Programme Review Report

Programme Reviews - 2018

Bachelors of Business Management (Honours)

Faculty of Business Studies

Vavuniya Campus

University of Jaffna

26th – 29th November 2018

Prof. K. K. D. S. Ranaweera

Prof. V.A. Sumanasinghe

Dr. M.I. Mujahid Hilal

Quality Assurance Council

University Grants Commission
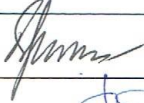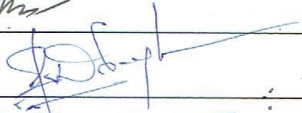
Signature Page

University: Vavuniya Campus of the University of Jaffna

Faculty: Faculty of Business Studies

Program: Bachelor of Business Management

Review Panel:

Name	Signature
Prof.K.K.Don Somathilaka Ranaweera	
Prof.V.Ariya Sumanasinghe	
Dr.M.I.Mujahid Hilal	

Date: 29th November 2018

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Section 1: Introduction to the Programme

1.1   The University of Jaffna

The University of Jaffna was established in 1974 as Jaffna Campus of the University of Ceylon with two faculties; Faculty of Science and Faculty of Arts. In 1979 with the implementation of University Act No 16 of 1978, Jaffna Campus had become an independent and autonomous university, namely, the University of Jaffna. At present, the University of Jaffna has expanded its activities with eight faculties and a Campus in Vavuniya with two faculties, which was established on 1st April 1997 by elevating the status of the Northern Province Affiliated University College (NPAUC). The Vavuniya Campus consists of two faculties, namely, the Faculties of Business Studies and Applied Science. The two batches of students who had completed two years of Diploma courses in NPAUC were admitted for the degree programmes and awarded three-year degrees in Bachelor of Finance (BAF), Bachelor of Business Administration (BBA) and Bachelor of Science (BSc).

The Vavuniya Campus is located in a land with an extent of 160 acres, which is about ten kilometers away from Vavuniya town in the Vavuniya - Mannar road at Sopalapuliyankulam, Pampaimadu. Infrastructure development activities were found to have commenced in 2006 and are still carried out. Accordingly, four residential hostels with a capacity to accommodate about nine hundred students had been completed and the Faculty was permanently shifted from the Vavuniya Town to Pambaimadu on the 1st August, 2011. It is expected that the entire Vavuniya Campus be housed in Pambaimadu location in the near future.

1.2   When the Programme was Started

Faculty of Business Studies consists of three departments, namely, the Department of Finance and Accountancy, the Department of Economics and Management, and the Department of English Language Teaching. In the Faculty of Business Studies, initially three-year Bachelor of Business Administration (BBA) degree was offered and, now, both three and four-year Bachelor of Business Management (BBM) degrees are offered for students.

The faculty offers four Bachelor of Business Management Honours (BBMHons) degree programmes, namely, BBMHons in Accounting and Finance, BBMHons in Marketing Management, BBMHons in Business Economics and BBMHons in Human Resource Management. Further, the faculty introduced a new degree programme Bachelor of Business Management in Project Management [BBM (PM)] which commenced in the academic year

2014/2015. The present student population of the faculty is 400 and, every year around eighty to hundred students are graduated.

Table 1.1: Number of students in faculty at present- breakdown in years**:**

Academic Year	Annual Intake BM	BM (nos)	Annual Intake	PM (nos)
2011 / 2012	150	132		
2012 / 2013	100	66		-
2013 / 2014	100	93		-
2014 / 2015	100	99	50	37
2015 / 2016	100	98	50	44
2016 / 2017	100	93	50	48

Table 1.2: Number of batches graduated through the programme from its inception

Year of Convocation	Number of students graduated
2018	118
2017	102
2016	82
2015	89
2014	38

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

The SER was well written, meticulously planned and properly organized and, thus it covered important aspects of the Programme Review to a greater extent.

The SER comprises 3 major sections:

1. Introduction to the degree programme
2. Process of preparing the SER
3. Compliance with the criteria and standards

2.1   Introduction to the degree programme

In the Section 1, detailed information on the Vavuniya Campus and their programmes are given. It included the vision and mission statements of the Vavuniya Campus followed by the same for the Faculty of Business Studies. There are 2 major categories of degree programmes: There are 5 programmes of which 4 are BBM Honours degree programmes and the fifth is a BBM degree programme designated as "fall back option'. Yearly based breakdown of credit requirement eligibility is well explained, for all 4 years of the BBM Honours degrees and 3 years of the BBM degree. The combination of subjects offered in specialization expresses justification for having uniqueness in each specialization. The BBM (PM) could have been a little better explained especially with respect to evaluation process of examinations and dissertations. This follows a neat breakdown of human resource strengths of the three departments and a subsection on students' facilities. The SWOT analysis was helpful in identifying and reviewing the current situation of the faculty.

2.2   Process of preparing the SER

It appears that SER writing team was composed of all the categories of the staff, academic and academic support and the contribution of all of them were taken. This is an indication of capable and good governess and friendly nature of the administration. With respect to documentation, the filing system was carefully and systematically done. There were 158 files dedicated for each standard, categorizing them into eight criteria neatly and ear-marked with colour coding. This was immensely helpful in evaluation and reviewing in site visits and is highly commendable. A Photograph is attached as evidence.

