



Programme Review Report
Programme Reviews – 2018
BSc in Tourism & Hospitality Management (Honours)
Faculty of Management Studies
Rajarata University of Sri Lanka
29th October to 1st November 2018



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Quality Assurance Council
University Grants Commission

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Section 1 - Brief Introduction to the Programme

Rajarata University

The Rajarata University of Sri Lanka (RUSL) was established on 7th November 1995 under the provisions of the University Act No. 16 of 1978 by amalgamating the North Central Province, Central Province and North Western Province affiliated University Colleges. The University at present consists of six faculties namely, the Faculty of Agriculture, Faculty of Management Studies, Faculty of Applied Sciences, Faculty of Social Sciences and Humanities, Faculty of Medicine and Allied Sciences and Faculty of Technology. All Faculties except the Faculty of Agriculture and Faculty of Medicine and Allied Sciences are located in the main campus at Mihintale.

Faculty of Management Studies

The Faculty of Management Studies (FMS) was established in 1996 with three departments, and comprises the Departments of Accountancy and Finance, Business Management, and Hospitality Management. Currently, the Faculty offers four honours study programmes, namely

BSc in Accountancy and Finance

BSc in Business Management

BSc in Business Information Technology

BSc in Tourism and Hospitality Management

In 2017, the Faculty established two new departments, namely, the Departments of Marketing Management and Human Resource Management, and introduced two new study programmes – BSC in Marketing Management and BSc in Human Resource Management.

The present review by the Quality Assurance and Accreditation Council (QAAC) of the UGC covers the honours study programme, BSc in Tourism and Hospitality Management. The study programme has progressed from a Diploma Programme to three-year degree programme (BSc in Hospitality Management) and finally to the current 4-year honours study programme (BSc in Tourism and Hospitality Management).

Department of Tourism and Hospitality Management

The name of the Department was changed from its original name of Hospitality Management to Tourism and Hospitality Management (D/THM) in 2004, and simultaneously, the 4 year study programme was renamed as BSc in Tourism and Hospitality Management with the introduction of two specialization areas, namely, the tourism and hospitality management, with the aim of widening the scope of the programme and also to broaden the employability opportunities of graduates.

The students are selected to the BSc in Tourism and Hospitality Management study programme through an open window since 2012/2013 admissions, and the annual intake is 50 students as per UGC approval, and students are mainly drawn from GCE AL Arts and Commerce streams. The other study programmes offered by the Faculty of Management Studies receive students through a common window.

The students in the BSc in Tourism and Hospitality Management study programme follow a common programme over 4 semesters (2 years) prior to commencing specialization either in Tourism or Hospitality Management from the third year onwards. Table 1.1 shows the number of students currently enrolled in the study programme from the academic year 2013/2014, and Table 1.2 shows the number of students that have graduated since 2007/2007.

Table 1.1: Number of Students enrolled in the BSc in Tourism and Hospitality Management Programme from 2013/14 – 2016/17

Year	Intake into BSc in THS study programme			Tourism Management specialization			Hotel Management specialization			Remarks
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2013/14	21	26	47	08	19	27	13	07	20	Allocated to Specialization areas by the end of 2 nd year
2014/15	22	28	50	01	18	19	21	10	31	

2015/16	18	33	51	-	-	-	-	-	-	Not yet allocated to specialization areas
2016/17	18	32	50	-	-	-	-	-	-	

Table 1.2: Number graduated from the BSc in Tourism and Hospitality Management Programme from the academic year 2006/2007 onwards

Year of entry	Intake into BSc in THS study programme			Tourism Management specialization			Hotel Management specialization		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2006/07	05	01	06	-	-	-	04	01	05
2007/08	09	00	09	08	-	8	-	-	-
2008/09	15	04	19	08	03	11	04	01	05
2009/10	23	05	28	08	05	13	12	-	12
2010/11	16	22	38	02	15	17	13	04	17
2011/12	24	23	47	07	13	20	07	08	15
2012/13	17	20	37	06*	13*	19*	03*	-	03*

*According to the first attempt results

Academic and Non-academic Staff

The details of the current academic and non-academic staff status in the D/THM is given in Table 1.3

Table 1.3 Number of Academic and Non-academic staff members in the

D/THM against approved cadre

Academic staff	Approved cadre	Existing cadre	No with PhD / MPhil / Masters	Deficit in cadre
Professor	1	1	1	-
Professor/ Ass. Professor/ Senior Lecturer/ Lecturer	10	8	5	2
Temporary lecturer	2	2		-
Total	13	11	6	2
Non-academic staff				
Management assistant/ Clerk	1	1		
Work-aid	1	1		-
Total	2	2		-

Section 2 -Review Team’s Observations on the Self-evaluation Report

Preparation of the Self Evaluation Report

The self-evaluation report (SER) of the BSc in Tourism and Hospitality Management study programme has been prepared in accordance with the guidelines prescribed by “Manual for Review of Undergraduate Study Program of Sri Lankan Universities and Higher Education Institutions” (PR Manual). Contents of the SER were presented in a concise and logical manner for the period of 2013 to 2017.

