Program Review Report 2018

Program Reviews – 2018

Bachelor of Business Administration

Faculty of Management and Finance

University of Colombo

13th to 16th August 2018

Dr. Subhashinie Wijesundera (Chairperson)

Prof. S.R. Weerakoon

Dr. Dilrukshi Yapa Abeywardene

Quality Assurance Council

University Grants Commission, Sri Lanka

Program Review - 2018

conducted by the
Quality Assurance Council
University Grants Commission, Sri Lanka

Final Report

1. **University** **: University of Colombo**

2. **Faculty** **: Faculty of Management and Finance**

3. **Program** **:Bachelor of Business Administration**

4. **Review Panel** **: Dr. S. D. K. Wijesundera (Chairperson)**
   Prof. S. R. Weerakoon
   Dr. D. K. Y. Abewardene
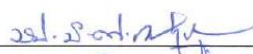

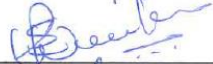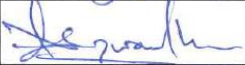5. **Site Visit Dates** **:13-08-2018 to 16-08-2018**

i

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

University: University of Colombo

Faculty: Management and Finance

Program: Bachelor of Business Administration Degree

Review Panel:

Name	Signature
Dr. S.D.K Wijesundera	
Prof. S.R. Weerakoon	
Dr. D.K.Y. Abeywardhana	

Date: 08/11/2018

Table of Contents

Section 1: Introduction to the Study Programme

Faculty of Management and Finance (FMF) was established in 1994 and the historical development of the faculty dates back to 1979. Initially it was a department, Department of Commerce and Management Studies (DCMS) under the Faculty of Arts. The DCMS grew rapidly in 1980s and launched the Bachelor of Business Administration (BBA) degree programme in 1990. In 1993 two departments were established as a precursor to the establishment of the Faculty of Management and Finance (FMF) in 1994.

The Bachelor of Business Administration (BBA) degree programme at the Faculty of Management & Finance has been revised subsequently in 2004, 2009 and 2016. The programme currently offers eight specializations and a BBA Special programme (Table 1.1).

Table 1.1: Degree Specialization and Department

Department	Degree Specialization	Year introduced
Accounting	BBA in Accounting	2007
Business Economic	BBA in Business Economics	
Finance	BBA in Finance	
Human Resources Management	BBA in Human Resource Management	
Management and Organisation Studies	BBA in Management and Organization Studies and BBA Special	
Marketing	BBA in Marketing BBA in Hospitality and Leisure Management	2014
International Business	BBA in International Business	2009

Source: SER(2018)

Over the years, the undergraduate population of the faculty has been increasing rapidly and in 2017 it had reached 1762.

Academic staff of the FMF is highly qualified and experienced. They possess locally and internationally recognized qualifications, substantial experience in research and industry exposure. At present quite a number of young staff is reading for PhD in well reputed universities around the world.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

Five batches of graduates have been passed out under the BBA degree programme revised in 2009. Table 1.2 indicates the maximum capacity of allocated students by University Grants Commission (UGC) in the last 4 years.

Table 1.2: Maximum capacity of allocated students by the UGC (2014-2017)

Description	Year of Registration				
	2014	**2015**	**2016**	**2017**	**Total**
Number of Students at present	407	420	420	515	**1762**
Maximum capacity of allocated students	420	421	421	521	**1763**

.

Staff student ratio of the faculty is 1:22 indicating an adequate cadre supply in relation to the student enrollment. The faculty provides well maintained infrastructure facilities to the students. In addition FMF provides several student support services such as student counselling, health care, career guidance, academic affairs etc. to uplift the quality of the graduates. FMF primarily focuses on students to acquire knowledge, develop skills and realize their own intellectual and creative goals.

To be in par with the industry expectations, FMF had revised its curriculum in 2016 and aligned it with SLQF. Following the recommendations of the subject review in 2010 FMF has:

- extended the internship period from 3 months to 6 months,
- made the dissertation/independent study compulsory for all students,
- established Career Guidance Unit (CGU) and
- introduced annual career fair.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

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

The SER contains a detailed introduction to the degree programme and the organization structure of the FMF. The degree programme is described in some detail including brief introduction to the seven departments and the specializations offered by each department. Graduate profile and ILOs of the BBA programme are presented in the introductory section and graduate attributes of different specializations are annexed.

The number of students enrolled in different specializations indicates that specializations such as Accounting and Finance attract more students than the rest of the specializations. Human resource management has the least number of students (See Table 2.1).

Table 2.1: The number of students by specialization

Department	No. of Students			Specialisation
	2015	2016	2017	
Accounting	100	90	90	Accounting
Business Economics	83	70	59	Business Economics
Finance	100	64	91	Finance
Human Resource Management	19	37	18	Human Resource Management
International Business	37	49	42	International Business
Management and Organisation Studies	04	50	47	Management and Organisation Studies
Marketing	51	27	37	Marketing
	05	21	20	Hospitality and Leisure management

Source: SER (2018)

There are only four professors in the faculty which has 81 academic staff members. Forty percent of the staff possesses PhDs (See Table 2.2 and 2.3). The SER also indicates the research interests of the staff and they reflect a wide range of interests relevant to different specializations.

Table 2.2: Academic staff profile-2018

Department	Professors	Associate Professors	Senior Lecturers	Lecturers	Assistant Lecturers	Total
Accounting	-	-	08	04	01	13
Business Economics	02	-	07	03	-	12
Finance	01	-	08	04	02	15
Human Resource Management	01	-	07	02	01	11
International Business	-	-	-	02	01	03
Management and Organisation Studies	-	01	08	04	01	14
Marketing			01	01	01	03
Total	04	01	39	20	07	71

Table 2.3: Highest educational qualifications o the academic staff -2018

Department	PhDs	MPhil/Masters	Bachelors
Accounting	**03**	**07**	**03**
Business Economics	**05**	**07**	**-**
Finance	**05**	**06**	**04**
Human Resource Management	**06**	**04**	**01**
International Business	**-**	**01**	**02**
Management and Organisation Studies	**08**	**02**	**04**
Marketing	**06**	**05**	**02**
Total	**33**	**32**	**16**

Source: SER(2018)

SWOT analysis is confined to the BBA programme in general without focusing on different specializations. Difficulty in applying student centered learning (SCL) in classrooms due to large class size is indicated as a weakness which is not generalizable to specializations such as HRM, Hospitality and Leisure Management, or Marketing. Although the FMF conducts a large number of fee levying courses and seems to generate a considerable income SWOT analysis indicates funding as a threat to the programme.