2.3   Observations on Criteria

2.3.1   Criterion 1: Programme Management

The faculty, since 2007 has been providing the new comers with students' handbooks and prospectus at the early stages during the orientation programme. Existence and contents of University Act, By-laws on examinations and disciplinary matters, TOR's of all staff categories and students' charters, action plan etc. are made known to staff and students. Authorized records like Faculty Board minutes and other subcommittee reports are well maintained. Learning Management System (LMS) has been introduced and it is being used in conducting assignments, distributing handouts. It was observed that the suggestions made by Institutional Review (IR) in 2011 are being well attended. Adhering to academic calendar is a favourable practice but releasing of results on time deserves more attention. The practice of sending answer scripts for external markings all the way back from late 1990's is commendable but the second evaluation should better be a "blind marking". There is evidence of updating the faculty web-site regularly. It is observed that responses are obtained from employers and students in induction and other relevant occasions but attending to those feedbacks need to be regularised. BBM degree is identified as a fall back option for providing provisions for early exit but it needs to be better worked out. Student Counselling appears limited. Disbursement of funds from the university is found to vary which has affected the smooth functioning at the faculty.

2.3.2   Criterion 2: Human and Physical Resources

Dedicated senior staff with foreign training gives able guidance and directions to enthusiastic new recruits. There are no brain drain issues in the faculty which is a very positive point in a developing faculty like the Faculty of Business Studies. The faculty has a computer lab equipped with about 100+ computers and upgrading the lab with more terminals will increase the efficacy of the lab.

It is also observed that the majority of the lecture halls are provided with multimedia facilities. However, lack of adequate lecture halls is a drawback. In addition, upgrading one hall into a smart lecture hall will be of significance. In addition, setting up two examination halls with CCTV camera facilities to accommodate about 600 students per time (2 x 300) will be of importance. Setting up of a language lab intended for using Business English will strengthen the academic programmes to achieve student centered teaching and practicing Outcome Based Education (OBE). Activities of the Staff Development Centre (SDC) need to be updated with more frequent training programmes on different areas necessary for all categories.

2.3.3   Criterion 3: Programme Design and Development

The Faculty curriculum development committee (CDC) regularly conducts CDC meetings. The CDC updates/ prepares the curriculum for existing degree programmes and for the new degree programmes which are in line with the mission, goals and objectives of the Campus. However, getting more external resource persons and relevant professional bodies involved in the process of curriculum development would have been useful in developing more comprehensive curricula. There is an MOU signed with Sri Lanka Institute of Marketing which is a positive point in getting the due recognition. However, entering into more MOUs especially with professional bodies and institutions that provide accommodation for Internships will be of primary significance.

2.3.4   Criterion 4: Course / Module Design and Development

Although, Intended Learning Outcomes (ILOs) are seen for the Bachelor of Business Management degree programme, no ILOs were found for other degree programmes. Despite the fact that courses are in compliance with SLQF and Student Benchmark Statement (SBS) and course evaluation is done by the external experts, courses are not aligned with standards prescribed by the professional bodies. Reviewers could also see the usage of ICT in designing, development and delivering of courses. Academic staff members use multimedia for their lectures. ICT lab is also available for the students for their studies. IQAC is functioning well in coordination with the Internal Quality Assurance Unit (IQAU) of the University of Jaffna. The coordination must further be built up in order to make the smooth/ regular function of the Internal Quality Assurance Cell (IQAC) in order to design the courses in keeping with the quality requirements.

2.3.5   Criterion 5: Teaching and Learning

The mission of the faculty is aligned with the mission statement of the university, which is reflected in the programme objectives constructively. Timetables produced at the departmental level are provided by the faculty to students before the commencement of each academic year.   Similarly, Timetables prepared for individual lecturers are given to academics and both of these timetables enable the faculty to run the academic programmes smoothly. It can be recommended to make these information available in the LMS as well. Faculty operating student feedback and peer evaluation mechanisms are positive points in improving teaching and learning processes.

It is recommended to device strategies to motivate students towards independent learning and LMS can be one of the effective tools to achieve this. Despite there are some facilities introduced for differently able students, no attempts are taken by the university to enrol such students. It is also noted that no awarding system for the research and publications has been established yet. No evidences were found to convince that the SDC activities are being

developed and organized at the faculty level for last two years. Similarly, no career guidance programmes were found to be developed by the faculty. In addition, no clear plans or proposals were found to make the subject English as a tool in making the graduates competent in communicating in their subjects to the real world. It can be recommended to make the use of information gathered from students' feedback and graduate satisfaction survey.

2.3.6 Criterion 6: Learning Environment, Student Support and Progression

The faculty has been able to adopt a conducive environment where students and academics maintain a good relationship which promotes friendly interaction between them. Hostel facilities are provided to students, however, the facilities should be further improved. A special attention is required to be paid on the facilities, sanitary and hygienic conditions in male and female canteens including the kitchens. Indoor sport facilities are not arranged properly and the floor of the indoor stadium should be properly done. The playground is so huge that it cannot be maintained properly. Providing a suitable machine with a caretaker to maintain the lawn can be a suitable alternative.

