



**Programme Review Report**  
**Programme Reviews - 2018**  
**Bachelor of Business Management (Special) in Marketing**  
**Faculty of Commerce and Management Studies**  
**University of Kelaniya**  
**17<sup>th</sup> to 20<sup>th</sup> September 2018**



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

### **1.1 University of Kelaniya**

The University of Kelaniya has its origin in the historic Vidyalankara Pirivena, founded in 1875, as a centre of learning for Buddhist monks. It was one of the two great national centres of traditional higher learning, heralding the first phase of the national movement and national resurgence. With the establishment of modern Universities in Sri Lanka in the 1940s and 1950s, the Vidyalankara Pirivena became the Vidyalankara University in 1959, later the Vidyalankara Campus of the University of Ceylon in 1972 and, ultimately, the University of Kelaniya (UoK) in 1978. Today, UoK is one of the major national Universities. It is located just outside the municipal limits of Colombo, in the ancient and historic city of Kelaniya, on the north bank of the Kelani River. It has two major campuses, seven locations, six faculties and four institutions.

UoK has pioneered a number of new developments in Higher Education. It was one of the first Universities to begin teaching science in Sinhala, and also the first to restructure the traditional Arts Faculty into three separate Faculties of Humanities, Social Sciences and Commerce and Management. It also has several unique Departments not generally found in the Sri Lankan University system and some Kelaniya innovations have been adopted subsequently by other Universities. These include the Departments of Industrial Management and Microbiology in the Faculty of Science; Departments of Linguistics, Fine Arts, Modern Languages and Hindi in the Faculty of Humanities; and Mass Communication and Library and Information Sciences in the Faculty of Social Sciences.

### **1.2 Faculty of Commerce and Management Studies (FCMS)**

Founded in 1995, FCMS is a young Faculty at UoK with more than 2,000 students, comprising five academic departments; namely Department of Commerce and Financial Management, Department of Human Resource Management, Department of Accountancy, Department of Marketing Management and Department of Finance. FCMS is a vibrant community of undergraduate and postgraduate students, scholars and academics representing a wide range of specializations.

The Faculty aims to produce world class graduates readily employable in industry, in pursuit of the mission by producing academically and professionally competent personnel to take up managerial positions in organizations, create an entrepreneurial culture, and broaden the horizon of knowledge pertaining to the discipline of Commerce and Management.

Collaborative relationships and partnerships with the industry, relevant professional bodies and foreign universities facilitate the Faculty in designing degree programs to produce world-

class graduates best suited to highly competitive business environment along with the quality assurance processes in place to ensure academic quality of the programs.

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

The Department of Marketing Management (DMM) is one of the premier Departments affiliated to FCMS, University of Kelaniya. The DMM was initially started in 1998 as a unit under the Department of Commerce and Financial Management and upgraded as a separate Department in 2005. From its inception, it has reached many unique and innovative milestones.

DMM has obtained the ISO9001:2015 quality certification which accredits its programme design & development, teaching & learning, assessments, research & publications and professional development since 2014. It is the first and only SAP university alliance partner in the country which enables them to teach students in an integrated, technologically driven environment. DMM offers the following programmes for the internal and external students via different avenues.

#### **Internal Programmes**

- Bachelor of Business Management (Special) Degree in Marketing
- Diploma in Enterprise Resource Planning
- Diploma in Peoples Skills

#### **External Programmes**

- Diploma in Marketing
- Higher Diploma in Marketing

#### **Post Graduate Programmes**

- Postgraduate Diploma in Marketing
- Master of Business Management in Marketing

### **1.4 Bachelor of Business Management (Special) Degree in Marketing**

The Bachelor of Business Management (Special) Degree (BBM) in Marketing is a four-year degree programme with 120 credits of learning volume which aims at developing a marketing strategist at the completion. From its inception in 1998, fifteen batches have been graduated through the programme so far.