The SER has been prepared by a team appointed by the Department and approved by the Faculty Board of the FMS. Four academic staff members of the Department participated in the training workshop on SER writing organized by the UGC, and subsequently, the remaining members of the Department were made familiar with the PR Manual and SER writing process. In addition, several workshops at faculty level were conducted to facilitate the SER preparation process. Participatory approach has been adopted in the overall process of SER preparation with the supervision and guidance of the Dean of the Faculty, Head of the Department and Coordinator of the faculty-level Internal Quality assurance Cell (F/IQAC). The responsibility of drafting the claims / statements for each standard of respective criteria along with identifying, collating and organizing the relevant evidences has been assigned to the respective criterion writers. The team leader with the participation of all team members has compiled the draft SER. A forum comprising the Vice-chancellor, Dean of the Faculty, Head of the Department, Coordinator of F/IQAC, team leaders, team members, Assistant Registrar and student representatives was held to discuss the draft final report. All members of the Department appear to have contributed to the preparation of the SER as evidenced by their knowledge on matters related to the respective criterion.

Observations on the SWOT Analysis

The analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) has been conducted by the Department, and the SWOT profile was included in the SER. The strengths and the weaknesses of the programme were verified during the review of documentary evidences and physical inspection. Review teams observed that the general physical facilities provided to the Department were satisfactory. The D/THM with other departments of the

Faculty is housed in a new building complex. In addition, a new building comprising lecture theatres and auditoriums with space for administrative units has been established. Furthermore, a resource center equipped with 25 computers with software related to the industry and academic programme, audio visual facilities and multimedia projectors is used as a teaching laboratory to conduct practical sessions. A model restaurant along with a model kitchen equipped with furniture and the necessary equipment are used for conducting food and beverage service practical sessions and cookery practical sessions, and these facilities are located within the university premises. Three rooms from the university circuit bungalow, upgraded as model hotel rooms are used for conducting housekeeping practical sessions. However, it appears that these resources are not utilized optimally due to lack of human and other resources.

Study programme curriculum also offers courses on three international languages (French, German and Mandarin Languages) along with English language. University library and the university computer center are also functioning at a satisfactory level. Inadequate ICT infrastructure at the faculty-level, and deficiency of human resources to maintain the resources centers (model restaurant and kitchen, mock rooms, and resource center) and to assist with the ancillary services of the Department were identified as weaknesses. Being located in a remote setting with no easy access to industry partnerships and ancillary services is an additional constraint. It was said that the school children are not attracted to this course due to lack of awareness on the potential career opportunities in tourism and hospitality management, and therefore, the students appear to opt for the study programme only as a fall back option.

Previous Quality Assurance Reviews and Actions Taken

No subject or programme review has been conducted previously.

Section 3 - A Brief Description of the Review Process

Briefing by the QAAC and Desk Review of SER

The review team comprised three members, and all three members attended the briefing session conducted by the QAAC on programme review process. At the briefing sessions, the procedures, possible issues and terms of references relating to quality assurance reviews were explained, discussed and clarified. At the same time, a hard copy of the SER was provided to the reviewers. Individual members carried out a desk evaluation of the SER, and the individual assessment reports were submitted to the QAAC before the deadline given. Later, the review team was given the opportunity to compare and discuss individual evaluations.

Site visit

The agenda for the four-day site visit was finalized in consultation with the Dean of the Faculty and the Head of the Department prior to the visit. Certain documents such as time tables and student lists were requested prior to the visit so that the review process was made formal and not *ad-hoc*. The 4-day review programme schedule which was mutually agreed upon is given in **Annex 1**.

Meeting with Stakeholders

During the site visit, the review team had discussions with the Vice-Chancellor, Dean of the FMS, Head of the D/THM, Director of IQAU, Coordinator of IQAC, Directors of SDC and CGU, student counsellors, academic staff, administrative staff, support staff, wardens and students.

On the 29th morning at 8.00 am the review team met the Vice Chancellor with the Head of Department in attendance. He provided an overview of the University and the Faculty, and the development agenda of the University. Review team learned that he too is a member of the academic staff of the D/THM.

Subsequently, the panel met the Dean of the FMS, and he provided information on the history

of the Faculty and current developments, specially with regard to the D/THM. He stated that discussions are underway to establish a hotel with a restaurant under the preview of the Faculty and Department to provide in-house practical training. This was followed up by a meeting with the academic staff of the Department who explained very enthusiastically about future plans that are aimed at strengthening the Department and study programme. Considering the possibility of tourism and hospitality industry as an important contributor to the post war economy of the country, the academic staff members believe that there is a lot of scope for employment for students who graduate from this study programme. They also spoke about constraints faced by the study programme as a result of being located in a geographically challenging area where the tourism and hospitality industry is not yet well developed and consolidated, and explained about the difficulties encountered in arranging internship training in real-life learning environment. Nevertheless, they mentioned that they make every effort to satisfy the training needs in spite of many shortcomings.