Website is in operation to maintain a flow of information to users including students. Wi-Fi facilities are provided in the university surroundings although there is a need for widening the said facilities which is a crucial need identified by the faculty. Medical centre requires more improvements in terms of human and physical resources. The library authority was found not aware of the requirements for infrastructure development and training needs. These drawbacks have caused limited access to the library facilities. Interaction with Alumni is poor and should be strengthened. in order for them to help the faculty in many ways.

2.3.7 Criterion 7: Student Assessment and Awards

As the SER demonstrates, the programme and course specification, examination rules, letter of appointment of examiners, manual of examination procedures etc. are available to students.

Scheme of evaluation for BBM Honours degree programmes, selection criteria for specialization areas are included in the students' handbook. Credit weightage is described clearly in relation to different components of assessments with respects to each course unit.

A system should be introduced for awarding university prizes for best performers selected in different years, which is a tool of motivation. The LMS is being operated in learning and assessment processes except for the final examination. Getting the examination question papers moderated and maintaining reports on moderation and getting the second marking

done by external examiners from other universities deserve appreciation. A system need to be devised to activate credit transfer scheme.

2.3.8   Criterion 8: Innovative and Healthy Practices

The Review team observed several innovative and healthy practices; LMS being positioned in the academic programmes although to a limited extent, Research Conference on Business Studies (RCBS) publications, affiliation of students to internships which might expose the students for job opportunities. Policies such as Gender Equity and Equality (GEE) are being developed. There are still drawbacks as well; lack of a system for attracting research grants and for an academic rewards scheme, poor and inadequate industrial links and lack of income generating activities which can motivate students for entrepreneurial opportunities.

Section 3: Description of the Review Process

3.1   Review Team

Programme Review Team of the Vavuniya Campus was appointed by the Quality Assurance Council (QAC) of the University Grants Commission in consultation with the Dean of the Faculty of Business Studies. Accordingly, the following members served as Programme Reviewers to the Faculty of Business Studies, Vavuniya Campus, University of Jaffna.

Senior Prof. K. K. D. S. Ranaweera, University of Sri Jayawardanepura
Prof. V.A. Sumanasinghe, University of Peradeniya
Dr. M.I. Mujahid Hilal, South Eastern University of Sri Lanka.

The members of programme review team were trained by the Quality Assurance Council (QAC) of the University Grants Commission. Desk evaluation was done by each member of the team independently and had agreed on the scores at a meeting held at University Grants Commission organized by the QAC. The Chair of the Review Team prepared the schedule of the site visit at Vavuniya Campus in consultation with the members of the team and was sent to the Dean of Faculty of Business, Vavuniya Campus.

3.2   Pre-site Visit

All members of the review team reached the Hotel on 25.11.2018 and had a meeting and discussed what need to be done during the programme review. The reviewers followed the schedule which was sent to the Dean of the Faculty of Business Studies well in advance. The Site Visit consists of the following;

- Meeting with top management (Rector of the Campus, Dean of the Faculty of Business Studies and Director/Internal Quality Assurance Cell)

- Meeting with the acting Vice Chancellor

- Meeting with Academic Staff and Students

- Meeting with Administrative Staff

- Meeting with non-Academic Staff

- Meeting with Academic co-ordinators and counsellors, Directors of SDC and CGU

- Meeting with Medical officer

- Meeting with members of Alumni (graduates)

- Examining the documentary evidences

- Observing teaching and learning facilities

- Debriefing of the programme review

3.3   Site Visit

The programme review team, in addition to the meetings referred to above, made visits to different places like hostels, library, computer centre, medical centre, playground, indoor sport complex, lecture halls, canteen, English Language Teaching Unit, Staff Development Centre etc. (Annexures I & II). Reviewers also observed several randomly selected lectures and observed teaching and learning facilities of the students. A special attention was paid to observe places like hostels, canteen and the kitchens.

The major part of the review process was inspecting the documentary evidences as given in the Self Evaluation Report (SER) submitted by the Faculty of Business Studies, Vavuniya Campus of the University of Jaffna. Reviewers were given a separate and pleasant space to inspect the documents which were nicely arranged in a way to purely look at the evidences. This was very comfortable for the reviewers. The faculty staff members were ready to give their helping hands to the reviewers to easily look at the documents. However, reviewers obtained their supports only when necessitated.

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

The review team paid a visit to the Internal Quality Assurance Cell (IQAC) of the faculty and observed that the IQAC is functioning well in a small spaced room with a single clerk. It was also observed that all staff members were very supportive to the Coordinator. Review team also met the Director/Quality Assurance of the University of Jaffna and understood that monthly meeting of Internal Quality Assurance Unit with all coordinators of IQAC of the faculties are being conducted. Hence, it is also confirmed that internal quality assurance is an ongoing process at the University of Jaffna and at the Vavuniya Campus.

It is also worthwhile to note that discussion with the Acting Vice Chancellor, Rector of the Vavuniya Campus, Dean of the Faculty and the Director of IQAU revealed that all parties at the Faculty of Business Studies and along with other top administrators of the Vavuniya Campus are striving to commit themselves to achieve and implement the quality standards specified in the manual of the quality assurance.