## 1.5 Academic, Academic Support and Non–Academic Staff

DMM currently has 18 academic staff members consisting of, 01- Senior Professor, 13 Senior Lectures, 01- Lecturer and 03- Probationary Lecturers. DMM has 05 PhD holders and another 03 are currently reading for PhDs. Other than the 03 probationary lecturers the rest of the non–PhD holders have completed their masters and various other professional qualifications. Further, DMM has 03 non-academic staff members.

## 1.6 Students enrollment

The number of students enrolled at DMM is as follows;

**Table 1.1: Numbers of Students Enrolled by Year of Study**

<b>Batch</b>	<b>Female students</b>	<b>Male students</b>	<b>Total</b>
4th Year	44	48	92
3rd Year	43	42	85
2nd Year	37	51	88
1st Year	48	34	82
<b>Total</b>	<b>172</b>	<b>175</b>	<b>347</b>

The student staff ratio is 19:1

## 1.7 Infrastructure and facilities available for student support

DMM shares common learning resources of the University and Faculty such as the University main library, computer laboratories, study areas and lecture theaters. In addition, DMM owns and maintains two systematically designed learning centers: CPMG Hall and on demand learning lab (ERP Lab).

ERP lab is a computer lab comprising four bays which creates a platform to develop skills in different areas. These bays are: “Rosetta stone” software as a language trainer to improve English Language proficiency (Bay 01), in house developed video case studies to improve the students’ analytical skills and industrial knowledge (Bay 02), video teaching materials, tutorials and SAP software (Bay 03) and Kindle library which carry key references (Bay 04). However, FCMS and DMM face severe problems due to lack of infrastructure facilities such as lecture rooms, computer labs, rooms for staff members etc.

## **1.8 Response of the Faculty/Department to the recommendations made in previous Programme reviews**

DMM had undergone a subject review in 2007 and was given 18 recommendations. Most of the recommendations have been implemented satisfactorily, such as development of course manuals, increasing number of optional courses, introduction of a course on Research Methodology, introducing student feedback forms and peer observation forms for staff members and introducing a postgraduate diploma programme in Marketing.

## **Section 2 – Review team’s observation on the Self-Evaluation Report (SER)**

The review team was happy to note that the Self-Evaluation Report (SER) prepared for “Bachelor of Business Management (Special) in Marketing” degree programme was well organized and majority of information required to conduct a successful programme review were provided. However, it became clear that a limited number of staff were involved in the preparation of the SER and review process. In particular, the responsibilities had been mainly distributed among four members (Page number 5 of SER) of which three are Probationary Lecturers. The quality of SER could have been improved further if senior members with experience handled the main responsibilities.

Furthermore, the SWOT analysis included in the SER is comprehensive and covers most of the important aspects directly and indirectly related to the BBM in Marketing degree programme. The important documents such as Corporate Plan and Action Plan were also presented to the reviewers during the site visit. The SER demonstrates the degree of internalization of best practices by the Department/Faculty/University and the level of achievement of Standards set out under eight Criteria prescribed in the PR Manual. Documentary and other evidences made available to substantiate the claims made in the SER were comprehensive, but not organized well. In particular, the coding system applied for evidences was not user friendly and it made reviewer’s work time-consuming. In several instances, additional information was requested by reviewers to verify certain processes and practices and they were promptly provided. Each criterion was summarized at the end of each criterion as required by the PR manual. The last section summarized the SER and the annexures were attached at the end of the SER.

The team observed that the programme reflects the mission, goals and objectives set out in the Corporate Plan of the university. The graduate profile was adequately presented in the SER and the team clearly observed that the Student Centered Learning (SCL) and Outcome Based Learning (OBL) approaches were adapted to the programme. In addition, the standards and quality of the programme are well in accordance with the SLQF and relevant SBS, except the title of the degree programme reviewed during the visit. Further, several remedial measures have been implemented to rectify the deficiencies identified at the previous Subject Review conducted in 2007.

