advance, the number of excuses and absenteeism cannot be accepted. (Over 30%)
- Documentary evidence for students' participation in FB meetings was not available.
- Collection of views of stakeholders in curriculum revision by CRDC is not enough and their views in trace studies were not highlighted in such revision.
- Records of mentoring and academic advisory services are limited.
- Duration of orientation programme (one week) is not enough for transition from school to university environment for an academic programme of four years.
- Though duty lists of staff members have been distributed, the assessment of duty through systematic document of work norms has not been implemented.
- Though university IQAU is extending a commendable service, IQAC of the faculty is stagnated with poor liaison with IQAU.
- Curriculum mapping with SLQF should be updated with the latest version.
- The mechanisms should be developed to transfer the student feedback on degree programme to relevant resource personals.

## **5.2 Criterion 2: Human and Physical Resources**

### **Strengths:**

- A competent academic staff is available and 50% of them are PhD holders with remarkable research profiles.
- Cadres have been filled according to UGC norms.
- An induction training for new recruits at faculty level is available.
- Capacity Development Programmes are available for staff.
- Infrastructure facilities are available adequately for teaching & learning.(lecture room and laboratories)
- Well-developed internship programme is available.
- Providing well-resourced library facilities with updated electronic forms for extended hours is commendable.
- Adequate opportunities and facilities available for students to acquire ICT skills.
- Faculty maintains a separate ELTU (Business communication unit (BCU)).

- Separate English course for needy students.
- Multi-cultural activities are conducting for promoting social harmony.

### **Weaknesses:**

- Staff development center has not extended tailor made programmes at national level.
- Rewards on training in Outcome Based Education-Student Centred Learning (OBE-SCL) for staff are limited.
- The functions of CGU on development of soft skills should be extended.

## **5.3 Criterion 3: Programme Design and Development**

### **The Scope:**

Programme of study is defined as a stand-alone approved curriculum followed by a student, which contributes to a qualification of a degree awarding body. Where a programme is made up of more than one self-contained, formally structured units, those are referred to as courses/modules.

Academic Programmes of study should reflect university's mission, goals and objectives. They are offered according to needs analysis based on an audit of existing courses and programmes, market research, liaison with industry, national and regional priorities and according to approved procedures. Subject Benchmark Statements (SBS) and requirements of professional bodies act as valuable guide/external reference points when formulating a structure and content of a new degree programme. Curriculum is outcome driven and equips students with knowledge, skills and attitudes to succeed in the world of work and for lifelong learning.

All programmes outcomes should be clearly aligned with course outcomes, content, teaching, learning and assessment strategies (constructive alignment). Programmes should seek to engage students in a variety of learning activities that would encourage diversity, flexibility, accessibility and autonomy of learning, and produce compatibility between curriculum, student-centred teaching methods, and assessment procedures. Essentially the final curriculum is an interaction between learning outcomes, methods of assessment, teaching methods and content.

Good Practice is to consider not only the curriculum areas of study but also the intellectual, practical, and transferable skills that should be developed and assessed at each level using the level descriptors in the SLQF to establish a standard for each level of study.

The Department of Marketing Management offers the BSc. Marketing Management (Honours) degree programme with an objective of providing undergraduates with knowledge, talents, and skills and attitudes to be professional marketers who are recognised both locally and globally. The Marketing Management degree programme is developed based on a clear graduate profile with comprehensive knowledge, skills and attitude-based learning outcomes. The degree programme has four years study periods as year I, II, III and IV of which the first year is a common program. The Marketing Management degree programme contains more subject specific courses in the other three years and the total credit value of the degree programme is 118.

The BSc. Marketing Management (Honours) degree programme was assessed with 24 standards under this criterion. It was found that the degree programme meets most of the standards to a good level and few standards to an adequate level. The overall criteria wise score for these criteria is 127 out of 150 which is an indication of good level of achievement of this criterion.