It was also monitored that filing system which is being implemented by the faculty was excellent and all required documents were kept in properly prepared filling boxes as per the order of quality standards given in the manual. This made the documents accessible to the Review Team within a shorter time when required to observe.

Section 5: Judgment of the Eight Criteria:

5.1   Criterion 1-Programme Management:

Strengths:

The faculty carries out good practices as students being provided with handbooks and prospectus during the orientation period. Existence of and contents of the University Act, By-laws on examinations and disciplinary matters, TOR's of all staff categories and students' charters, action plan etc. are made known to staff and students. FB minutes, subcommittee reports are well maintained. The IQAC of the faculty was established in 2015 in response to suggestions made by Institutional Review (IR) in 2011 and functioning well. Activities on Sexual and Gender-Based Violence (SGBV) are in place and awareness of it has been made by conducting workshops. Adhering to academic calendar and releasing of results on time is a favourable practice. The practice of sending answer scripts for external markings all the way back from late 1990's is commendable but the second evaluation should better be a "blind marking". There is evidence of updating the faculty web site regularly.

Weaknesses:

Only few evidences are there on obtaining responses from employers and students in induction and other relevant occasions. Thus, failure to incorporate their feed-back as remedial measures appears as a drawback. More MoU's locally and internationally could have been in operation since Business Management is a field with high demand at present. Though the BBM degree is identified as a fall back option, provisions have been made as Diploma level early exit. Student counseling appears limited. Disbursement of funds is slow and involves a cumbersome process as it is controlled by the mother institution University of Jaffna.

5.2   Criterion 2 - Human and Physical Resources:

Strengths:

Dedicated senior staff with foreign training gives able guidance and directions to enthusiastic new recruits. Brain drain which is rampant on other universities has not been luckily an issue. Harmony and unity among staff members of all categories and grades seems to facilitate dynamic functioning of the faculty. Settling down of majority of staff in the vicinity of Vavuniya city assists smoothness of administrative duties. Multi-ethnic and religious student population and frequent mingling among themselves stimulates racial and religious harmony in the society which should be fostered as a nationwide practice. Computer lab is equipped with about 100+ computes and a few more computers needs to be added to the fleet. Residential facilities for both females and males for at least three years of their studentship is

actually required for somewhat a remote campus like Vavuniya. However, the distance from halls to Campus and cramming 4 students with bunker beds in a smaller room must be alleviated.

Weaknesses:

The majority of the lecture halls are provided with multimedia projectors, however, the requirement for lecture halls and an examination hall to house larger groups increases as per the increase of student intake. The lack of adequate lecture halls and linguistic labs was identified as a threat to implement the student centered teaching and practicing outcome based education. Activities of the SDC may be updated with more frequent advertised training programmes. The induction programme has to be streamlined.

5.3   Criterion 3 - Programme Design and Development

Academic programmes of the faculty should reflect the institution's mission, goals and objectives.   These are offered according to the need and market analysis and Subject Benchmark Statement (SBS).   Further, programme design should be initiated with explanation of the graduate outcome followed by a clear mapping of courses.

Strengths:

The faculty has a curriculum development committee with adequate number of experts from the faculty and regularly conducts curriculum development committee meetings. However, the faculty is lacking in getting external stakeholder participation in the curriculum development although it has very strong Alumni.

Weaknesses

It was also observed that although programmes are consistent with Sri Lanka Qualification Framework (SLQF) and Subject Benchmark Statement (SBS), the requirements of the professional bodies are not considered during the process of curriculum development. There is a MOU with Sri Lanka Institute of Marketing which is also for consideration of an award for the students of the Faculty of Business, Vavuniya Campus. Moreover, it is also evidently seen that graduate profiles and handbooks for the students are considered for the course design and development and are given on time.

Despite the evidences could be found for practicing the outcome based education (OBE) and student centred learning (SCL) by the academic staff members, the evidences for training the

academic staff for OBE and SCL are missing. Regular training programme on OBE and SCL should be arranged by the Staff Development Centre.

Reviewers were able to see only one MoU with Sri Lanka Institute of Marketing. There were no other MoUs with either professional bodies or institutions providing internship placement for the students. MoUs should be signed with professional bodies like CMA, CIMA and CA etc. and with institutions which provide placements for the students' internship programmes A policy for differently able students must be formulated.