The next meeting was held with the Director of IQAU, and he provided a briefing on the work done by the IQAU to improve the quality and standards of the academic programmes of the University. The score achieved by the IQAU unit (based on QAAC Score Card assessment) was over 70% for 2017, and it was considered as a commendable achievement. Several workshops have been conducted by the IQAU to familiarize the academic staff on Sri Lanka Qualification Framework (2015) and PR manual.

The meeting with administrative officers revealed that the administrative work is well-planned and implemented, with some devolution of administrative functions to faculty-level. Review panel also met with the Librarian, Directors of ICT Centre, Career Guidance Unit (CGU), and Staff Development Centre (SDC), and hostel wardens on site to discuss the services provided by each unit and verify physical facilities.

At the meeting with the non-academic staff, they highlighted the inadequacy of non-academic staff cadre. Scantiness of skill development training opportunities for non-academic staff was another grievance highlighted.

The scheduled meeting with students was advanced as the students were planning to leave to Colombo the next day to take part in a protest march. Review team met all the available students of the study programme on the second day. Students were requested to respond to a questionnaire with open-ended questions, which was aimed to get their views, opinions and suggestions regarding the academic programme, academic support services, and student

welfare.

Finally, the review team held a meeting with alumni and industry partners, and they provided valuable suggestions on curriculum reforms required to align the study programme with current industry requirements

Physical Verification of Facilities and Services

The facilities and services that were described in the SER were verified further during the site visit. Facilities such as lecture rooms, computer laboratories, practice kitchens and restaurant, mock hotel bed rooms, cafeterias, wash rooms, University Medical Centre (UMC), physical education unit, recreation center, CGU, SDC, and Department of English Language Teaching (DELT) were observed. In addition, three lecture sessions and two practical sessions (language laboratory & computer laboratory) were also observed. Despite the lack of qualified teaching staff, the team appreciated the enthusiastic teaching sessions conducted by the visiting staff, and most of them were the products of the study programme under review.

Director of the CGU has given leadership to conduct career guidance programmes throughout the year. Career guidance counselor extended services well beyond career counseling as observed by the documentary evidence at site where personal counselling has also been provided to assist students.

Review team noted that hostel facilities are provided to a large number of students, including almost all students of the first and final years and some third- and fourth-year students, irrespective of distance. However, there were issues related to adequate availability of safe drinking water given the CKDU issue in Rajarata area. Poor construction of septic pits of hostels leading to poor environmental sanitation was clearly visible. Students were extremely aggrieved by this situation as during the rainy season the smell becomes unbearable. Lack of wi-fi facilities in the hostels is another issue pointed by female students as hostel gates are closed by 7.30 pm.

University library is well resourced with required text books, journals and facilities, and provides a user-friendly environment. ICT Centre provides facilities to all university students and the services provided appear to be adequate. However, the use of the Learning Management System (LMS) by students and staff was minimal and resource material available through the LMS was inadequate to promote active learning by students. No

academic staff were present when reviewers visited the DELT. Also, the Head of DELT did not turn up for the meeting organized by the Head of the Department of Tourism and Hospitality Management.

Document Review

Review team examined all documentary evidence cited in the SER and looked for evidence of implementation and internalization of prescribed best practices by the Department and the Faculty. Two members of the review panel scrutinized the documentary evidences cited under each claim, and evaluated the achievements of each individual standard set out under the eight criteria. Accuracy of data and claims made in the SER were evaluated based on documentary evidence provided. Data provided were further verified with regard to internalization of best practices by seeking additional information, which were promptly provided by the Department.

Review team was satisfied with the corporation extended by the Dean, Head of D/THM and all categories of staff during the review. Documentary evidences was well organized and staff members were available for clarifications at all times. The logistical support provided to review team was very satisfactory.

Programme review was concluded with a wrap-up and debriefing meeting on 1st November. During this meeting, reviewers explained their observations and findings, and had a productive and cordial discussion on ways and means of improving the quality and standards of the study programme.

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

University has established the Internal Quality Assurance Unit (IQAU) according to the UGC Circular of 2015, and the Faculty has established an Internal Quality Assurance Cell (F/IQAC) in 2017 with the objective of improving the quality of its degree programmes. The work of the F/IQAC is monitored by the Faculty Board. Nonetheless, the role of internal quality assurance system must be strengthened further as per the terms of reference prescribed by the UGC.