According to the SER the programme responded positively to the recommendations from the previous subject review. The review team was provided with only 3 subject review reports from the departments, and therefore has a limited view of the full range of recommendations made at the subject review.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

The FMF offers 8 degree programmes but it has decided to submit one SER for the BBA honours degree(s) which are offered in collaboration with all its seven departments. The reviewers are of the view that this approach incurred a number of limitations on the process of self-evaluation, SER and the external review process. First, the staff members of different departments had little or no opportunities to review their respective programmes using the criteria and standards specified in the PR manual and to identify specific strengths and weaknesses. Second, the review team observed that the SER does not contain good practices implemented by specific departments/specializations and related documentary evidence. As a result individual departments missed the opportunity to highlight their own specific good practices. Thirdly the individual staff members of staff missed the opportunity to become conversant of the QA process and to get involved in the related decision making and implementation processes.

Furthermore the SER failed to provide documentary evidence to support its claims in relation to all 7 departments and relevant specializations. Graduate attributes of specialized degree programmes were annexed to the report, but the programme ILOs and other necessary details were not incorporated to the SER. The review team recommends the FMF to consider ways it might unbundle its programmes and service activities to provide the university and service community with a meaningful sense of the scale at which it operates. It is strongly recommended to the faculty to submit more than one SER to facilitate in-depth evaluation of each of its degree specializations for future reviews.

Section 3: A Brief Description of the Review Process

The three member team appointed by the QAC evaluated the SER independently and the Desk Evaluation reports were submitted to the Director QAC. The members met at the pre-site visit workshop organized by the QAC and discussed the marks allocation of their Desk Evaluation reports.

The site visit was held from 13th to 16th August 2018. Prior to that, Dean of the Faculty of Management and Finance provided a site visit time schedule (Annex 1).

As indicated in the schedule a number of meetings were held with different individuals and groups as follows:

- The Vice Chancellor,
- IQAU Director,
- The Dean of the Faculty,
- Heads of the Departments and SER Team,
- Academic Staff,
- Administrative Staff and Computer Instructors,
- Non-academic and Support Staff,
- Students, Student Counsellors, and recently passed-out students/ Alumni. The meetings with different category were corporative and satisfactory.

The existing facilities visited include:

- ICT facilities,
- Career Guidance Unit,
- Academic Affairs Unit
- Lecture Halls,
- Postgraduate and Mid-career Development Unit,
- Library,
- SDC and
- Medical Centre.

Classroom observations (Observation of teaching learning process) were carried out in four different classrooms. All three reviewers participated together in the observation process.

Scrutiny of documentary evidences was carried out during the first three days. The documentary evidence related to eight criteria was scrutinized separately. The team experienced that the documentary evidences were not properly indexed and thus, unnecessary time has to be spent in locating relevant documents. Senior members of the staff have been open and supportive in providing necessary information. The logistic support provided was satisfactory.

Report of the Key Findings and the draft final report were submitted to the QAC in due course and the Director QAC had sent the review team the comments of the Dean of FMF on the Final Draft Report which is annexed (See Annex 2 for details). In response to the comments of the Dean of the Faculty we would like to clarify our position as follows:

- In the review we did not attempt to evaluate individual departments or specializations separately since it was beyond the mandate given to the review team. However, in evaluating the BBA degree programme in general we had to look at the whole programme which is more than a collection of its parts. We had to understand the inter-relationships between the whole and its parts.

- The BBA degree is a 2+2 degree programme with eight specialisations offered by seven Departments. Some of those specializations were relatively new and the rest were in operation for some time. In the review we found that the sample of evidence provided did not adequately represent all different specializations.

- Our observations and recommendations are based on documentary evidence available to us at the time of the review and the views expressed by different stakeholders at formal and informal discussions we had during the review.

Section 4: Overview of the Faculty's Approach to Quality and Standards

The FMF has established an Internal Quality Assurance Cell (IQAC) that work in liaison with the Internal Quality Assurance Unit (IQAU) of the University of Colombo. The Terms of Reference (TOR) of the IQAC details out the purpose, composition of the committee, responsibilities, and duties of the IQAC and the Chairperson of the faculty IQAC. The first meeting of the faculty IQAC was held on the 29th November 2016. IQAC adopted following procedure in preparing the SER of the BBA programme:

1. The first meeting of IQAC was held on 29th November 2016 and was chaired by the Dean of the Faculty and Chairperson of the IQAC. It was decided to meet on the 3rd Wednesday of each month and submit the minutes to the Faculty Board (FB). Following this meeting, responsibilities of the IQAC were outlined.

2. Coordinators and assistants representing all departments were appointed for each domain. Domain coordinators were requested to familiarize themselves with the PR Manual and to collect relevant evidence.

3. ToR of the IQAC was prepared and distributed among the members. Domain coordinators were requested to present their progress at every IQAC meetings.

4. Formal and informal meetings within and across domains were held.

5. It was decided to prepare one SER because; one By-Law governs the BBA degree programme, all courses in Level I are common, there is no direct intake to the departments, many courses are common in Level II, and departments function as service departments.

6. An "Expression of Interest" stating the intention to prepare one SER was sent to QAC by 12th December 2017 (Annex 3).

7. SER writings of respective domains were collated by Chairperson to make sure that they are in order.

8. On 14th February 2018 a full day off-site workshop was held to enhance the uniformity of writing the SER. Dean, Heads of Departments, Chairperson of IQAC, Domain Coordinators, Assistants, SAR and SAB attended.

9. Draft SER was e-mailed to the faculty on 23rd February 2018 for comments and suggestions.

10. Five on-site workshops were held on 28th February, 2nd, 5th, 6th and 7th March 2018 to finalise the SER. SER is submitted to UGC on 20th April 2018. (Source: SER-2018)

It was observed that internal quality assurance is an ongoing process at the FMF. Minutes of the Faculty Board of FMF record IQAC activities on a regular basis. Student feedback is

collected and analyzed for the current academic year. The reports generated by the system are forwarded to individual lecturers for their information and necessary action. However, feedback and monitoring mechanisms for ensuring effectiveness and appropriateness of teaching and learning need to be strengthened through peer review and faculty mentoring activities initiated by IQAC.