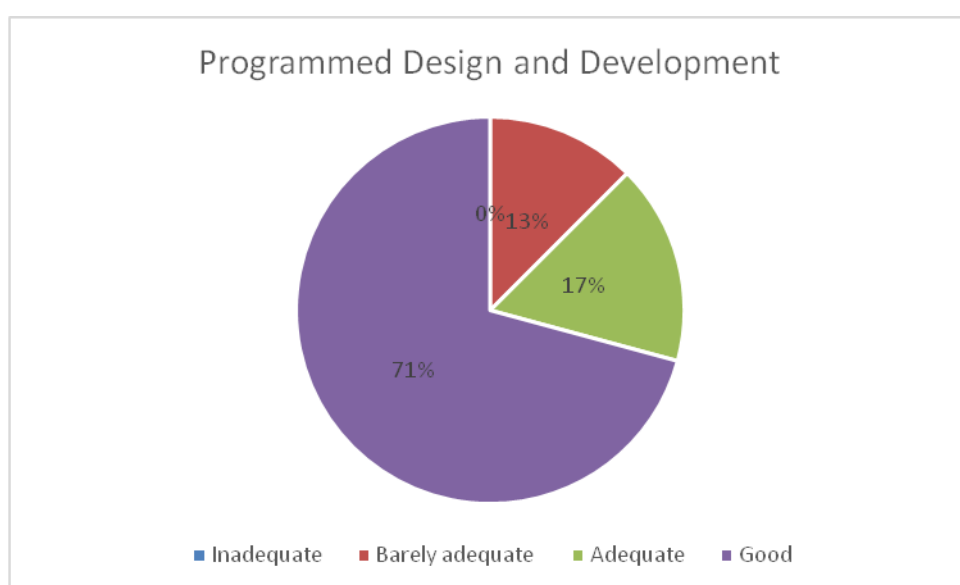Accordingly, the marks of the Criterion 3 are illustrated in Figure 5.1 below.

Figure 5.1: Programme design and development

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5.4   Criterion 4 - Course / Module Design and Development

In the curriculum development, there are evidences for external expert's consultations. This should also be further strengthened. Although, intended learning outcome (ILO) is seen for the Bachelor of Business Management degree programme, reviewers could not see ILOs for other degree programmes offered by the faculty.

During the development of courses and curricula, the requirements given by the professional bodies should be considered. Despite the fact that courses are in compliance with SLQF and SBS, and the course evaluation is done by the external experts, courses are not aligned with standards prescribed by the professional bodies. In order to be compliance with the professional bodies, memorandums of understanding (MoUs) with the professional bodies can be suggested.

The Review Team was also able to see the usage of ICT in designing, developing and delivering of courses. Academic staff members are using multi media for their lectures. ICT lab is also available for the students for their studies.

The reviewers' major concern is on the training of the academic staff. There were no schedules for training for academic staff. Even the reviewers could not see any evidences of conducting training programmes for the academic staff by Staff Development Centre (SDC). Based on the above judgments for the criteria, marks for the evaluation for the Criterion 4 is given in Figure 5.2

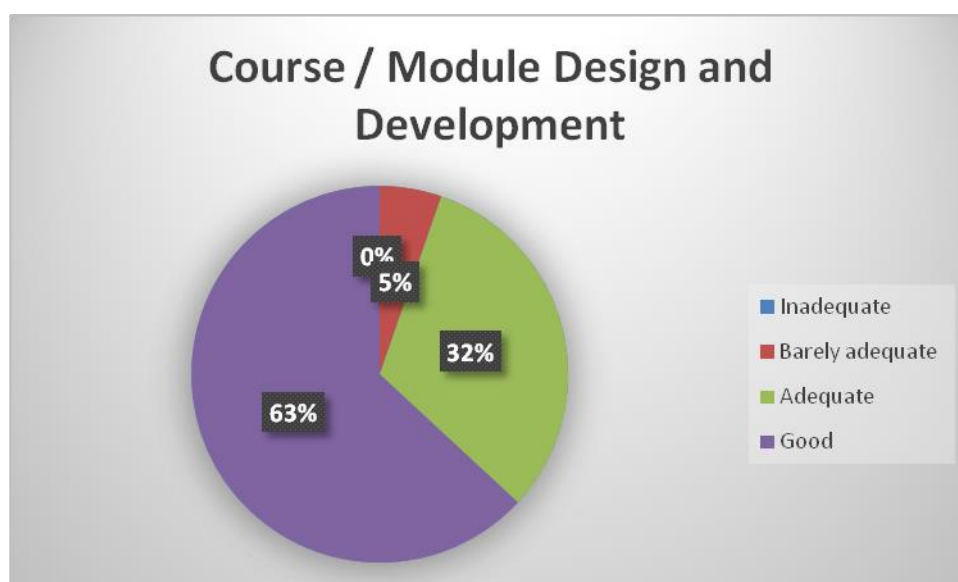**Figure 5.2:** Course Module Design and Development

5.5   Criterion 5 - Teaching and Learning

Strengths:

The review team observed that the mission of the faculty is aligned with the mission statement of the university, which reflects in the programme objectives constructively. The faculty operates student feedback and peer evaluation mechanisms as effective tools in improving teaching and learning process.

Weaknesses:

There are insufficient strategies for motivating students towards independent learning. No evidences were found to convince that the SDC activities are being developed and organized at the faculty level for the last two years, although there is an induction programme organized by the Jaffna SDC. Career guidance programmes are also not clearly organized for the students. In addition, no clear plans or proposals were found to make the subject English as a tool in making graduates competent in communicating on their subjects to the real world. It can be recommended to use information gathered regularly through student feedback forms and graduate satisfaction surveys to improve teaching learning and support services.

5.6   Criterion 6 - Learning Environment, Student Support and Progression

Strengths:

The faculty has been able to adopt a conducive environment where students and academics maintain a good relationship which promotes friendly interaction between them. Website is in operation to maintain a flow of information to users including students. Wi-Fi facilities are provided in the university surroundings although there is a need for widening the said facility which is a crucial need identified by the faculty.