The leadership of the Faculty and Department, and the young team of academic staff appear to be very keen on upgrading the quality and standards of the degree programme. Review team comprehends that the Faculty possesses the capacity to upgrade the quality and the standards of their programmes provided they acquire the required human resources and establish closer collaboration with tourism and hospitality industry.

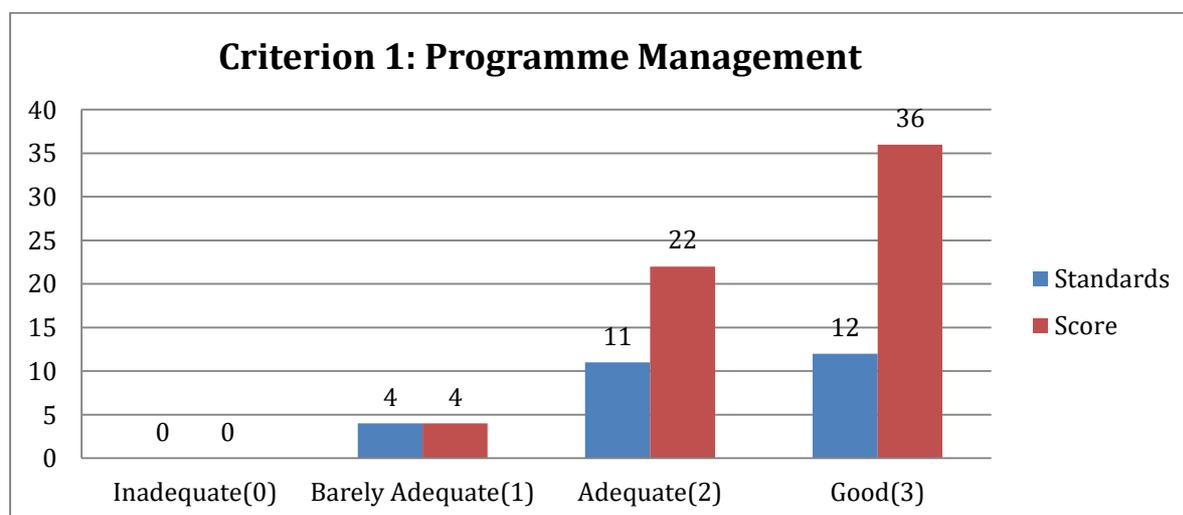
Present work of the F/IQAC is confined to developing guidelines and surveys for student feedback assessments and peer observations. The activities of the F/IQAC should be expanded further to take measures to promote internalization of prescribed best practices in all spheres academic and allied activities so as to improve the quality and standards of the degree programme. For example, study programme is currently aligned with SLQF 2015 guidelines only partially, and the F/IQAC indeed need to facilitate the revision of study programme curriculum and course curricula by adopting current SLQF guidelines and OBE-SCL approach. Reviewers are of the view that further resources and training need to be provided for the faculty staff to realize this ambitious and unescapable goal.

Section 5 - Judgment on the Eight Criteria of Program Review

Criterion 1: Programme Management

Strengths

Organizational structure, governance and management procedures, corporate plan and action plans, management procedures, by-laws relating to examinations and disciplinary procedures are in place at the RUSL. University provides students with adequate health care services, recreational and sports facilities, and opportunities to engage in cultural and aesthetic activities. Faculty adheres to the annual academic calendar to ensure that the students complete the study programme and graduate at the stipulated time. However, the circumstances beyond their control (such as drought with water cuts, student unrest, etc.) sometime causes disruptions to the academic activities of the University.



- Availability of a sound governance mechanism to manage the administrative and academic activities of the FMS and D/THM.
- Vision and Mission of the University are reflected in the corporate plan and study programmes offered by the FMS.
- RUSL has setup an Internal Quality Assurance Unit with well-defined functions and operational procedures.

- FMS has an Internal Quality Assurance Cell which is expected to oversee the quality and standard of its study programmes.
- Study programme adheres to the academic calendar, semester timetables and examination schedules to a satisfactory level.
- RUSL, FMS and D/THM have taken determined efforts to reach out to both local and international organizations by entering into academic collaboration to increase the visibility of the University and Faculties, and also to improve the quality of its study programmes.
- Availability of very good health care service and recreational and sports facilities for use of staff and students.
- Availability of satisfactory student counselling service and mentoring programmes.
- RUSL, FMS and D/THM have taken constructive measures to curtail ragging.

Weaknesses

Although the Faculty has prepared a student handbook, the information given in this book is inadequate. Curriculum of the existing programme has not been aligned with the current SLQF guidelines, and there were no regular curriculum reviews. Continuing professional development programmes offered to academic staff are inadequate. Work load of academic staff does not appear to be evenly distributed, and probably such a situation may have arisen due to lack of an information management system. Lack of staff performance appraisal system has further worsened the situation.