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

The review process comprised of several stages beginning with a training given to Programme Reviewers by the QAC at the UGC on programme review process (14/02/2018), followed by a pre-review meeting and distribution of the SERs of the respective degree programmes to the selected reviewers for desk evaluation (21/06/2018) and the pre-site visit meeting held for the reviewers at UGC (31/07/2018). The assigned review team members (03) individually carried out the desk evaluation of the SER based on the evidences listed in it. During the pre-site visit meeting the review team was able to compare and discuss individual evaluations. The review chair contacted the Dean of FCMS and was able to contact the coordinator of the review process of DMM to finalize the site visit schedule.

The review was conducted from 17<sup>th</sup> to 20<sup>th</sup> September 2018. The agenda of the site visit schedule is given in Annexure 01. The review team was unable to meet the Director/IQAU and IQAU facilities as she was abroad, however the review panel chair had been informed of this by Director/IQAU before the site visit. The review team met the Vice Chancellor/UoK and the Dean/FCMS. Both informed about the Internal Quality Assurance mechanism of the University and the Faculty. Afterward the review panel met HOD/DMM and the SER writing team. The HOD with three members of staff made a presentation on the Department, its activities and the degree programme. The review panel conducted separate meetings with the SER writing team and DMM staff members. On the same day the panel met the Director/Career Guidance Unit, Director/SDC, Director/Centre for Gender Studies, Director/Kalana Mithuru Sevana (student counseling unit) and Director for Coordinating Centre for Students with Disability. During the meetings the team discussed the progress of each center/unit and the difficulties they face and observed the facilities. Except the CGU, the other centers/units are functioning satisfactorily. The panel was informed by the Director/CGU, that the CGU is facing many difficulties due to shortage of office staff for proper functioning. SDC has obtained ISO standards and functions very well. The Kalana Mithuru service is rendering a commendable service even before the students enter to the University through their regional operation centres.

On 18<sup>th</sup> September (second day), the panel observed a lecture and a lab class in progress and the facilities available at Faculty IQAC. The documents related to IQAC were available however the IQAC is not functioning properly at the temporary location and it needs frequent meetings and to develop proper mechanism to monitor the quality aspect of the Faculty and the degree programs. The current Faculty coordinator was appointed very recently. However she cooperated fully with the review process. The panel met the Chairperson/Research Council, Acting Librarian and observed the available library facilities. The panel selected 20 students from the undergraduate student lists obtained from the Department representing study years, gender and ethnicity as much as possible. The discussion was held to gather information on quality of teaching and related facilities, availability of welfare facilities and services provided by the Department/Faculty/University. They expressed their satisfaction with the way of conductance of

the degree programs and the facilities available at the Faculty/Department and informed that the results are released on time. However they suggested to increase the computer facilities and lecture halls in the Faculty. During the meeting with the Acting SAR and non-academic staff members, they expressed a severe shortage of staff and space with the increase in the intake of students each year. The review panel too observed that most administrative positions have acting staff members which slow down the work progress of the Faculty/University.

In addition review panel perused the documents to verify the documentary evidences as given in SER. Review panel requested additional information, in order to verify certain processes and practices, and these were provided promptly. However the organization of the evidence was not user friendly. The panel visited student canteens, University Medical Centre, DELT, Physical Education Department and Gymnasium to observe common facilities and discuss with the relevant officials.

The review was concluded with a wrap-up meeting on the 20<sup>th</sup> September in the presence of Vice Chancellor and academic staff members of the Department. During the meeting the reviewers explained their observations and findings and had a very positive discussion about improving the quality of the programme. After the site visit the key findings and the final report was submitted to the QAC of the UGC.

## **Section 4: Overview of the faculty's approach to quality standards**

The Faculty IQAC is in its initial stages of establishment with no permanent place. Quality Assurance is considered as a compulsory agenda item in the Faculty Board. IQAC function in line with the guidelines of IQAU, however, it has to be more streamlined with regular meetings and maintaining records related to the IQAC activities conducted by the faculty. DMM has adequate academic staff members to conduct a quality academic programme. ISO certified SDC providing adequate training to new recruitments at University level. DMM has adopted SLQF and has incorporated OBE and SCL in their ISO certified study programme. Existing ICT laboratories are equipped with software programmes to facilitate OBE and SCL.