Internship programmes are carried out for students to translate the theoretical knowledge of the degree programme to real time experience although the period of training is limited. Students' feedback system was observed to be in operation. In addition, student satisfaction survey is being regularly carried out as evident from the documentary verification of monitoring mechanisms for student satisfaction survey reports. The review panel observed that the faculty has initiated to develop infrastructure for differently able students. The faculty promotes active interaction between the academic and non-academic staff, and students (e.g. through cricket matches). Students are engaged in extracurricular activities and their satisfactory performances have brought credit to the university in the form of awards at different competitions. Medical Officer available at the Health Centre was found to be committed to his duties, despite there is no provision for getting his services for a longer period of the day.

Weaknesses:

There is no clear mechanism to assess the success and appropriateness of internship programmes. Library facilities are yet to be developed upto the standards. The library authority has not identified requirements for infrastructure development and training needs for staff and not explored ways to attract users. These drawbacks have caused limited access to the library facilities. No career guidance programme plans were found to be developed by the faculty targeting the students. The review team also observed that there was no effective

counselling system in place. Medical Officer is available at the Health Centre for only an hour of each weekday and there is only one retired nurse and a minor staff member at the Health Centre.

Interaction with Alumni is poor and should be strengthened. As the review team understood that if an Alumni association is formally established there can be prospective members who can help the faculty in many ways. The following are also recommended to carry out with immediate effect;

1. To identify SDC needs for staff of different categories
2. Establish a mechanism for a proper co-ordination between the Faculty SDC and the University SDC
3. To seek possibilities of getting the services of several Medical Officers for different time slots of the day across the week.
4. To ensure a continuous service from medical supportive staff.

5.7   Criterion 7 - Student Assessment and Awards

Strengths:

Information on examination criteria, scheme of evaluation for BBM Honours programme, selection criteria for specialization are included in the students' handbook. Credit weightage is described clearly in relation to different components of assessments with respects to each course unit. There is a system for awarding university prizes for best performers selected in different years, which is a tool of motivation. The review team observed that a LMS is being operated in learning and assessment processes except for the final examination. The faculty pays a special attention for getting the examination question papers moderated and maintains reports on moderation, which enables the faculty to streamline assessment procedures. The faculty also gets the second marking done by external examiners from other universities.

Information on continuous assessments and their weightage are made available with regard to final marks. There is a system of using of external examiners and getting comments from the moderators and external examiners. Credit transfer scheme is not initiated and reduced incorporation and adaption of open educational resources (OER), personal development learning (PDL) and context based learning (CBL) to the curriculum.

Weaknesses:

No evidence was made available regarding departmental level staff meetings to discuss students' matters at department level. Less formative assessments are used. Assessment strategies to evaluate soft skills and attitudes are very limited. The following are also recommended to carry out;

1. To use the reports of internal and external examiners in enhancing the quality of teaching, learning and assessment processes.
2. To introduce more diverse assessment strategies to evaluate soft skills and attitudes.
3. To introduce formative assessments for different subjects.
4. To introduce incorporation and adaption of OER, PDL and CBL.
5. To establish a system for sending answer scripts along with original marking.

5.8. Criterion 8 - Innovative and Healthy Practices:

Strengths:

LMS is deployed, however, more and more teacher participation by frequent updating of lecture materials is encouraged. RCBS publications encourage students for embarking on research and outreach activities. Continuous affiliation of students to internships makes them exposed to industry which might find them job opportunities more rapidly. Policies such as Gender Equity and Equality are being developed.

Weaknesses:

Attracting of only fewer research grants and lack of academic rewards scheme hinders motivation of young researchers who have many other commitments apart from engaging in research. Industrial links are yet to be strengthened while income generating activities should be introduced. The following are also recommended to carry out;

1. To strengthen research grants policy to motivate staff in research.
2. To establish an academic rewards scheme.
3. To strengthen industrial links.
4. To introduce income generating activities.
5. To introduce credit transfer schemes to facilitate multi disciplinary programmes.

6. To introduce a scheme at faculty level for a reward system to encourage academics for achieving excellence in research and outreach activities.

7. To device proper mechanism to systematize fall back options with a proper nomenclature.

5.9   Summary

Grade: A Very Good

High level of accomplishment of quality expected of a programme of study; should move to excellence.

Section 6: Grading of Overall Performance of the Programme

The PR Team evaluated the 156 Standards for Assessment of Performance of the Programme of Study and graded the Overall Performance of the DEGREE Programmes of the Faculty of Business Studies, Vavuniya Campus, University of Jaffna.

The achievements realized individually for each of the eight criteria are provided in Table 6.1. The cumulative score obtained for a criterion is based on the evidence given for each standard in the relevant criterion by the faculty SER. It is envisaged that, guided by the results obtained for each criterion, existing good practices maintained, will be strengthened and any shortcomings rectified by taking remedial actions.

Table 6.1: Assessment of individual criterion and performance level achieved.