- Faculty has not formally established a standing committee for Curriculum Development / Review.
- Examination by-laws can be improved further as they are not in line with current SLQF guidelines.
- No external member participation in the Faculty Board meetings.
- Department meetings are not held regularly.
- Heads of Department meetings are not held.
- Use of LMS by both staff and students is minimal.
- Students were not provided with a Student Charter / Code of Conduct.
- Inadequate evidence to suggest that IQAU has taken effective steps to measure achievement of KPIs.

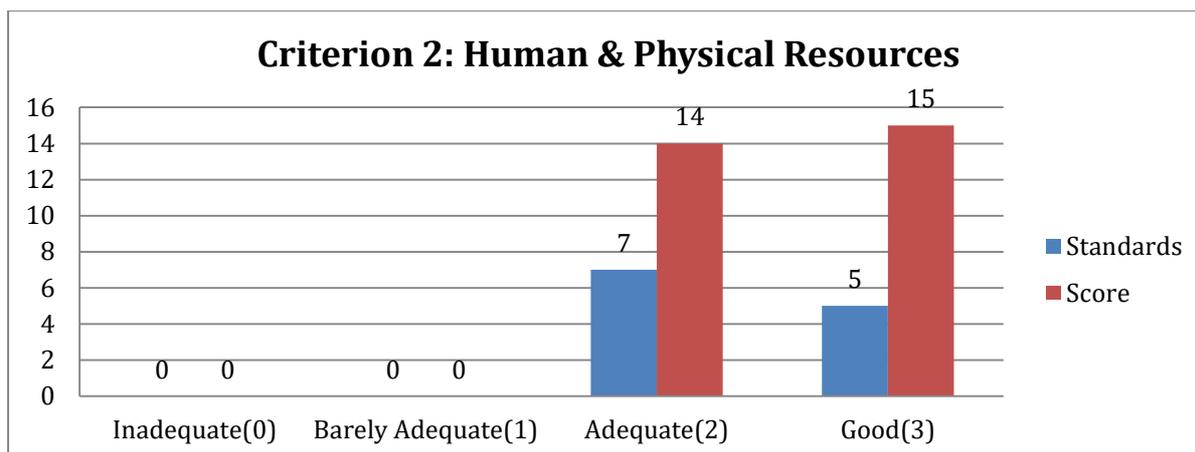
- Websites of the Faculty and the Department do not provide adequate and up to date information on study programmes, new developments, current activities, etc.
- Faculty is yet to implement an Information Management System to manage student information, course information and examination marks.
- Little or no evidence was available to show that D/THM is practicing modern teaching and learning approaches such as outcome-based education and student-centered learning.
- Although IQAC has been established in the Faculty, it has not yet played an active role in monitoring, evaluating and improving the quality of the study programmes.
- No student satisfaction surveys, employer feedbacks, employability surveys, etc., have been conducted.
- Attention paid by FMS for academic staff development and mentoring is inadequate

When the above points are considered, the review team is of the view that this aspect of the programme could be judged as **GOOD**.

Criterion 2: Human and Physical Resources

Strengths

FMS has adequate and well-maintained infrastructure facilities for administration and delivery of the study programmes it offers. It also ensures that the students of all study programmes have access to a well-equipped central ICT Centre and a well-resourced library facility, which is well networked. Both resource units appear to provide user-friendly services. Institutional mechanisms are in place for promoting social harmony and ethnic cohesion. CGU conducts regular training programmes for students to develop complimentary skills. Induction programmes are conducted for the newly recruited staff. Some degree of disability friendly infrastructure facilities is made available; e.g. ramps.



- Main library of the University provides a highly satisfactory service.
- Availability of adequate space for the expansion of the FMS and D/THM.
- Hostel facilities are provided to almost all students, and the students are generally satisfied with hostel facilities.
- Availability of residential facilities for academic and non- academic staff.
- Conduct of induction programmes for the newly recruited staff.
- Availability of satisfactory level of physical resources for teaching and learning.
- CGU of the University has conducted many programmes to develop complementary skills of students.
- Measures taken by the Faculty to develop ethnic harmony and social cohesion through multicultural activities are satisfactory.

Weaknesses

Academic staff development has not been given the required attention. Existence of an active research culture is not visible. There is some degree of inadequacy of non-academic staff to perform supporting functions of the Department. Staff appraisal and reward mechanisms for teaching are not being implemented at faculty level. Lack of wi-fi network with adequate speed in the learning areas is a drawback for implementing student-centered learning. Knowledge and skills of academic staff in outcome-based education and student-centered learning (OBE-SCL) approach are inadequate. Overflowing septic tanks near hostels poses a health hazard and limited supply of purified drinking water poses a health risk for students

- Low percentage of PhD holders among the senior staff.
- Dearth of support staff.

- Slow access to the internet facilities.
- Support provided to adopt modern teaching and learning approaches such as OBE-SCL is inadequate.
- Issues relating to the roads leading to hostels and overflowing of septic tanks.
- Lack of adequate supply of purified water for some hostels.
- Lack of a sound research culture among academics.