Student satisfaction surveys have not been carried out by the IQAC. It is strongly recommended to conduct such surveys to obtain students satisfaction data about learning support services and other facilities to identify strengths and weaknesses of the existing systems and to improve learning environment.

Adoption of five year curriculum review cycle by the FMF is commendable. The last revision of curriculum was conducted in 2016 and a workshop had been conducted to map the curriculum with the SLQF and to facilitate constructive alignment of the contents, teaching learning activities and assessments. A detailed format has been developed for this purpose and some of the courses have been revised according to the new format. However, the revised curricula of different programmes were not available for scrutiny. Therefore, it is strongly recommended to the faculty to compile separate curriculum documents for each of the specializations indicating programme ILOs, Course level ILOs, constructive alignment of ILOs, contents and assessments.

The review team faced difficulties in a fair evaluation of the SER as it has not included documentary evidence representing 8 degrees of specialization offered by 7 departments. FMF failed to produce necessary evidence related to all 7 departments and 8 specializations. This has adversely affected to observe a realistic overview of FMF's approach to quality and standards.

Section 5. Judgments on the Eight Criteria of Programme Review

This section presents the review teams judgments of the level of attainment of quality under each of the eight criteria of the study programme. The review team arrived at these judgments through careful evaluation of evidence gathered by document review, observations and meetings and discussions held with different individuals and groups listed in Section 3 of the report.

5.1 Criterion 1: Programme Management

The Faculty has an organizational structure which is adequate for the effective management and execution of its core functions.
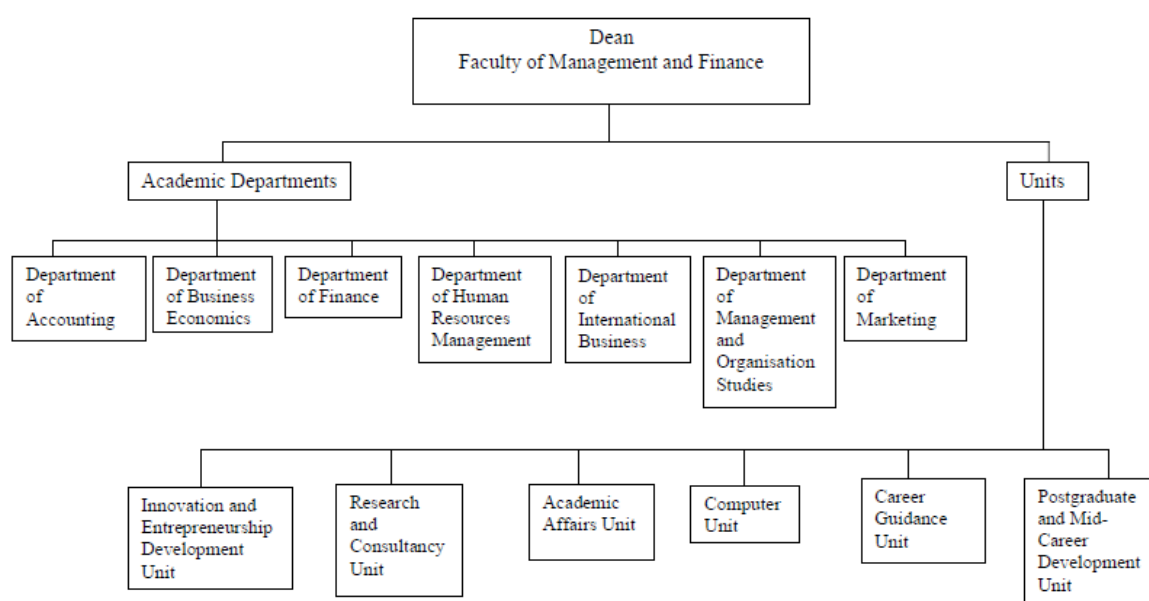
Figure 5.1: Organization structure of the Faculty of Management and Finance

Absence of an up to date faculty action plan restricted the justification of the claims made under programme development. Evidence of regular monitoring and progress review of the implementation of the faculty action plan were not available for scrutiny.

Distribution of student handbook (SHB) to all incoming students at the time of enrolment ensures that students aware about the degree programme, student support services and all other facilities of the university. It is commendable that faculty has established an IQAC to improve its governance and management.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

Three departments (Accounting, HRM and Finance) produced the previous subject review report to the review panel. It was observed that the faculty has made good effort to address a number of issues raised by the previous (2010) subject review. However, we could not see any evidence of maintaining a database to monitor the achievements of accounting graduates in the job market as recommended in the subject review report of accounting. The review team noted with dismay the unavailability of previous review reports of other departments.

Although the university has a policy to issue examination results within 3 months the faculty failed to do so. It was confirmed at the meeting with the students that the faculty takes more than six months to issue the results.

Meeting with students and the discussions revealed that measures adopted to prevent ragging and harassment in the faculty is inadequate.

The faculty failed to maintain a well updated website which provides links to all publications such as handbook, degree programme prospectus, By-laws etc. The induction programme for new students of the Faculty facilitates students' transition from school to university. It also provides information on the university and faculty, facilities and resources available, support services, and the study programmes.

There is a system to identify and reward the outperformers at the faculty level. But the faculty does not have a proper performance appraisal system for its staff which is prescribed by the university.

The following specific strengths and weaknesses were identified under the programme management

Strengths:

1. The organizational structure of the Faculty of Management and Finance (FMF) facilitates effective management of the faculty.

2. The students' handbook provides information to all incoming students about basic curriculum specifications, learning resources, support services and By-laws.

3. The faculty maintains collaborative partnerships with national and international universities and organizations.

4. The faculty has established an Internal Quality Assurance Cell (IQAC) with well-defined functions .

Weaknesses:

1. Annual faculty action plan is not up-to-date and evidence of regular monitoring is inadequate.

2. A separate student counseling unit with adequately trained counselors is not available to provide effective counseling service to needy students and to prevent ragging which is quite prominent in the faculty.