Criterion	Assessment Criteria	Performance descriptor
1	Programme Management	Very Good
2	Human and Physical Resources	Very Good
3	Programme Design and Development	Very Good
4	Course/ Module Design and Development	Very Good
5	Teaching and Learning	Very Good
6	Learning Environment, Student Support and	Very Good
7	Student Assessment and Awards	Very Good
8	Innovative and Healthy Practices	Good

The final assessment is precisely based on the guidelines given in the pages 80-81 of the Manual for Review of Study Programmes.

The review team's assessment of the level of accomplishment of quality expected of an academic programme based on the grading of overall performance is indicated in the Table 6.2 which provides the detailed information on the calculation of the grade.

Table 6.2: Grading of the overall Programme of Study

Criterion	Criteria Performance	Reviewer (VAS)	Maximum Score	Weightage /1000	Wtd Minimum	Score
1	Programme Management	69	81	150	75	127.8
2	Human and Physical Resources	30	36	100	50	83.3
3	Programme Design and Development	62	72	150	75	129.2
4	Course/ Module Design and Development	49	57	150	75	128.9
5	Teaching and Learning	50	57	150	75	131.6
6	Learning Environment, Student Support and Progression	65	72	100	50	90.3
7	Student Assessment and Awards	44	51	150	75	129.4
8	Innovative and Healthy Practices	32	42	50	25	38.1
%	*Total on a thousand scale*					*85.9*
	Percentage Secured					

Table 6.3: Summary

No	Criteria	Weighted minimum score*
01	Programme Management	**69**
02	Human and Physical Resources	**30**
03	Programme Design and Development	**62**
04	Course / Module Design and Development	**49**
05	Teaching and Learning	**50**
06	Learning Environment, Student Support and Progression	**65**
07	Student Assessment and Awards	**44**
08	Innovative and Healthy Practices	**32**
	Total on a thousand scale	**858.6**
	%	*85.9*

Each of 8 criteria did score more than the minimum weighted score.

The Criteria 1-7 achieved performance descriptor "Very Good "while the Criterion 8 attaining "Good".

The overall percentage value scored was a high 85.63%.

Therefore, **Grade – A** and **Very Good** Performance Descriptor is assigned**.**

Section 7: Commendations and Recommendations

Since Section 5 details the strengths, weaknesses and recommendations at great length, in order to avoid needless repetition, we list below what we consider are the most important commendations and recommendations.

Commendations:

- The faculty regularly distributes prospectus and students" handbooks to students prior to commencement of the academic programmes.

- The faculty conducts orientation programme when it is necessary.

- The faculty provides timetables that are recommended at the department level before the commencement of the course.

- The faculty provides timetables for individual teachers.

- The faculty has taken steps for educating about the availability of faculty examination By-laws for reference of students.

- The faculty provides guidelines for examinations and examiners.

- The faculty has made arrangements to provide documentary evidence through a perfect filing system showing a professional outlook towards academic-administration.

- Staff being supportive, committed and cordial, eased and quickened the review process.

- Having dedicated and enthusiastic staff is commendable.

- IQAC is found functional despite it has limited facilities, if necessary facilities are adequately provided, it can do better.

- Students' evaluation and peer evaluation are two good practices observed (attending recommendations made in Subject Review 2007).

- There is a friendly relationship between and among staff and students.

- Uniqueness by being a central location connected to many regions.

- Balanced ethnic composition.

- LMS is being operated in learning and assessment processes except for the final examination.

- The faculty pays a special attention getting the examination question papers moderated and maintains reports on moderation.

Points to be improved or implemented:

- Coordination between IQAU and IQAC to regulate/facilitate the functions of IQAC at the faculty level needs to be more strengthened.

- A career guidance annual plan needs to be designed and implemented in accordance with annual action plan.

- Involvement of Alumni in curriculum design/revision should be ensured.

- Information on ILOs on other specialized degree programmes in addition to BBM programme should be made available.

- Inclusion of more recent and relevant information is suggested to include into standards.

- A comprehensive rewarding scheme should be introduced for staff with regard to both Research and Teaching excellence.

- Though opportunities for early exit is available, fall back options and mechanisms need to be devised with a suitable nomenclature as the term "fall back" can be more qualified.

Recommendations:

- To set up two fully pledged examination halls to accommodate 600 students (2 x 300).

- To continue sending exam answer scripts to external examiner for second marking is commendable.

- Since sending answer scripts with marks of first marking examiner is not a good practice, sending them only with the marking scheme to the second examiner for blind marking is encouraged.

- SDC to carry out a need assessment for staff of different categories, design an annual programme and implement on regular basis with the coordination of SDC/Jaffna if and when necessary.

- SDC to develop and maintain a list of resource persons for SD programmes.

- Active and sustainable link programmes with international universities with continuous teacher and student exchange programmes and scholarship programmes (through MoUs).

- Dedicated CGU needs to be established.

- CGU to carry out a need assessment for students in different areas, design an annual programme and implement on regular basis.

- CGU to develop and maintain a list of Alumni and liaise with them for different CG programmes.

- Develop a research culture and to provide conducive environment for cutting edge research.

- Incorporate essential concepts/ tools/ methods like OBE, PBL, SCL etc.

- Train the staff of the DELT to make them competent in conducting subject-based English programmes.