### **Strengths:**

- Programme has been developed well in a collaborative manner with the participation of industry experts, alumni, and other stakeholders and discussed and assessed at relevant bodies.
- The degree programme is well designed based on the Subject Benchmarks, a well-defined graduate profile and it has clear program ILOs.
- The degree programme maintains appropriate Teaching Learning and assessment plan in line with the program ILOs.
- The ILOs of the program are well matched with the Graduate Profile of the program
- In delivering the degree programme, Outcome Based Education methods are largely used in teaching and assessment.
- The degree programme contains some interdisciplinary and particularly one multi-disciplinary course in the curriculum.
- Ethic for the professional marketers has been incorporated as one course of the degree programme
- The issues of Gender, Culture. Social and Ethical values have been a part of the degree programmes which are largely addressed with inter and extra-curricular activities.
- The programme has compulsory Internship and Research Component with 5 and 6 credit value respectively.
- Higher level of self-directed learning, collaborative learning, and creative and critical thinking has been incorporated in both teaching and assessment
- Programme is periodically monitored particularly with industry expert meetings.

### **Weaknesses:**

- Lack of clear policy framework for assessing and reviewing of the degree programme. It is needed to formulate a policy for periodical review of the programme with the involvement of major stakeholders.
- The department has not done so far, an employer survey with regards to the meeting of their requirements by the employed graduates.
- Programme design partly comply with the Sri Lanka Qualification Framework (SLQF). It should be revised in line with the new version of SLQF.
- Limited usage of OBE and SCL methods designing of the curriculum. Particular attention should be given to incorporate more OBE and SCL in curriculum.
- The degree programmes offered by the department have not been monitored regularly by FQAC.
- Fall-back options are not offered. However, it is noted that the faculty has taken a policy decision not to entertain the fall-back option. Instead, they will direct those dropped students for the external degree program of the faculty with exemptions of the modules they completed.
- The number of students selected for the degree programme is largely based on student's demand. It is not based on a Need Survey.
- Lack of electives or optional courses has made the program less flexible.

## **5.5 Criterion 4: Course Design and Development**

### **The scope**

Courses are components of a programme of study offered in consistence with the programme objectives to culminate in student attainment of ILOs of the respective courses. Courses are designed according to approved policies and procedures of the Senate. The course curriculum is an interaction between aims and objectives, learning outcomes, content, teaching methods, and methods of assessment. The course design also takes into account the needs of differently abled students, wherever applicable. The courses have clear course specifications that are accessible to students. The course credits conform to the guidelines prescribed in the SLQF. The faculty strives to improve courses to enhance learning outcomes and achievements of students through regular monitoring and review processes.

The BSc. Marketing Management (Honours) degree programme is comprised of courses related to the common program of the faculty during the first year and subject specific courses during the other three years. Most of the course units are three credit courses, Research and

Internship carry 6 and 5 credit values respectively. The subject covers a broader spectrum of management such as Business Management, HRM, Fanatical Management, Mathematic, IT etc. Further, the degree programme contains some interdisciplinary and multi-disciplinary subjects.

The degree programme is evaluated with 19 standards under this criterion. Most of the standards are followed in the degree programme to a good level except few standards. The overall score under this criterion is 126 out of 150. This is an indication of practice of this criterion to a good level.

### **Strengths**

- The courses have been developed by a subject team with collaboration with external subject experts.
- PLOs and CLOs are mapped well with a mapping document for each course units of the programme.
- The courses have been designed in compliance with the SLQFs to a larger extent.
- The faculty approved format for course development has been used for the degree programme
- Learning activities and assessment schemes are in largely congruence in most of the courses.
- Most of the courses of the program contains students centred learning activities.
- The course contents have adequate breadth, depth and rigor so that students can complete them within the semester time.
- Using of IT and other technology are satisfactory in course delivering and assessing.
- Each course is evaluated in term of content, assessment and achieving of ILOs at the end of the delivery.