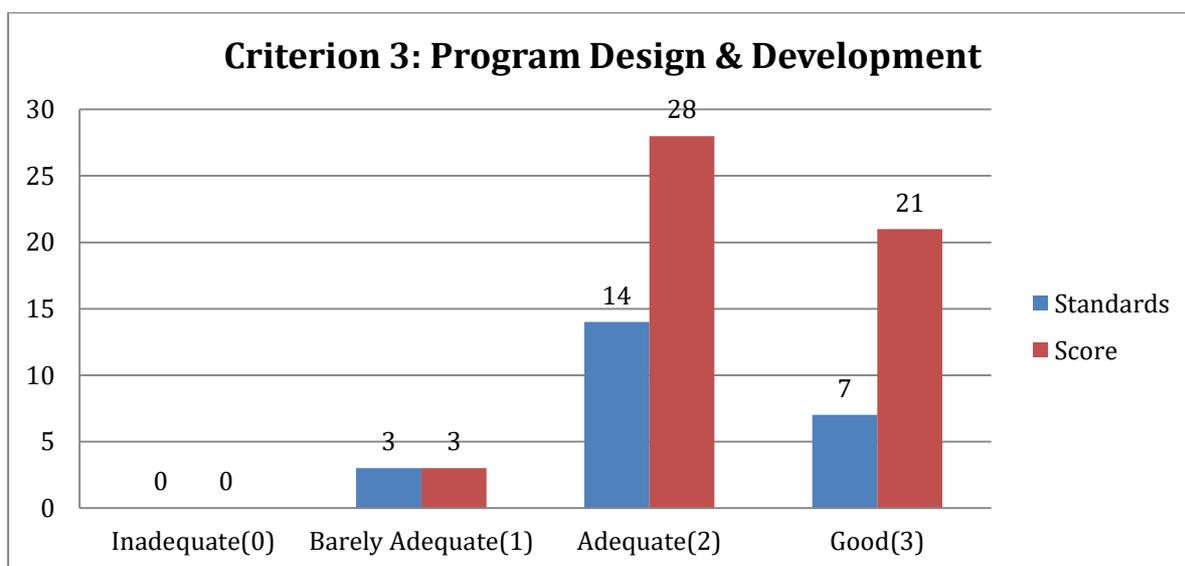
When the above points are considered, the review team is of the view that this aspect of the programme could be judged as VERY GOOD

Criterion 3 - Programme Design and Development

Strengths

Faculty of Management Studies has an attractive Prospectus providing details of internal and external degree programmes. National and international languages (e.g. French and English) which is very relevant to the study programme are taught in a student friendly and efficient manner. Cultural activities and religious and social harmony projects are conducted regularly.

- An attractive Faculty Prospectus is available.
- National and international language are taught in a very efficient manner.
- Cultural activities and social and religious harmony projects are conducted.



Weaknesses

There was insufficient information regarding the stakeholder participation in curriculum design and development, and it is considered as a major drawback of the programme that is aspiring to reach out to the national and international tourism and hospitality industry. There was no standing committee to oversee the curriculum and allied matters. Department meetings were not regularly conducted. No overall curriculum map was available for use of staff and students. Students hand book was not comprehensive and deficient in essential information. Fall back options for students were not outlined. There was no documentary evidence of conducting tracer studies to determine the destination of graduates, and it appears that this indicator was not used at all for continuous improvement of the study programme.

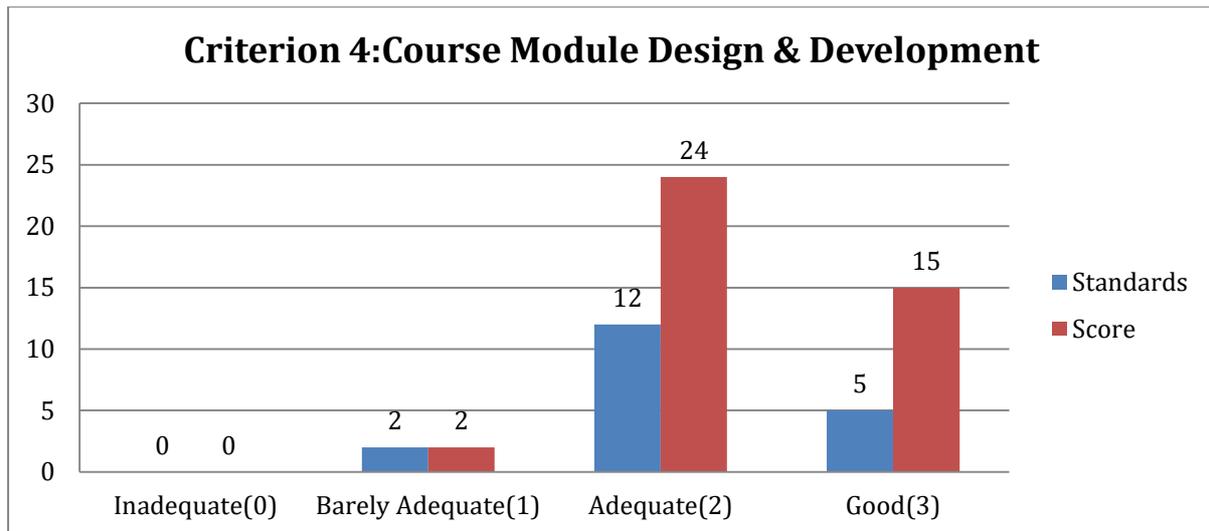
- Curriculum Development Committee is an ad hoc committee and not formalized yet as a Standing Committee of the Faculty.
- Student Handbook given to students needs to be more comprehensive; graduate attributes are not included in the Programme Prospectus and Student Handbook.
- Absence of a curriculum map for the use by staff and students
- ILOs that are expressed are not in line with educational principles
- Academic calendar, composite manual of management / operational procedures, by-laws, are not available
- Credit value allocated for the language component is not justified; lower credit values are allocated to language courses.
- Department meetings are not held in a regular manner.