As per the requirements of the QAC, Faculty IQAC needs to improve in maintaining documents including minutes of the meetings at present. All necessary documents in DMM are maintained in order to satisfy ISO- certification and common formats (for feedback forms, peer review reports) should be enriched so as to satisfy with the standards and criteria of the quality assurance manual of QAC (2015). Necessary documentary evidences for future assessments are maintained well and the process should be continued at Department level.

Curriculum is enriched by incorporating core and optional courses that are sequenced over eight pillars which facilitate professional, interdisciplinary, and multidisciplinary practices. Further, the study programme contains an 'industrial' training and an undergraduate research project as part of teaching and learning strategy and encourages students to disseminate the findings. Curriculum promotes creative and critical thinking, independent and lifelong learning, team working, and interpersonal and communication skills. Further, it is enriched with strategies such as experiential and reflective learning, collaborative learning, and self-learning. Thus all these eventually enrich the quality of BBM in Marketing degree programme.

## Section 5 – Judgment on the Eight Criteria of Programme Review

### 5.1 Programme Management

#### Strengths:

1. Faculty's Action plan is up to date with new trends in higher education. It is being monitored regularly.
2. Adopting a participatory approach in its governance and management.
3. University/Faculty and DMM provide well developed student handbooks with all necessary information.
4. A well-organized LMS system and an e-lab for teaching and learning purposes.
5. Maintaining work norms and duty lists for different categories of staff.
6. Adopting SLQF and incorporating OBE and SCL in the study programme.
7. ISO 9001:2015 certified degree programme. The first and only SAP (Systems, Applications and Products) University Alliance partner in the country.
8. Strong industrial collaborative partnerships to enhance their academic and research related practices.
9. Facilitating leisure, sports and cultural activities for students.
10. Adequate health care services for students.
11. Well-established student counseling and mentoring system including regional counseling centres.

#### Weaknesses:

1. Policies related to gender equity & equality and students with special needs are not yet prepared.
2. No regular meetings and records of activities by Faculty IQAC.
3. No mechanism for staff performance appraisal system.
4. No records of student feedbacks on orientation programmes.

### 5.2 Human and Physical Resources

#### Strengths:

1. Adequate academic staff members to conduct the academic programmes.
2. ISO certified SDC providing adequate training to the new recruits.
3. ICT laboratories with facilities for OBE and SCL.
4. On demand learning e- lab.

5. Conducting Foundation English Courses by DELT with adequate staff members. Organizing many social and multi-cultural events to promote harmony and cohesion among the students.

#### **Weaknesses:**

1. Shortage of lecture halls. No permanent place, enough infrastructure facilities and human resources for Faculty IQAC
2. Shortage of non-academic staff members including Faculty SAR, staff for CGU and University Librarian.
3. No usage reports of the library by the students. No evidence for organizing religious and cultural events for Tamil and Muslim students.

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

#### **Strengths:**

1. Adopting a participatory approach at key stages of programme planning, design and development and review through a curriculum development committee.
2. Incorporation of feedback from stakeholders into study programme and programme is consistent with the mission, goals and objectives of the University.
3. Curriculum mapping and constructive alignment has been used during programme development process. Programme complies with SLQF standards and SBS for Management and contains a well-defined graduate profile.
4. The programmes ILOs are aligned with the graduate profile and are realistic, deliverable and feasible to achieve.
5. OBE and SCL concepts are inculcated during programme design and development.
6. The programme is duly approved by the Faculty Board, University Curriculum Development Committee, the Senate and the Council of the University.
7. Curriculum is enriched by incorporating core and optional courses that are sequenced over eight pillars which facilitate professional, interdisciplinary, and multidisciplinary practices. For instance, two optional, but highly competitive diploma programmes, compulsory internship programme, brand simulation project etc. have enhanced the quality of the programme.
8. A significant number of signed MoUs with industry strategic partners.
9. “Great Minds”- the event organized by the Future Markers Association of DMM to share the experiences of graduates and final year students on internship programme with other undergraduates is commendable.
10. Curriculum promotes creative and critical thinking, independent and lifelong learning, team working, and interpersonal and communication skills. Further, it is enriched with

strategies such as experiential and reflective learning, collaborative learning, and self-learning.