### **Weaknesses:**

- The course module design is not aligned with the new version of SLQF.
- Criteria are not set and developed for course approval. Though, the department follows the procedure for the approval, the criteria to be considered for approval are not documented.
- Course assessment criteria are not specified and it happened in disorganized manner
- LMS is not used for all courses in the delivery.
- Peer reviews are not sufficient. It should be a part of the regular evaluation process of the teaching learning assessment for the delivery of all course.

- The Involvement of IQAC of the faculty in course design and development is minimal.

## 5.5 Criterion 5: Teaching and Learning

### Scope

Teaching and learning are inherently intertwined, and this necessitates a holistic approach. Goal of quality teaching-learning is to improve the quality of learning experience of students that would enable them to achieve the intended learning outcomes. The teaching and learning process should be student-centred in keeping with outcome-based education (OBE). Choice of different teaching methods may even be of greater significance to what students learn than the content that is being taught. Faculty should match students' needs with multiple learning opportunities using teaching techniques to engage students actively in the learning process. This would ensure that students are successfully equipped with the knowledge, skills, attitudes and values required after they exit. Teaching learning strategies, assessments and learning outcomes are closely aligned so that they reinforce one another. Quality teaching is informed by feedback loops that provide measures of success and proactive measures to overcome difficulties that are identified.

The BSc Marketing Management (Honours) degree programme uses variety of teaching and learning activities to achieve both program and course ILOs based on the mission of the FMSC. Teaching and Learning practices used has created a conducive learning environment at the department and it has improved the quality and relevance of the degree programme. Further, it is evident that the degree programme contains student-centred and outcome-based education methods to the greater extent.

### Strengths

- Teaching-Learning strategies and ILOs are well aligned each other in most of courses of the program.
- Course specification and timetable are provided before commencement of the lectures of the course unit.
- The degree programme uses mixture of diverse delivery methods apparently based on Blended Teaching-Learning Methods.
- Level of integrations of self-directed learning and collaborative learning is highly satisfactory
- The degree programme encourages student-teacher publications based on the student research

- Use of innovative pedagogy and appropriate technology such as LMS in teaching-learning process.
- Well managed students feedback surveys are conducted and students' feedback is taken for further development.

### **Weaknesses:**

- No scheme for appraising and awarding for excellence teaching. It is worth having recognition and appraising scheme for effective teaching at the program delivery.
- The involvement of IQAC for assessing and advising for improving the Teaching and Learning is minimal.
- Student evaluations and peer review reports were not obtained regularly though it has done some time for some subjects.
- No procedure for considering external examiners' feedback for further enhancement of the teaching-learning process.

## **5.6 Criterion 6: Learning Environment, Student Support and Progression**

### **Strengths**

- The academic members of the department maintain a very good interaction with the students in giving necessary guidance in their academic activities.
- Distribution of comprehensive student handbook that contains all the required information for a new student of this university can be witnessed. This handbook is circulated among the academic members at the beginning of the orientation programme annually.
- Recently, the faculty has initiated a special English intensive course for three weeks for the selected 1st year students who have not passed the General English paper at the A/L examination. The administrators of the faculty collected the details of these students contacting the administrators of the UGC and requested them to come early to the faculty to follow this special English intensive course.
- Availability of gender equity and equality (GEE) related Policy and Gender Centre.
- The orientation programme has been planned for a period of six-days. This programme has been developed by the academic members of the faculty with the senior students of the faculty.
- As stakeholders, Alumni Association involvement is commendable in the process of development of the events of the department.
- LMS was incorporated at the delivery of the degree programme.

- Allocated duration for consultation is displayed on the doors of all lecturers in the department.
- The CGU organizes various career development programmes, especially, for this faculty.
- Forwarded a special proposal to the UGC for the benefit of the differently-abled students in the faculty in August 2018. This is a good move to expand Management Studies to every student of the society.