3. Regular data collection, analysis and use of student feedback on programme management, orientation programme and support services are inadequate.

4. Inadequate evidence of adoption of guidebooks on outcome based education (OBE)-student centered learning (SCL) methods.

5. Staff appraisal system for both academic and non-academic staff is not up to the satisfactory level.

6. Faculty website does not provide certain updated links to student handbook, prospectus etc.

5.2 Criterion 2: Human and Physical Resources

Qualified staff is one of the biggest assets of the faculty. Forty percent of the academics in the faculty hold doctoral degree qualifications. The high profile human resources of the faculty who engage in research and other outreach activities are comparable with the national and international norms.

It was evidenced at the site visit that all the staff members undergo an induction programme to acquire competencies required to perform in their assigned roles and the faculty encourage them to acquire post recruitment qualifications to perform their core duties. Further the facilities in the faculty for undergraduate education are adequate. Site visit confirmed that faculty has acquired lots of infrastructure for the teaching and learning process using the income generated through their fee levying courses.

Practicing of student centered learning (SCL) is minimal as observed at the site visit. Facilities available for the students such as library, data bases, internet etc. are remarkable. However, the usage of those facilities for teaching and learning needs further improvement.

Review team is impressed about the students' engagements in multicultural progammes.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

The following strengths and weaknesses were identified under Human and Physical Resources.

Strengths:

1. The faculty has qualified and competent staff for designing and delivery of the academic programme of BBA.

2. The faculty has well maintained premises and infrastructure.

3. A well resourced library is available for the faculty and the university.

4. Human resource development is commendable.

5. The faculty has a well-organized Career Guidance Unit (CGU)

6. The faculty encourages students to engage in multicultural and innovative programmes.

7. Well maintained ICT facilities are available at the faculty.

Weaknesses:

1. Documentary evidence of implementing staff performance appraisal is inadequate.

2. Monitoring of the usage reports/ stakeholder feedback on library and ICT facilities are inadequate.

3. Documentary evidence were not equally provided by all departments.

5.3 Criterion 3: Programme Design and Development

BBA programme at FMF has developed collaboratively in a participatory manner through a curriculum development committee. The faculty has incorporated external stakeholder participation at key stages of programme planning, design and development and review.

Detailed revised curricula of different degrees of specializations were not available. Therefore it is not possible to confirm that the programme design fully complies with the Sri Lanka Qualifications Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS).

The FMF staff members have been exposed to adequate training in the BBA programme development and relevant stakeholder views were incorporated in programme design. Programme level graduate attributes have been identified but programme level ILOs have

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

not been identified for different specializations. Programme designs need to be fully complying with SLQF and SBSs.

The strengths and weaknesses of the programme design and development are as follows:

Strengths:

1. Adequate effort has been made to train staff in programme development.

2. Adoption of 5 year cycle of programme revision.

3. Programme design has incorporated external stakeholder views in different stages.

4. Integration of diverse courses in the programme.

Weaknesses:

1. Programme development needs survey involving current and past students has not been conducted.

2. Programme design does not fully comply with SLQF and SBS.

   For example

   - Faculty uses qualifiers for its programmes. However, it was difficult to ascertain required credit allocation (which is 50% of total credits=60 credits) for different specialisations with the given information.

   - Programme specifications listing ILOs for each specialisation were not available for scrutiny.

   - Course specifications reflecting constructive alignment of contents, teaching learning activities and assessments with ILOs were not available for all courses.

3. Detailed revised curriculum of different specializations were not available.

4. Course outlines are approved by the Senate/Council. However detailed curriculum documents indicating alignment of programme ILOs, course ILOs, teaching learning activities and assessment strategies were not available for scrutiny

5.4 Criterion 4: Course/ Module Design and Development

At the FMF, course design and development of BBA programme had been carried out by a course team with the involvement of internal and external subject experts. The evidence

provided of complying with SLQF and SBS/ professional bodies; policy and procedures on course design and evidence of course design showing course ILOs aligned with the programme ILOs were inadequate. University approved standard formats/ templates/ guidelines for course/ module design and development have been used and complied with the design and development phases.

There were adequate physical and documentary evidence of the use of ICT during design, development and delivery of courses.

The FMF has established a curriculum revision committee which adopted curricular mapping and constructive alignment in course development format. However, several areas of improvement in future are suggested as follows;

Strengths:

1. Use of curriculum mapping and constructive alignment in revised course development format.
2. Establishment of curriculum revision committee.

Weaknesses:

1. Separate detailed curriculum documents are not available for different specializations.
2. Course evaluation reports over 3 years were not available.
3. Student feedback not available for different specialisations.
4. Inadequate records of staff satisfaction of training and development.
5. Inadequate records on external examiners feedback.
6. Inadequate corporate exposure for students throughout the academic programme.
7. Feedback from alumni revealed lack of integration of views of alumni for curriculum development.

5.5 Criterion 5: Teaching and Learning

Teaching and learning strategies specified in the sample of curriculum documents comply with the institutional mission and curricular requirements. Unavailability of a copy of a revised curriculum in separate volumes or in one volume with different sections for each specialization affected the evaluation of some of the claims made in the SER under the criterion 5.

Student handbook (SHB) which is distributed among each student at the beginning of their programme provides course specifications and a brief course description for each course. Timetables are also provided before the commencement of courses.

Sample of course syllabi presented for a few courses offered by some departments indicated that a good format is being used to facilitate curriculum mapping and constructive alignment of teaching learning strategies , assessment tasks and learning outcomes. This is a good practice and needs to be extended to all the courses offered by the faculty.

Blended learning with a mixture of a variety of teaching learning activities is facilitated especially in Enterprise Based Project (EBP) and Community Development Project (CDP) according to the sample activities recorded on CDs. Learning Management System (LMS) is implemented only during 3rd and final years. Usage of LMS by both staff and students is very much limited. Very few staff members regularly utilize the facility. Students also complained about the lack of timely uploading of teaching learning material by the staff and slow internet within the faculty.

There were some evidence to support the claim that teachers integrate scholarly and research activities of their own and others' to teaching, especially in relation to a few HRM, Marketing and Accounting courses. The use of technology, self-directed learning and collaborative learning was evident in a very few courses. The Colombo Business Journal published by the faculty includes joint publications by a few staff and students. Economics Bulletin, Marketing Trailblazer, Individual Reflective journals by HRM students and CDP provide opportunities for students to engage in scholarly and research work, creative work and discovery of knowledge. Final year dissertation is compulsory.