11. Key outcome-based performance indicators for the programme are identified by DMM.
12. Comprehensive university handbook and faculty prospectus with accurate and up to date information
13. Annually conducted tracer studies on employability rates and student satisfaction.

#### **Weaknesses:**

1. The programme reviewed does not comply with the SLQF with respect to the title of the award.
2. No fallback options at present.
3. Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are not integrated into the curriculum.
4. Academic programme is not regularly monitored, evaluated and reviewed by the Faculty IQAC.
5. Admission rates to advanced degree programmes and scholarship/fellowship awards are not identified and recorded properly at present.
6. One optional course is only permitted for students each at Year 3 Semester 2 and Year 4 Semester 1 making only 2 optional courses for the entire programme.
7. Coordinating Center for students with disabilities has no permanent place and enough infrastructure facilities and human resources.

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

#### **Strengths:**

1. A participatory approach has been adopted at key stages of the design, development and approval of courses.
2. Courses are in compliance with SLQF credit definition and designed to reflect latest developments and practices in the field of Marketing. Course ILOs have been mapped against Programme ILOs.
3. Incorporation of student-centred teaching strategies in course design and development.
4. Detail course specifications are accessible to all students.
5. Courses promote creative and critical thinking, independent and lifelong learning, communication, interpersonal and team working skills.
6. Relevant media and technology have been integrated into the course design. For instance, use of LMS-CAL, e-library of DMM.

### **Weaknesses:**

1. The template used for course design and development does not contain information on notional hour allocation for different teaching and learning activities and the proportion of marks for different assessment methods.
2. Evidence are not available for Faculty taken into account the needs of differently abled students when designing courses.

## **5.5 Teaching and Learning**

### **Strengths:**

1. Faculty provides course specification and timetable before the commencement of the programme and semester, respectively.
2. Course ILOs, teaching learning strategies and assessment strategies are closely aligned with each other (constructive alignment).
3. Use of blended learning to maximize student engagement with the curriculum.
4. Teachers engage students in self-directed learning, and collaborative learning.
5. Teachers adopt both teacher-directed and student-centred learning methodologies.
6. A good research culture exists within the Faculty and Department
7. Teachers adopt innovative pedagogy and incorporate ICT into teaching learning practices.
8. Workloads of academics are equally distributed.
9. Teachers excel in research are rewarded.

### **Weaknesses:**

1. No standard mechanism to conduct peer-evaluation and to obtain student feedback through Faculty IQAC.
2. No sufficient human resources and equipment for CGU.
3. Four-hour lecture slots for first and second year students in several courses.
4. No mechanisms to identify and reward teachers excel in teaching.

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

### **Strengths:**

1. Student-friendly administrative, academic and technical support system.
2. Faculty identifies learning support needs for its educational programmes.
3. Induction programme is conducted for all incoming students.

4. Guiding the students to comply with the Code of Conduct.
5. On-going training for users (students and staff) of common learning resources such as library, ICT and language laboratories.
6. Use of library and information resources is integrated into learning process.
7. Active academic/social interaction between the Faculty and students.
8. Learning experience is enhanced through internships and field visits.
9. No direct or indirect sex discrimination/harassment.
10. Students' complaints and grievances are promptly addressed.
11. Faculty/Department regularly monitors retention, progression, completion/graduation rates and employment rates.
12. Regularly and systematically conducted student satisfaction surveys.
13. Promoting co-curricular activities such as sports and aesthetic programmes.

#### **Weaknesses:**

1. Stakeholder feedback; report on library facilities and usage of ICT by students is scarce.
2. No prompt and constructive feedback about students' performance.
3. Faculty does not have appropriate infrastructure, delivery strategies, academic support services and guidance to meet the needs of differently abled students.
4. Malfunctioning CGU.
5. The Code of Conduct for students is not distributed to students.