### **Weaknesses:**

- Lack of implementation of the mechanism for gender equity and equality related policies in the faculty.
- Hardly available any gender equity and equality related ongoing programme for the students in the faculty.
- Though the faculty has recently introduced an intensive English programme for some students, the need is there to improve communication level of all the other students of the department/faculty.
- Non-availability of the second orientation programme at the entrance of the degree programme/department at the beginning of the second year. Though there was an active Alumni Association, the department was unable to incorporate its maximum capacity towards the development of the undergraduates' skills.
- Non-availability of any other Business Communication English/Business Report Writing during the rest of the degree programme.
- Faculty administrators have to think seriously about the allocation of different class rooms for effectively usage of teaching methods for both large and small group teaching. Otherwise most of the students of the department would not be benefited from the learning-teaching process.
- LMS was incorporated into the degree programme in a limited manner.

## **5.7 Criterion 7: Student Assessment and Awards**

### **Strengths:**

- Students are assessed using the examination By-laws regulations and rules stated in the student handbook.
- Availability of different types of latest evaluation methods for students' continuous assessments.
- The department assessment strategies are aligned with ILOs.

- The department releases the results without delay
- Incorporating the views of internal and external academic staff members for moderation and second marking of the question papers of the department.
- The faculty ensures that the degree awarded under this degree programme complies with SLQF and SBS and various other professional examination standards.
- A complete transcript indicating all the courses followed, grades obtained and the aggregate GPA and the class obtained is given for all the students at the graduation.
- Availability of many types of excellence awards for students of different course units / programmes sponsored by different stakeholders.
- Faculty has initiated a student friendly excellent exam related document obtaining system which would save the time of both faculty administrators and the students.

### **Weaknesses:**

- Non--identification of different types of methods for students' assessments for both large and small groups.
- Rubrics for assessment of practical components should be formalized.
- Absence of an effective teaching excellence award for existing teachers of the faculty.
- The constructive system was not there to analyse the results after each semester examination, and this feedback should be conveyed to the relevant examiners in the faculty to improve the assessment process of the faculty.
- Yet the awarding system is limited for a few set of students, since the department takes the best students on the merit base for this degree programme. Therefore, the department can be influenced to select more students as awardees, who will be absorbed by the corporate sector later.

## **5.8 Criterion 8: Innovative and Healthy Practices**

### **Strengths:**

- Establishment of LMS to facilitate multi-mode delivery and learning for certain courses.
- Availability of Wi-Fi facilities.
- Encourage staff and students to use Open Educational Resources (OER) to supplement teaching and learning.

i.e, On- line journals, open access resources, department mini research library, free licensed software.

- Research contributions of academics are recognized by Annual Research Awards.
- Faculty encourages to establish centers for industry collaborations i.e, MOUs.
- In compliance with SLQF, credit values related to research were increased up to 12 credits in new curriculum.
- Degree programme contains a compulsory internship program of six months.
- Taken initiatives on building relationships with national/ international relationships.
- Initiatives of credit – transfer policy allowing students to transfer credits to another faculty/ institute i.e, links with Monash University.
- Engagement in a wide variety of cultural and aesthetic activities is commendable.

### **Weaknesses:**

- Annual research symposium of the department or faculty is not available enabling all students to forward their research findings on an open forum.
- Publications are mostly limited to academics.
- Limited sources of income generating activities though Marketing Management is a diversified field with higher potential on income generating activities.
- During the academic period, prior to internship, student's exposure to national marketing venues are very limited.
- Very few chances on credit –transfer policy with other faculties / institutes.
- Students' use of available sport facilities of the university is very poor.
- Implementation and use of external examiners for second marking is not systematic. Not physical verified samples/ evident available.
- No any mechanism for students to exit at a lower level with a diploma or certificate who don't complete the program.

## Section 6: Grading of Overall Performance of the Programme

The BSc. Marketing Management (Honours) degree program of the Department of Marketing Management of the University of Sri Jayewardenepura was assessed on the eight criteria namely, Programme Management; Human and Physical Resources; Programme Design and Development; Course Design and Development; Teaching and Learning; Learning Environment, Student Support and Progression; Student Assessment and Award, and Innovative and Healthy Practices based on the documents provided and site visit evidence. The following table contains the marks obtained by the degree programme agreed upon overall evaluation.