Student feedback report indicated that the teachers use both teacher centered and learner centered methods in teaching. Our own classroom observations also support this claim to some extent. However, further evidence through peer observation records, course evaluation reports were not available for scrutiny. Evidence of administration of a graduate satisfaction survey was also lacking.

Monitoring mechanisms for ensuring effectiveness and appropriateness of teaching need to be strengthened through peer review and faculty mentoring activities initiated by IQAC. Multimedia facilities were used in the lessons observed by the review team. Most of those lessons appeared more teacher centered. The practice of allowing a half an hour break during a three hour lecture surprised the observers since it is 1/6th of the total instructional time.

Some lecturers indicated that they use criterion based assessment to assess student's presentations. One lecturer claimed that she upload the criteria for evaluation in the LMS prior to assessment. This is a best practice. However, oral or written feedback other than the Grade is not provided to the individual students.

Following specific strengths and weaknesses have been identified in teaching and learning:

Strengths:

1. Some teachers engage students in self-directed learning, creative work, research and scholarship.

2. EBP and CPD facilitate collaborative learning and, group activities and opportunities for developing soft skills among students.

3. Teaching learning environment encourages students to work in groups, projects and research activities in some of the courses.

4. Teachers use both learner centered and teacher directed methods for teaching as appropriate.

5. Faculty has a well-equipped CGU that conducts programmes in collaboration with industry partners.

Weaknesses:

1. Minimal use of timely and updated LMS by the academic staff and students.

2. Insufficient evidence of teacher evaluation records in all specialized areas.

3. Written feedback for assignments and individual feedback for presentations are not given. Evidence for adopting assessment cycle which facilitates self-monitoring by students is minimal.

4. Lack of evidence of a well-defined appraisal system for staff at the university and faculty level.

5. Insufficient evidence on course evaluation reports and student feedback for the past 3 years.

6. Documents related to workload and work norms for academic staff were not available for scrutiny.

7. Lack of evidence of the use of information gathered through student assessments to improve teaching and learning.

8. Senate approved indicators of excellence in teaching for evaluation of the performance of teachers was also not available.

5.6 Criterion 6: Learning Environment, Student Support and Progression

The Faculty of Management and Finance adequately provides a suitable learning environment that enables the students to successfully achieve ILOs. The review team finds the conditions of the lecture theatres are suitable for effective teaching and learning. The Faculty administrative structure facilitates interaction between students and staff.

The students of the FMF are clearly conveyed / informed of their rights, responsibilities and conduct for completing the programme through By-laws included in the SHB and a students' guide book. The evidence ensures that the student support opportunities are accessible and communicated. However, a survey has not been conducted to identify learning support needs of the students.

The majority of the students, except a very few complete their degree programme progressively. A maximum of five opportunities are given to repeaters to complete the programme within 9-10 years from the first registration.

Student disciplinary By-laws are communicated to the students during the orientation programme and through a guide book.

The faculty has one permanent student counselor and six temporary student counselors. The number of counselors seems inadequate to cater to the needs of nearly 2000 students. A physical space or a separate unit for students to meet the counselors is not available at the faculty premises. The number of permanent counselors with adequate training needs to be increased to handle psychosocial issues faced by the students. In addition to the Main library of the university, the faculty has a separate library with internet facility and access to databases. The faculty does not gather student satisfaction data relevant to student support services and learning support services such as library and ICT facilities. Evidence of appropriate ICT policy was missing and the usage of ICT and library facilities were not monitored in a regular basis.

The faculty has an up-to-date database of students' assessment records. Students' progression is not followed up to give necessary feedback. The faculty promotes students and staff interactions through the CDP implemented in the first year and during industrial placement/training. Each academic is allocated 28 students in the first year for the implementation of CDP. Scheduled meetings between students and academic staff take place during dissertation supervision.

Co-curricular activities such as sport and aesthetic activities conform to the mission of the faculty and contribute to enhance the social and cultural aspects of educational experience of the students.

The faculty has an active CGU which provides training on career management and soft skills.

The faculty uses different strategies to increase the employability of their graduates. The review team found that the completion level of graduates is good.

The faculty has not done any recent survey on the level of satisfaction of students on support services. Employability surveys has been carried out and a recent online survey indicated 92% of the recent graduates are employed. However, the details of the target population and the sample used were not available.

The FMF also has implemented the policy on gender equity and equality at satisfactory level. The faculty has an active alumnus which contributes to the welfare of needy students and improving employability.

The strengths and weaknesses of the learning environment, student support and progression are as follows:

Strengths:

1. Friendly administrative academic and technical support system that ensure a conducive learning environment.
2. Availability of adequate co-curricular activities.
3. Well updated training programmes conducted by the CGU to improve the soft skills of students.
4. Inclusion of industrial placement and project work in the curriculum.

Weaknesses:

1. Feedback of student satisfaction on the learning environment and student support services are not available for the past 3-5 years.
2. Lack of evidence of monitoring mechanisms of implementing student support services.
3. Inadequate number of experienced student counsellors with adequate training/ qualifications in student counselling.
4. Insufficient documentary evidence on follow- up of the student-progression by the faculty.

5.7   Criterion 7: Student Assessment and Awards

The FMF procedures for designing, approving, monitoring and reviewing the assessment strategies for BBA programme are well defined. However, there were inadequate evidences of periodical FMF reviews and amendments of assessment strategies and regulations. The faculty adopts policies and regulations governing appointing internal and external examiners. Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment.

The faculty adopts marking schemes, however, insufficient proof were available on various forms of internal second marking (open marking, blind marking) and procedures for recording and verifying marks. Staff feedback not collected. Evidence of second marker's reports not available.

The strengths and weaknesses of the student assessment and awards are as follows:

Strengths:

1. Use of pre-defined criteria for assessing presentations and making the students aware of the criteria prior to presentation
2. Reward scheme for well performing students in the form of scholarship, medals, cash etc.