### **5.7 Student Assessment and Awards**

#### **Strengths:**

1. Assessment strategy of student learning is considered as an integral part of programme design.
2. Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.
3. Faculty/Department has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards.
4. Faculty/Department ensures the weightage relating to different components of assessments.
5. Students are assessed using published criteria, regulations, and procedures and that are communicated to students at the time of enrolment.
6. Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.
7. Examination results are documented accurately and communicated to students within the stipulated time.

8. Faculty/Department ensures that the degree awarded complies with the guidelines, credit requirements and competency levels of SLQF.
9. Implementation of examination By-laws including those on academic misconduct, and strictly enforcing them according to the institutional policies and procedures, in a timely manner.
10. Competent staff involved in assessing the students with no conflict of interest.

#### **Weaknesses:**

1. No policy on assessment strategies.
2. Lack of reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.
3. Lack of appropriate arrangements/adjustments/facilities regarding examination requirements for students with disabilities.

### **5.8 Innovative and Healthy Practices**

#### **Strengths:**

1. Undergraduate research projects and internship programme as a part of the teaching and learning strategy
2. A wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry-related activities for students and staff.
3. Well-established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.
4. Reward system to encourage academics for achieving excellence in research activities.
5. Strong links with various international, national, governmental and non-governmental agencies and industries

#### **Weaknesses:**

1. Document reflecting Faculty policy and strategy on R&D not provided.
2. No credit-transfer policy in conformity with institutional policies

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

No	Criterion	Raw Criterion Wise Score	Maximum Score	Weightage on 1000 Scale	Weighted Minimum score	Actual Criterion Wise Score
1	Programme Management	61	81	150	75	113
2	Human and Physical Resources	29	36	100	50	81
3	Programme Design and Development	60	72	150	75	125
4	Course/Module Design and Development	49	57	150	75	129
5	Teaching and Learning	45	57	150	75	118
6	Learning Environment, Student Support and Progression	55	72	100	50	76
7	Student Assessment and Awards	41	51	150	75	121
8	Innovative and Healthy Practices	32	42	50	25	38
<b>Total on a Thousand Scale</b>						<b>801</b>
<b>%</b>						<b>80</b>
<b>Grade</b>						<b>A</b>

Overall performance of the BBM in Marketing degree programme was reviewed through eight criteria consist of 156 standards. All criteria have gained more than the minimum weighted score requirement. The rounded total mark received for all eight criteria is 80%, resulting “A” Grade (Very Good). Accordingly, the programme meets the standard requirements in a high level of accomplishment of quality expected of a programme of study; should move towards excellence.

## **Section 7–Commendations and Recommendations**

### **7.1. Programme Management**

#### **Commendations**

- ISO 9001:2015 quality certification for the degree programme.
- The first and only SAP University Alliance partner in the country to teach students in an integrated, technologically driven environment.
- Many industrial collaborative partnerships to enhance their academic and research related practices.
- Has adopted SLQF and incorporated OBE and SCL in the study programme.

#### **Recommendations**

- A staff appraisal system should be implemented in Department/Faculty level.
- IQAC to implement monitoring and evaluation system to improve the quality of the degree programmes offered by the Faculty.
- Policies for provision of learning resources for differently abled students and procedures of monitoring and evaluation of the same resources need to be developed.

### **7.2. Human and Physical Resources**

#### **Commendations**

- Qualified and well trained academic staff members.
- ICT laboratories are equipped with software programmes to facilitate OBE and SCL.
- On-demand learning e-laboratory to students with four bays.
- Class rooms are equipped with finger printing machines either fixed or portable

#### **Recommendations**

- A permanent Faculty IQAC has to be physically established with necessary infrastructure facilities and human resources.
- To ensure that all cadre positions be filled in the Department/Faculty instead of getting the service of acting personals.
- Allocate non-academic staff members and necessary infrastructure facilities to CGU to provide better service to the undergraduates.
- To increase the number of lecture halls and computer labs in the Faculty to facilitate a better learning environment for the students.