Overall performance of the degree program was evaluated step-wise individual evaluation adjusted with site visit observations. The evaluation is based on eight criteria and relevant 156 standards (Table 6.1). The grading of each criterion was based on score of 0 – Inadequate, 1- Barely adequate, 2- Adequate and 3 – Good. Total score for each criterion was weighted against the weight recommended in the manual. This program meets weighted minimum score requirement for all most all the criteria. The percentage of overall performance is 90.3 and according to the manual guidelines the program has **High level of accomplishment of quality expected of a programme of study; should move towards excellence**. Accordingly, the program's final grading is **Very Good with A grade ( $\geq 80$ )**.

Accordingly, the quality of the degree programme BSc Marketing Management (Honours) degree of FMSC of USJP is given **Grade 'A'** with the performance descriptor of **'Very Good'**.

**Table 6.1: Criteria and Standard Based Performance**

No	Criteria	Number of Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	27	75	139
02	Human and Physical Resources	12	50	92
03	Programme Design and Development	24	75	127
04	Course / Module Design and Development	19	75	126
05	Teaching and Learning	19	75	134
06	Learning Environment, Student Support and Progression	24	50	94
07	Student Assessment and Awards	17	75	144
08	Innovative and Healthy Practices	14	25	46
	Total on a thousand scale	156	500	903
	%			90.3
	Grade		A	
	Performance descriptor		Very Good	
	Interpretation of descriptor	High level of accomplishment of quality expected of a programme of study; should move towards excellence		

\* Represents 50% of the maximum achievable standardized criterion-wise score.

## **Section 7: Commendations and Recommendations**

### **7.1 Commendations**

- FMSC is with well-developed and established infrastructure facilities shared by 12 departments and seven units and centres witnessed the maximum utilization of physical and human resources.
- The FMSC prepares the academic calendar to which all departments adhere and provide all the information about pre-orientation programme, orientation programme, session details, semester examinations, study leave, vacation etc.
- The Faculty provides students with a comprehensive student handbook which contains all the information required for students to make decisions and the handbook guides the students in their learning process.
- Existence of ITRC (Information and Technology Resource Centre) with more than 700 computers in 9 laboratories and sufficient technical and academic support staff.
- The USJP has well-established IQAU and operating according to the principles of QA in higher education. The IQAU has already developed some policies, manuals and procedures covering all aspects of the academic and administrative activities for enhancing the quality aspects.
- The faculty maintains a particular fund for meeting the requirements of the financially needed students which has reduced the dropout rate to a minimum level both at faculty and department level.
- FMSC has established a separate Business Communication Unit for catering the requirements of all students of the faculty. Having 12 degree programmes at the faculty, it requires tailor-made English programme for each degree programme. This has benefited the students for proving their English language skills including the BSc Marketing Management (Honours) degree programme. The service rendered to the faculty by Business Communication Unit having language laboratories and activity rooms is commendable.
- The examination unit of the faculty has well developed ICT facilities and it is headed by a separate Senior Assistant Registrar. This has made the faculty able to maintain up-to-date information on examinations and results. Department is getting the examination related information quickly for some decision making. Further, this unit has arranged ICT based facility for students to get their results sheets so effectively.
- Faculty having strategic management plan as a separate document including action plan and implementing it is commendable.

- Department of Marketing is maintaining a good relationship with the professional institutions in their field. This has ensured the availability of internship placement to the students and the graduate employability to a higher extent.
- The department has highly committed and enthusiastic set of staff so that it has been able to meet the challenges they face and make the changes promptly.
- The BSc Marketing Management (Honours) degree program is based on a well-developed graduate profile which has been developed through a participatory process with stakeholders.
- The department has a comprehensive teaching, and assessment plan based on the ILOs of the programme and course level.
- The degree programme has ensured the integration of self-directed learning and collaborative learning to a higher level in their teaching and learning process.
- The department uses a mixed delivery and assessments methods for teaching and assessment of the courses of the programme.
- The department conducts annual research conference where they encourage students to publish students' research findings as student-teacher publication.
- The department uses LMS to a significant level for their teaching and interacting with the students.
- The department has active alumni with their active involvement in the activities of the department.
- The department maintains a good recognizing and awarding scheme for the student's achievements both at the programme and course level.
- The internship course of the degree programme is well managed and regulated with the involvement of internal and external supervisors.