Weaknesses:

1. Separate repeat examinations are not held for students to complete their degree programme without unnecessary delays.
2. Lack of individual feedback for students' presentations.
3. Lack of feedback for written assignment.
4. Delay in releasing results within the stipulated time.

5.8   Criterion 8: Innovative and Healthy Practices

The faculty has established a learning management system (LMS) to Facilitate multi-mode teaching and learning. However very few staff and students are using the LMS at the moment.

The faculty publishes a biannual refereed journal and Colombo business economics bulletin

in which the undergraduates have the opportunity to publish their research work. One of the staff members has received a National Award.

The faculty has a research committee to coordinate and facilitate research and innovation by the staff and students. Students are encouraged to participate in institutional, national and international competitions such as Business Idea competition, Business case competition sponsored by HSBC and CIMA Global Business Challenge.

The academic programme has been subjected to regular revision and at the moment offers eight specializations expanding the choices available for the students.

The faculty engages in income generating activities by offering Diploma and Postgraduate courses and consultancy work. The funds generated through such activities have been utilized for improving infrastructure facilities and maintenance.

Following strengths and weaknesses also identified.

Strengths:

1. Availability of research journals, bulletins, annual conferences, research funds etc.
2. Staff rewards schemes, such as Vice Chancellor's awards.
3. National and international MOUs for research collaborations and work placements.
4. Student participation in international and national competitions.
5. Faculty encourages students and staff for research and dissemination of findings.

Weaknesses:

1. Limited use of LMS for teaching and learning,
2. Inadequate evidence on use of OER.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

Section 6: Grading of Overall Performance of the Programme

The overall score achieved by the programme is 70.9%. Actual criterion wise score for all eight criteria were more than the relevant weighted minimum score (See Table 6.1 for details).

Table 6.1: Criteria Performance

C	Criterion	Weighted minimum score*	Actual criteria wise score
01	**Programme Management**	**75**	98.07
02	**Human and Physical Resources**	**50**	83.33
03	**Programme Design and Development**	**75**	104.34
04	**Course/ Module Design and Development**	**75**	86.11
05	**Teaching and Learning**	**75**	100.00
06	**Learning Environment, Student Support and Progression**	**50**	73.91
07	**Student Assessment and Awards**	**75**	118.75
08	**Innovative and Healthy Practices**	**25**	44.87
	Total on a thousand scale		709.38
	%		70.93%

Grade: B -Good

The total score on a thousand scale was 709.38 and each of 8 criteria did score more than the minimum weighted score. Therefore, the programme is awarded a Grade B which is considered as "Good" indicating a satisfactory level of accomplishment of quality expected of a programme of study which requires improvement in several aspects as indicated in section 5.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

Section 7: Commendations and Recommendations

7.1 Commendations

The BBA programme has been subjected to several revisions over the past many years. The last revision was in 2016, which was intended to achieve following objectives.

- Extend the duration of Industrial Training.
- Update the course contents, aligning with the goals of the specialisation areas.
- Expand the courses offered to be compatible with the graduate attributes of the faculty.
- Align with the requirements of SLQF 2015.

In the revision, research has been made compulsory and credit allocation for dissertation and internship has been increased. Enhancement courses were added and course modules were revised. Adoption of five year curriculum cycle is commendable and it has helped the faculty over the past many years to adapt the curricula for changing needs of the stakeholders and the socio-economic, academic and business environments. Now it offers a variety of specializations and provides the students considerable choice in their degree programme.

The faculty uses a participatory approach to decision making in programme development and approval process. Views of industry experts are considered in the programme development and approval of the faculty board, the Senate and the Council is duly obtained.

The FMF has developed partnerships and collaborations with industry to provide all students internship opportunities. CGU offers number of programmes to improve soft skills, leadership and communication skills of the students in collaboration with industry partners. Enhancement courses, enterprise based project and community development project, and student mentoring programmes are geared towards enhancing employability skills of the students. These measures of quality improvement are highly commendable.

Student exchange programmes with La Trobe University, South Denmark University, and UNIMAS (University Malaysia-Sarawak) have been established to enhance international exposure and experiences of the students and staff.

Faculty maintains an orderly environment with appropriate infrastructure facilities. The faculty has recently introduced LMS and blended learning is facilitated in a few courses. It

also encourages staff and students for research and academic excellence through research grants, awards and student competitions.

The review team highly appreciates the above features of an emerging quality culture in the faculty and wishes to make following recommendations for its advancement.

7.2. Recommendations

1. Prepare and implement an updated annual action plan in the faculty and ensure regular monitoring of implementation.

2. Use student feedback effectively for improving teaching learning and assessment practices at the programme level. At present it is being used to inform the individual teachers.

3. Improve structures and strategies for prevention of ragging and harassment in the faculty.

4. Conduct student satisfaction surveys to identify strengths and weaknesses of the programme implementation, learning environment and student support systems and utilize such information for improvement. Strengthen monitoring of usage of library and ICT facilities.

5. Identify appropriate set of indicators for staff appraisal at the university and faculty levels.

6. Make available curriculum documents indicating constructive alignment of learning outcomes, teaching learning strategies and assessment at programme and course level for each and every specialization.

7. Ensure minimum allocation of 50% credits for each qualifier as per the SLQF specifications.

8. Improve opportunities for student exposure to corporate world throughout the programme.

9. Encourage academic staff and students to use LMS for teaching, learning and assessment and provide adequate training if necessary.

10. Improve peer evaluation and teacher evaluation practices and maintain records.

11. Provide written feedback for assignment and individual feedback for presentations by students.

12. Increase the number of trained student counselors and establish a suitable space for needy students to meet the student counselors in the faculty.

13. Conduct repeat examinations for the final year students to facilitate unnecessary

delays in completion of their academic programme.

14. Make arrangements to release examination results within the stipulated time.

15. Improve OBE, SCL and blended learning practices by providing adequate training and encouragement to the academic staff.

Section 8. Summary.

The Faculty of Management and Finance offers a Bachelor of Business Administration (BBA) degree with eight different specializations. The faculty had prepared one SER covering all eight degree programmes offered by the faculty. Accordingly the Quality Assurance Council of the University Grants Commission had appointed three reviewers to review the 'BBA' programme.