- Coordinating center for students with disabilities needs to be provided with necessary infrastructure facilities and human resources.

### **7.3. Programme Design and Development**

#### **Commendations**

- Programme has been designed incorporating the feedback from stakeholders to reflect latest developments and practices in the field of Marketing.
- Design down methodology has been used during programme development process where curriculum mapping and constructive alignment are conducted.
- Programme complies with the SLQF standards and SBS for Management and a well-defined graduate profile.
- The programmes ILOs are aligned with the graduate profile and are realistic, deliverable and feasible to achieve.
- OBE and SCL concepts are inculcated during programme design and development.

#### **Recommendations**

- Fallback options need to be incorporated into the programme.
- Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability need to be integrated into the curriculum.
- Monitoring, evaluating and reviewing of academic programme have to be initiated and regularly conducted through the Faculty IQAC.
- Admission rates to advanced degree programmes and scholarship/fellowship awards need to be identified and recorded.
- Flexibility in students' choices of courses has to be increased.

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

#### **Commendations**

- DMM has adopted a participatory approach inclusive of academic staff, technical staff, students, alumni and external stakeholders from industries and professional bodies at key stages of the design, development and approval of courses.
- Courses are in compliance with SLQF credit definition and designed to reflect latest developments and practices in the field of Marketing. They have been designed to meet the programme objectives and outcomes.
- Course ILOs have been mapped against Programme ILOs. Course content, teaching and learning and assessment strategies are constructively aligned with the course ILOs.

- Student-centred teaching strategies have been incorporated in course design and development.

### **Recommendations**

- It is better to incorporate information such as allocation of notional hours for different teaching and learning activities and the proportion of marks for different assessment methods in the curriculum and student handbooks.
- A detailed template for course design and development with all necessary information need to be developed.
- The needs of differently abled students have to be considered when designing courses.
- A mechanism needs to be initiated to evaluate courses with regards to relevant aspects by the Faculty IQAC.

## **7.5. Teaching and Learning**

### **Commendations**

- Use of blended learning to maximize student engagement with the curriculum.
- Teachers encourage students in self-directed learning, and collaborative learning.
- A good research culture exists within the Faculty and Department.
- Teachers adopt innovative pedagogy and incorporate ICT into teaching learning practices.

### **Recommendations**

- A mechanism needs to be initiated to conduct peer-evaluation and to obtain student feedback by the Faculty IQAC.
- A Senate approved performance appraisal system for excellence in teaching has to be initiated.

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

### **Commendations**

- DMM guides the students to optimally use the available student support services and empower learners to take personal control of their own development (self-directed learning).
- Learning experience is enhanced through opportunities such as internships and field visits.

- DMM promptly deals with students' complaints and grievances, and deliver timely responses.
- Faculty/Department regularly monitors retention, progression, completion/graduation rates and employment rates.

### **Recommendations**

- Provision of prompt and constructive feedback about the student progression and performance should be improved.
- Empowering students to make informed career choices through the CGU.
- The Faculty/Department should internalized the policies on gender equity and equality.
- The Faculty/University should facilitate the students who do not complete the programme successfully to settle with suitable fallback options.

## **7.7. Student Assessments and Awards**

### **Commendations**

- Faculty/Department has procedures for designing, approving, monitoring and reviewing the assessment strategies for programmes and awards.
- Students are assessed using published criteria, regulations, and procedures and that are communicated to students at the time of enrolment.

### **Recommendations**

- The Faculty/Department should formulate a policy on assessment strategies.
- The Department should review and amend assessment strategies and regulations periodically as appropriate and remains fit for purpose.
- Appropriate arrangements/adjustments/ facilities should be made available by the Faculty/Department regarding examination requirements for students with disabilities.
- Steps should be implemented to make awareness and use of SLQF among the staff members during the course development.

## **7.8. Innovative and Healthy Practices**

### **Commendations**

- Faculty/Department has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.
- Faculty/Department organize national and international conferences to encourage staff and student achieving excellence in research activities.
- Faculty/Department has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and

uses such linkages to build the reputation of the institution and expose students to the 'world of work' and to promote staff and student exchange.