When the above points are considered, the review team is of the view that this aspect of the programme could be judged as GOOD

Criterion 4 - Course / Module Design and Development

Strengths

In designing courses, the Faculty has recently adopted some components of the SLQF 2015 guidelines relevant to honours study programmes. Some self-directed learning and collaborative learning components are included in the course design. Occasional industry expert meetings have been held, and these were mostly related to arranging industry placements.



- Course design and development integrates appropriate learning strategies for self-directed learning and collaborative learning.
- A consultative industry expert meeting has been held for curriculum development.
- ICT course units and English courses have been incorporated into the degree programme.

Weaknesses

Faculty procedures for course design and evaluation and monitoring of implementation were not available. There was lack of student feedback on the study programme. No specific policy on the selection of external examiners was evident. The by-laws of the degree programme were not comprehensive and did not match the currently implemented programme of study.

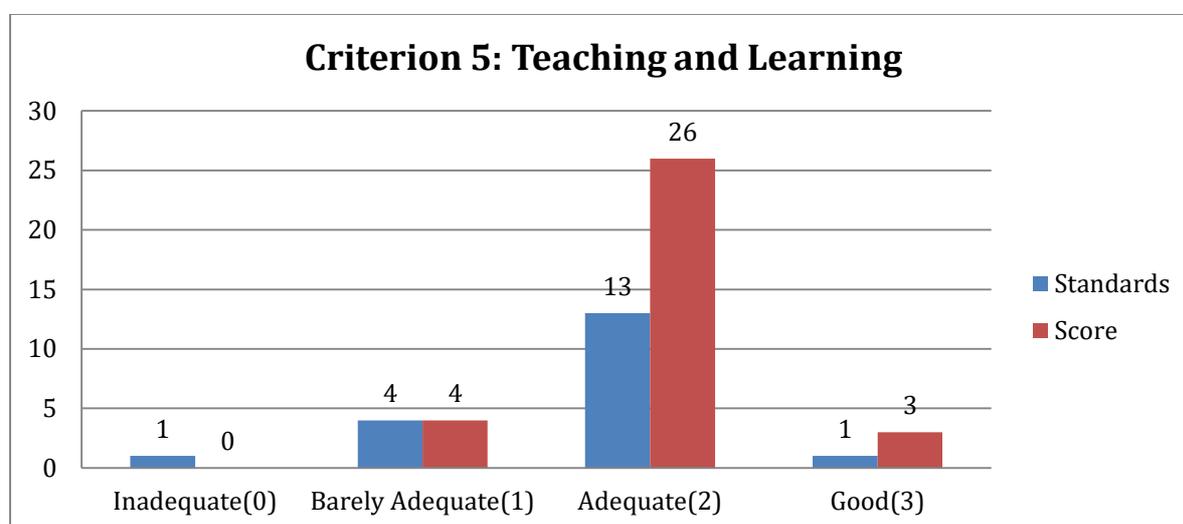
- Approved course design policies and procedures and templates are not available.
- New curriculum revisions have not yet received the Senate approval.
- Student feedback has not been obtained regularly.
- Lack of approved policies and regulations governing the appointment of external examiners including their TORs.
- Study Programme Prospectus has not been updated regularly, and the information given does not match the current programme.

When the above points are considered, the review team is of the view that this aspect of the programme could be judged as GOOD.

Criterion 5: Teaching and Learning

Strengths

Some initiatives have been taken recently to develop staff peer evaluation tools and standard questionnaire and procedure to obtain student feedback. Most of the requirements that are needed for proper conduct and monitoring and evaluation of the teaching and learning in the degree programme have been adopted only recently. Use of videotapes in developing critical thinking skills was commendable.