The review of the BBA programme concluded with a 4-day site visit from 13th – 16th, August, 2018. Claims made in the SER by the faculty under eight criteria were verified through perusal of documentary evidence, meetings/ discussions conducted with relevant authorities and various groups, and observation of facilities/ infrastructure and classroom teaching.

The site visit concluded with a wrap-up meeting held with the Dean of the Faculty, Director of IQAU, Chairman of IQAC, Heads of Departments and the senior staff of the faculty. The purpose of the meeting was to provide feedback on the key strengths and areas for improvement.

The degree programme received a cumulative score of 709.38 on a thousand scale which is equivalent to 70.9%. According to the criteria specified in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, the BBA programme offered by the faculty received a grade B. A grade of B indicates that the programme of study reached a satisfactory level of accomplishment of quality expected of a programme of study and requires improvements in certain aspects.

The review team hopes that the FMF of the University of Colombo will take necessary steps to implement the recommendations made in this report and to bring about changes and innovations necessary to achieve excellence in its degree programmes.

The Review Team

Dr. SubhashinieWijesundara

Prof. Shyama R. Weerakoon

Dr. DilrukshiYapa Abeywardene

26

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

Site Visit Schedule - 13 –16, August, 2018

University of Colombo, Faculty of Management and Finance(FMF)

DAY 1: 13th August 2018 (Monday)

Time	Description	Venue
8.00 - 8.30	Meeting with the Vice Chancellor	College House Boardroom 3
8.30 -8.45	Meeting with IQAU Director	College House Boardroom 3
8.55 - 9.15	Meeting with the Dean	Dean Office, FMF
9.15 - 10.15	Meeting with Heads of the Departments and SER Team	New Conference Hall, FMF
10.15 -10.45	**MORNING TEA**	**Conference Hall, FMF**
10.45 - 11.45	Meeting with Academic Staff	New Conference Hall, FMF
11.45 -12.15	Meeting with Administrative Staff and Computer Instructors	New Conference Hall, FMF
12.15- 13:00	**LUNCH**	**Conference Hall, FMF**
13.00 - 14.30	Scrutiny of Documentary Evidences	East Wing Building, IQAC
14:30 - 14.45	**AFTERNOON TEA**	**Conference Hall, FMF**
14:45 – 16.00	Scrutiny of Documentary Evidences	East Wing Building, IQAC

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

	END OF THE DAY	
		28

DAY 2: 14th August 2018 (Tuesday)

Time	Description	Venue
8:00 - 10.00	Scrutiny of Documentary Evidences	East Wing Building, IQAC
10.00 - 10.45	Observing Teaching and Learning	Hall No: TBA
10:45 -11:00	**MORNING TEA**	**Conference Hall, FMF**
11:00- 12:00	Meeting with Non-academic and Support Staff	New Conference Hall, FMF
12:00 - 13:00	Meeting with Students	New Conference Hall, FMF
13: 00 - 13:30	**LUNCH**	**Conference Hall, FMF**
13:30 - 15:00	Facilities visit	
	ICT facilities Career Guidance Unit Academic Affairs Unit Lecture Halls	
15:00 - 15:15	**AFTERNOON TEA**	**Conference Hall, FMF**
15:15 – 16.00	Postgraduate and Mid-career Development Unit	
	END OF THE DAY	

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

DAY 3: 15[th]August 2018(Wednesday)

Time	Description	Venue
8.00 – 9.15	Scrutiny of Documentary Evidences	East Wing Building, IQAC
9:15–10.00	Meeting with Student Counsellors	New Conference Hall, FMF
10:00 - 10:30	**MORNING TEA**	**Conference Hall, FMF**
10:30 - 12:00	Meeting with recently passed-out students/ Alumni	New Conference Hall, FMF
12:00 - 13:00	**LUNCH**	**Conference Hall, FMF**
13:00 - 15:00	Library and SDC Visits	Main Library and SDC
15.00 – 15.15	**AFTERNOON TEA**	**Conference Hall, FMF**
15.15 - 16.00	Private Meeting of the Panel	New Conference Hall, FMF
	END OF THE DAY	

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

DAY 4: 16th August 2018 (Thursday)

Time	Description	Venue
8.00 – 10.00	Private Meeting of the Panel	Conference Hall, FMF
10.00 – 10.30	**AFTERNOON TEA**	**Conference Hall, FMF**
10.30 – 12.00	Private Meeting of the Panel	Conference Hall, FMF
12:00 - 13:00	**LUNCH**	**Conference Hall, FMF**
13.00 – 15.00	Final wrap up	Conference Hall, FMF
15.00 – 15.15	**AFTERNOON TEA**	**Conference Hall, FMF**
15.15 - 16.00	Final wrap up	Conference Hall, FMF
	END OF THE DAY	

17th October 2018

Professor Deepthi C. Bandara,

Director,

Quality Assurance and Accreditation Council,

University Grants Commission, 20, Ward Place,

Colombo 7.

Dear Professor Deepthi Bandara

COMMENTS ON THE DRAFT FINAL REPORT OF THE PROGRAMME REVIEW

Reference to the Draft Final Report of the Programme Review sent by you on 4th October, 2018, we wish to draw your kind attention to the following general and specific comments. Table 1 illustrates comments given by the panel and the respective responses of the Faculty. Further, some typos were also observed in the report.

General Comments

- This being a programme review, in the SER and the site evaluation, evidence were given on a sample basis in order to represent the BBA Degree programme in general, but not to evaluate the Departments or the specialization areas separately, as this is not an individual department review.
- One SER was prepared according to the guidelines given on page 10 of the Manual for Reviewing of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions.