- DELT needs to do a need assessment.

- Upgrade the library with e-materials accessible to wider circle of students and to identify ways to attract the students and staff.

- Regularize/ facilitate industrial links (e.g. Business Incubator).

- Introduce more income generating activities (short courses, consultancy, RGs).

- Facilitate establishment of subject societies.

- Provide Wi-Fi facilities and "hangout places" in the university surroundings.

- Install an ATM machine in the faculty.

- A director for sports needs to be appointment (Appoint an acting director for the faculty).

- Coaches need to be present when required.

- Marshal (female) is to be recruited.

- Medical centre needs to be upgraded and expanded.

- Introduce and manage unique multicultural programmes such as the Traditional Food Festival for promotion of social harmony.

Section 8: Summary

The review team is very impressed with the attributes of the Faculty of Business Studies of the Vavuniya Campus, University of Jaffna. The team recognized a number of strengths and weaknesses of the degree programmes and they are listed in the Section 5. Also the team made recommendations under each criterion in the same Section.

Overall commendations and recommendations are given based on the strengths and the weaknesses described in Section 5. These recommendations have been made after an in-depth analysis of collected documents, and observations, discussions and interviews throughout the review visit.

The review team observed a close collaborative relationship of the academic and non-academic staff. This collaboration should be maintained well and widened to students and alumni in future in terms of implementation of the recommendations given in this report.

Although the faculty has been in existence for 25 years, the pace of the development does not seem satisfactory due to many issues associated with reasons like as being away from the main university. The best possible and feasible solution can be to empower the campus by elevating it to a national university.

It was disclosed that the proposal for upgrading the campus to full-pledged university status has been submitted to UGC in 2017. The review team recommends this as a good move which will lead to efficient and smooth functioning and the rapid progression of the faculty.

Annexure I: Visits and meetings

Photo evidence of observations

Meeting with students representing different years	Lecture – needs to be more interactive
Playground – unattended lawn	In door sport complex – naked floor
A disorganized room in male hostel	Meeting with staff
A hostel kitchen – untidy with poor hygienic conditions	Observation Document

Annexure 2: Feedback from undergraduates and alumni

Feedback from undergraduates and alumni

* The degree program is Satisfactory
* The relationship between the lecturers and students is Satisfa...
* The lecturers focus on the students individually.
* The degree program is well Structured.
* The overall academic conditions are Satisfactory.

The improvements that should be made

* There is no adequate library facilities. There's a shortage academic book and also Sinhala / Tamil literature.
* Adequate study room / study area facilities are not available.
* The hostel facilities at present are adequate, but it ... not be sufficient for the future student intakes.
* No proper method to treat students in emergencie...
* No ATM facilities, closest ATM is km away. Most students go to vavuniya town 10km away.
* No Auditorium facilities for the Students.
* Lack of Sports & musical instruments.
* Lack of opportunities to form Societies.
* No proper screening test for English Courses.
* No enough democratic environment to talk about Problems.
* Repeat fees around RS 500

POSITIVES

- Friendly approachable staff - always ready to help and advice.
- Acadamic level - nothing much to complain.
- Assignments are tested in various ways
- Hostel facilities are fairly good.
- Lecture halls are comfortable, sufficiently equipped.

NEGATIVES

- The biggest concern is the delay in the academic year - we hope a solution is found to shorten the period so we can pass out soon and start working.
- Insufficient varieties of food - even if it's rice and ~~for~~ curry, the same curries are served.
- Suggestion : that more practical methods are used to improve both spoken and written English
- Gym equipments are insufficient and mostly damaged - of no use.
- Infrastructure needs to be improved - specially benches and the surrounding area where we spend most time apart from the lecture hall.

POSITIVES.

1) Students and lecturer relationship is in nice manner. (Eecuturers are so friendly with studen?

2) Students self access learning centre is avail? (LMS).

3) Comparing to other universities no ragging.

4) Finishing the academic activities and degree programmes on proper time.

5) Extra curricular activities, like sports and cultura? are conducted to improve the skills of the students.

6) Multi cultural is developed and balanced amon? students.

NEGATIVES.

1) Not enough of infrastructure facilities.

2) Need some sort of societies which relates with the subjects and also which helps for the Job market.

3) Need public wifi in campus premises.

4) To do the religious activities need proper plac? for each religion.

5) Strictly seeing the attendance for the examinatio? therefore its little bit difficult to do the prof -ional courses.

=> Learning enviornment is good for us

=> lectures contecting threw the LMS, multime internet.

=> If you put the short semmester for us it very use full for our carrier.

(Study week = 15 week) But can reduce the semmerster leave

5 year = 5uweeu

Study week = 30 week
Study leave = 4 week
Examination = 8 week
—————
42.

We have 12 weeks leave so can redu it to 4 or 5.6 weeks ;

If you reduce the leave we can come or two month before.

=> Other wise lectures move very familiarly with us and guide us.

=> They give ideas to how manage our car

=> we follow proffessional courses but here n chance to study classes available at Ja or Anuradhapuram.

=> Compare with other univercities we are back.

Jayapura students enter in to 3rd year at November or December but here we ente in to 3rd year mid of April.