## 7.2 Recommendations

- It is recommended to develop a policy and manual for academic work norms so that the commitment and the engagement of the academic staff can be assessed. These information should be used for decision making on work load management.
- IQAC must ensure its active participation for the implementation of best practices to improve the quality of the degree programmes to cater the graduates with relevant discipline to the national and global job market.
- It is needed to introduce more optional/ elective courses in the curriculum so that students will have more choices for their studies.
- Find appropriate measures to abide with OBE-SCL with considerably large number of students.

- Comprehensive employer survey should be done periodically (once in two years) so that more information can be collected on employed graduates. The insights gained can be used for further improvement of the program.
- The degree programme should be kept in congruence with the latest version of SLQF in the next syllabus revision.
- Develop a comprehensive assessment plan for the program taking the program outcomes in to consideration. It is recommended to formulate an assessment policy for the degree programme as well.
- It is recommended to formulate criteria for program and course approval at the faculty level and at the Senate of the university, and they should be documented.
- Peer review process should be done more systematically and keep records on feedback sessions.
- Develop a Student Charter for the faculty/ department so that students will be aware of their duties, responsibilities and rights in teaching learning process.
- An award scheme approved by the Senate should be introduced for assessing and rewarding teaching.
- A GEE policy should be formulated in relation to teaching and learning at the faculty level and get it approved by the Senate.
- External examiners report for each course units should be taken at the end of each examination and used for further improvements if necessary.
- Fall back options should be considered for the benefit of the students who dropped the course due to some reasons.

## Section 8: Summary

The Bachelor of Science (Honours) in Marketing Management of the Department of Marketing Management, University of Sri Jayewardenepura is one of the popular degree programmes among the students of FCMS. This degree programme is structured with one-year common program and three years of study at the departmental level. The department presented the SER to the Quality Assurance Council (QAC) of the UGC in 2018 with the aim of getting it reviewed in terms of the quality of the program. A review team was appointed by the QAC of the UGC and it reviewed the degree programme between 3<sup>rd</sup> - 6<sup>th</sup> December 2018.

The review team first reviewed the SER submitted by the department and it was noted that it has been prepared in a participatory manner and is comprehensive enough in describing the teaching-learning practices in line with each criterion. The review team examined the documentary evidences of the degree programme pertained to each standards of the criteria. The review team reviewed the practices of the department with each standard coming under each criterion, namely Program Management, Human and Physical Resources, Programme Design and Development, Course Design and Development, Teaching and Learning, Learning Environment Student Support and Progression, Student Assessment and Award, and Innovative and Healthy Practices. It was noted that the degree programme meets most of the standards of the above criteria satisfactorily indicating a higher level of adherence and internalizing quality practices integrated to the program. Though the team identified major strengths of the degree programme under each criterion, some weaknesses were also noted and highlighted by the review team. Review team assigned marks according to each standard and it received actual criteria-wise score of 90.3 indicating a higher level of accomplishment of quality expected of a program of study.

The team also visited the facilities available both at the department and faculty level in order to verify some of the claims made in SER. The team visited ICT center, Business Communication Unit, SDU, FQAU, CDU, the Library, Sport center etc. It was found that facilities provided for students are highly satisfactory in terms of quality and quantity.

Further, the team met and had discussions with the academic staff of the department, administrative and non-academic staff, technical staff, the Dean, the Vice Chancellor, students and Alumni of the department. It was noted that all these parties are involving actively with certain aspects of as stakeholders.