Specific Comments

Table 1: Comments of the panel along with responses of the Faculty

No.	Comments of the Panel	Faculty Responses
1	SWOT analysis is confined to the BBA programme in general without focusing on different specializations (p. 7)	The Faculty views that the focus of the review is the BBA Degree Programme as a whole rather than individual specializations. Therefore, we believe that SWOT analysis for different specializations is not needed.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

2	The staff members of different departments had little or no opportunities to review their respective programmes using the criteria and standards specified in the PR manual and to identify specific strengths and weaknesses (p. 8)	The internal quality assurance committee and SER writing team consists of academic members from all departments (domain coordinators and domain assistants) and had the opportunity to collect data from all the departments of the faculty and related stakeholders. Therefore, all the staff members of the faculty were actively involved in the process.
3	The review team observed that the SER does not contain good practices implemented by specific departments/specializations and related documentary evidence. As a result individual departments missed the opportunity to highlight their own specific good practices (p. 8)	As per the Programme Review Manual (p. 10), all departments contribute to one programme of study (BBA degree programme). This review is not related to individual departments to show their practices, instead it is on the BBA degree programme. Accordingly, the Faculty has provided evidence from individual departments for different aspects focusing on the BBA degree programme.
4	The review team recommends the FMF to consider ways it might unbundle its programs and service activities to provide the University and service community with a meaningful sense of the scale at which it operates (p. 8)	The Faculty enrolls students directly for the BBA programme from the UGC and not for individual departments. The BBA programme is governed by a single by-law and the departments are service departments contributing towards the BBA degree programme. Therefore, it is not practical to unbundle the BBA programme. Furthermore, due to the above reasons the decision to submit a single SER for the BBA programme has been taken by the Faculty Board and this was communicated to the Quality Assurance and Accreditation Council of UGC before writing the respective report (SER) (See attached letter).
5	The revised curricula of different programmes were not available for scrutiny. Therefore, it is strongly recommended to the faculty to compile separate curriculum documents for each of the specializations indicating programme ILOs, Course level ILOs, constructive alignment of ILOs, contents and assessments (p.11)	Refer comments given for point 4

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

6	Absence of an up to date Faculty action plan restricted the justification of the claims made under programme development (p. 12)	Faculty updates the action plan on a rolling basis, and these were presented for the reference of the panel. Updated Faculty Action Plans were already available for 2015 – 2019, 2016 - 2020, and 2017 – 2021.
7	There is a system to identify and reward the outperformers at the faculty level. But the Faculty does not have a proper performance appraisal system for its staff which is prescribed by the University (p.13) Staff appraisal system for both academic and non-academic staff is not up to the satisfactory level (p.14)	University wide performance evaluation system is available and it is applied at the Faculty level. Staff appraisal for both academic and non-academics are conducted by the Academic Establishment and Non- Academic establishment divisions of the University. Evidence is available at the respective divisions of the University. Accordingly, staff appraisal is done at university level, not the Faculty level.
	Lack of evidence of a well-defined appraisal system for staff at the university and faculty level (p. 18)	
8	Inadequate corporate exposure for students throughout the academic programme (p. 17) Improve opportunities for student exposure to corporate world throughout the programme (p. 26)	Workshops, seminars, guest lectures, company based assignments and internship programmes are organised for all the students throughout the BBA degree programme. In addition, industrial training is compulsory for the final year students. Faculty also has signed number of MOUs to facilitate the corporate exposure of students. A separate Career Guidance Unit (CGU) has been operating since 2013 within the Faculty to provide further industrial exposure to the students. Moreover, mentoring programme has also been initiated by the CGU with the vision of expanding the industrial exposure of students.

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

9	Programme design does not fully comply with SLQF and SBS. (p. 16) For example Faculty uses qualifiers for its programmes. However, it was difficult to ascertain required credit allocation (which is 50% of total credits=60 credits) for different specializations with the given information. Ensure minimum allocation of 50% credits for each qualifier as per the SLQF specifications. (p. 26)	The student handbook 2017-2021 (p. 80-89) clearly illustrates the credit allocations for different specializations of the BBA programme. Total credits of the BBA programme is 120 of which more than 60 credits have been allocated for each specialisation.
10	Most of those lessons appeared more teacher centered. The practice of allowing a half an hour break during a three hour lecture surprised the observers since it is 1/6th of the total instructional time (p. 18)	Copies of time tables were provided to show that the half an hour lecture break is provided in addition to the active lecture hours. For example for a three credit subject, three and half hours is allocated in the time table including a lecture break of half an hour.
11	Documents related to workload and work norms for academic staff were not available for scrutiny (p. 18)	A document illustrating the work norms approved by the university is available which is being practiced at the Faculty level. Furthermore, examples of documents on workload were shown to the panel.
12	The Faculty adopts marking schemes, however, insufficient proof	Marking formats were provided to the panel. However, due to the confidentiality the panelists
	were available on various forms of internal second marking (open marking, blind marking) and procedures for recording and verifying marks (p. 20)	were informed that the actual mark sheets and answer scripts were available at the respective departments and the Academic Affairs Unit. It is also important to note that exam policy of the University of Colombo is that there must be first and second markers for each paper of all examinations.

Typos of the report

- Table 2.2 in page no. 7 – Number of staff of Department of Marketing given in Table 2.2 is incorrect. The total column of HRM Department needs to be corrected.
- Page 7 – Instead of HRM, HRD has been used
- Page 16 – Point no. 3 of Strengths is missing
- Page 26 – Point 4. Should be corrected as learning environment instead of leaning environment

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

- Page 24 – Although actual mark should be 70.9, the panel has inadvertently written it as 70.6

Thank you,

Dr. MPP Dharmadasa

Dean/Faculty of Management and Finance

35

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene

Annex 3

Dean
Faculty of Management & Finance
Fax: 94 – 1 – 598324
T.P.: 94 – 1 – 501295
E-mail: dean

කොළඹ විශ්වවිද්‍යාලය
UNIVERSITY OF COLOMBO
තැ.පෙ. 1490, කොළඹ 03, ශ්‍රී ලංකාව
P.O. Box 1490, Colombo 03, Sri Lanka

පීඨාධිපති
කළමනාකරණ හා මූල්‍ය පීඨය

12th December 2017

Vice Chairman
University Grants Commission
Ward Place
Colombo 07

Through   :   Vice Chancellor
                               University of Colombo

Dear Sir,

Expression of Interest – Programme Reviews, Faculty of Management & Finance.

The Faculty of Management & Finance intends to have one Self Evaluation Report (SER) for our Bachelor of Business Administration Degree Programme in 2018.

Thank you,

Yours sincerely,

Dr. MPP Dharmadasa
Dean
Faculty of Management & Finance

Cc: Director / Internal Quality Assurance Unit
               University of Colombo

               Director / QAAC
               University Grants Commission

Review Team : Dr. S. D.K. Wijesundera (Chair), Prof. S.R.Weerakoon, Dr. D.K.Y. Abewardene