### **Recommendations**

- A reward system should be implemented at Faculty and Department level to encourage academics for achieving excellence in research and outreach activities.
- The Faculty/ Department should practice a credit-transfer in conformity with institutional policies that allows its students to transfer credits to another Faculty/Institute concerned.
- University and faculty approved policy and guidelines on fallback option should be implemented.

## Section 8: Summary

DMM is one of the premier departments affiliated to the Faculty of Commerce and Management Studies, University of Kelaniya and was established in 2005. The Faculty of Management Studies, currently offers five Study Programmes in compliance with SLQF guidelines through five Departments namely the Department of Accountancy, the Department of Commerce and Financial Management, the Department of Finance, The Department of Human Resource Management and the Department of Marketing Management.

The existing administrative structure of the Faculty enables the effective implementation of its core functions. SDC organize workshops/training regarding the use of learning resources such as ICT, data analysis, academic writing, career development, soft skills and personality development. Further, workshops were organized to train the staff towards OBE and SCL. However, Career Guidance Unit (CGU) does not function to the standard and should be facilitated in future. DMM is the first and only SAP University Strategic Alliance Partner in the country which enables Faculty to teach students in an integrated, technologically driven environment.

Faculty curricula are revised once in every five years incorporating latest developments in every subject discipline. A participatory approach has been adopted in curriculum development and design including students, relevant academic/industry experts. DMM has entered into many industrial collaborative partnerships to enhance their academic and research related practices. Diverse student-centred teaching and learning strategies are incorporated in each course module design to encourage students' engagement and collaborative learning. More importantly, healthy teaching and learning environment is provided for academic and non-academic staff as well as for students. Research component, dissertation, group assignments, field visits and project-based evaluations are incorporated in curriculum to support student's ability in applying knowledge in their carrier in future. In addition, students are provided an opportunity to obtain industry exposure through internship. Effectiveness of teaching and learning strategies are evaluated regularly through students' feedback and peer evaluation forms. Furthermore, the Department facilitates and organizes leisure, sports and cultural activities and community and industry-related activities for the students and staff. The students have access to adequate health care services. However, the department should encourage students to organize religious and cultural events related to all ethnic communities including Tamil and Muslim students.

DMM has adequate academic staff members to conduct the academic programmes. ISO certified SDC provides adequate training to the new recruitments. The capacity of the academic staff is in the process of upgrading and all staff members are encouraged to pursue PhD with a time frame without affecting the Department needs. Newly recruited staff is encouraged to follow an induction programme. Allocation of work for staff is fair, transparent and equitable. Staff performance appraisal system has to be implemented with a mechanism to evaluate and to

reward high performers. On-demand training programmes are organized by SDC of UoK for the staff members of DMM to enhance their capacity.

Innovative and healthy practices play a pivotal role in teaching and learning strategies. Relevant media and technology have been integrated into the course design. For instance, use of LMS-CAL, e-library of DMM. A good research culture exists within the Faculty and Department where staff members and students are encouraged to disseminate their findings locally as well as globally.

An orientation programme for newly enrolled students which includes essential information on the Faculty history and introduction to departments, aims and objectives and contents of courses of the study programmes, examination by-laws etc. is conducted regularly obtaining feedback from students although no zero razing policy is implemented. Mentors are allocated for students to guide and empower them, yet interactions are not continued throughout the study period. The Department guides the students to comply with the Code of conduct for students, however it is not distributed to students.

There is no policy on differently-abled students and necessary facilities need to be included in future. The Faculty/department do not implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fall-back option).

The academic standards of the study programme is assured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking. The Faculty adopts marking schemes, second marking, practical training evaluation guidelines and third-person verified final mark sheets to ensure transparency, fairness and consistency. Overall the Bachelor of Business Management (Special) Degree in Marketing meets the standard required for a high level of accomplishment of quality expected of a degree programme and could be further improved and move towards excellence by implementation of the recommendations made in the programme review.