Based on the review process, commendations were noted for appreciating the best practices of the department and recommendations were made as suggestions for improving the quality of the program further.



## Annex No.3.1

### Agenda for the Programme Review

Department of Marketing Management, Faculty of Management Studies and Commerce  
University of Sri Jayewardenepura

Dates: 03<sup>rd</sup> – 06<sup>th</sup> December 2018

03 <sup>rd</sup> December - Monday (1 <sup>st</sup> Day)			
Time	Event	Participants	Venue
08:30 – 09:00	Private Meeting of Reviewers		AVU
09:00 - 10:00	Presentation by the Department followed by a discussion (working tea)	The Dean of the FMSC, Head of Marketing Management Department, all relevant academic & administrative staff	EMV Board Room - FMSC
10:00-10:30	Director IQAU		Office of the Director of IQAU
10:30 -11:30	Discussion with academic staff	All academic members	EMV Board Room - FMSC
11:30 - 12:00	Meeting with the Vice-Chancellor	The Vice-Chancellor, the Dean of FMSC, Director of IQAU, Chair of IQAC of FMSC.	Office of the Vice-Chancellor
12:00 - 12:30	Discussion with non-academic staff	Non-Academic staff.	EMV Board Room - FMSC
12:30 - 13:30	Lunch		
13:30- 14:00	Discussion with the Chair and members of IQAC	Chair of IQAC / Relevant staff.	Mini Board Room - FMSC New Building
14:00 - 14:30	Meeting with the Dean	Dean-FMSC/Head of the Department.	Dean's Office - FMSC
14:30 - 15:30	Observing Facilities in the Department/FMSC/USJP		
15:30 - 16:00	Private Meeting of Reviewers		AVU

04 <sup>th</sup> December -Tuesday (2 <sup>nd</sup> Day)			
Time	Event	Participants	Venue
09:00 - 09:30	Discussion with staff of ICT (ITRC)	ICT Head and the staff. (ITRC)	EMV Board Room - FMSC
09:30 - 10:30	Discussion with staff of ELTU (Business communication Unit - FMSC)	ELTU Head and the staff. (Business communication Unit - FMSC)	EMV Board Room - FMSC
10:30 - 11:30	Observing Lectures (working tea)		SBSF/SBTFMH
11:30 - 12:30	SAR, Deputy Bursar and other administrators	SAR, AR, SAB, AB (Supplies).	Mini Board Room - FMSC New Building
12:30 - 13:30	Lunch		
13:30 - 15:00	Meeting with students	Students representing all programs and levels.	Old Board Room - FMSC
15:00 - 16:00	Scrutinizing documentary evidence	Chair of IQAC / Relevant staff.	AVU
05 <sup>th</sup> December - Wednesday (3 <sup>rd</sup> Day)			
Time	Event	Participants	Venue
09:00 -11:00	Discussion with Alumni	Representatives of Marketing	Old Board Room - FMSC

	/Employers	Management Alumni Associations / Representatives of the cooperate sector who provide internship and/or job opportunities	
11:00–12:30	Scrutinizing documentary evidence	Chair of IQAC / Relevant staff.	AVU
12:30 -13:30	Lunch		
13:30 -14:00	Private Meeting		AVU
14:00 -15:00	Debriefing of the Review	Dean, Heads of Departments, Academic coordinators, Senior members of the academic staff, Chair & Members of the IQAC, representatives from the Academic Support Staff.	EMV Board Room - FMSC
15-00 – 16-00	Observation of facilities of the Library	The Librarian and the staff.	

06 <sup>th</sup> December – Thursday (4 <sup>th</sup> Day)			
Time	Event	Participants	Venue
09-00 - 10-00	Observation of teaching/ learning sessions (working tea)		SBSF
10-00 - 12-30	Scrutinizing documentary evidence	Chair of IQAC / Relevant staff	AVU
12-30 - 13-30	Lunch		
13-30 - 16-00	Scrutinizing documentary evidence	Chair of IQAC / Relevant staff	AVU
	Report writing		AVU