- Tools have been developed recently to obtain peer evaluation and student feedback.
- IQAC has developed mechanisms recently to monitor study programmes.
- Course specifications are given to the student at the commencement of the respective courses.
- External examiners / external moderators are used for assessments.
- Student feedback process for lecturers has been commenced recently.
- Student group activities are conducted for collaborative learning.
- Gender equity policy has been developed recently.
- Videotapes recordings are used for teaching sessions which aim to develop critical thinking skills.
- Work norms and workload forms have been developed recently but data has not been collected yet.

Weaknesses

No evidence of regular student feedback or peer evaluation was found in the Department. LMS is not adequately used by the staff and students, and it does not contain sufficient learning material to promote self-learning. Lack of student and staff surveys for need analysis is a draw back. Teaching excellence has not been recognized. Research is given a low priority in the staff development agenda.

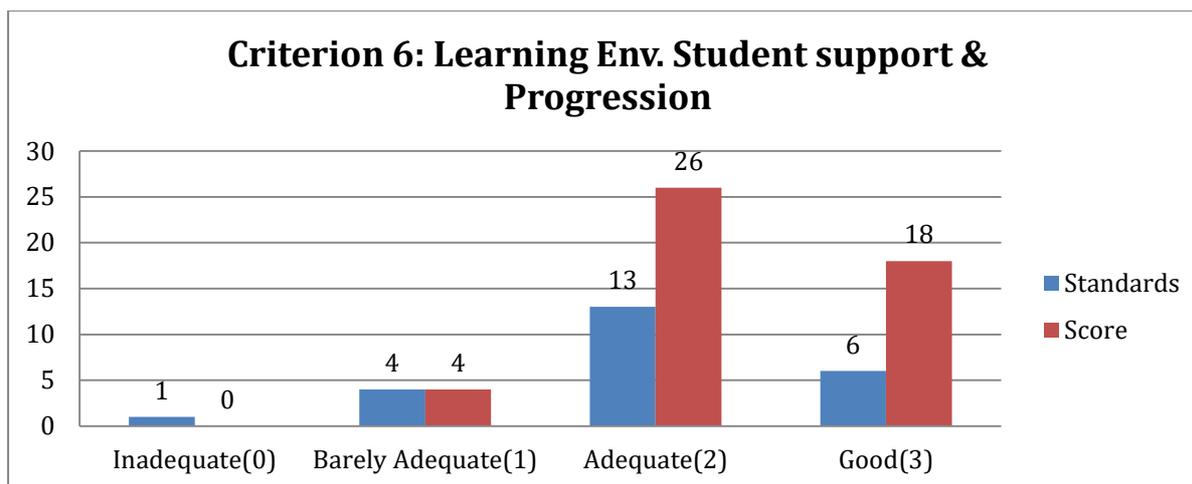
- No action plan at the faculty level and no minutes on progress review of action plans annually.
- Very low use of LMS by both staff and students as a teaching and learning mode
- Research and Publication Committee has been established recently and committee members are appointed only for one year, and no meetings have been held as yet.
- Student need surveys on career guidance activities are not done.
- Although student feedback has been obtained from students, no analysis of feedback received is done so far.
- Work norms and workload assessments are not conducted for staff members.
- Excellence in teaching is not recognized.

When the above points are considered, the review team is of the view that this aspect of the programme could be judged as **UNSATISFACTORY**.

Criterion 6 - Learning Environment, Student Support and Progression

Strengths

Faculty provides all incoming students an orientation programme, and it is aimed at providing information regarding the rules and regulations of the institution, common learning resources such as library and ICT Centre, student support services provided, and the learning skills required to succeed in the study programme. Department promotes active social interaction between the staff and students. University has already established a Centre for Gender Studies for providing expertise and advice on issues relating to gender equality and equity. There is a system to address student grievances and complaints.



- Availability of conducive teaching and learning environment.
- Availability of common resource centers such as computer laboratories and library with access to electronic databases/resources.
- SDC has conducted training programmes for academic staff on curriculum preparation, teaching and learning, assessments, etc.
- Industrial training is a component of the study programme.
- Availability of student counseling and mentoring services.
- Availability of evidence to suggest that necessary actions have been taken to address some of the student complaints and grievances.
- Student orientation programme helps new undergraduates to adjust to the 'new life' of the University.
- Availability of policies on gender equity and equality to ensure that teaching, learning strategies are not gender-discriminative and abusive.
- Well organized co-curricular activities.
- Events and activities to promote staff and students interactions.
- Maintaining satisfactory relationship with the alumni.

Weaknesses

Reports on employability of graduates were not available. Although staff from the Department is engaging in several self-financing courses (external programmes), the Department does not appear to benefit much from income-generating activities. The Faculty/Department is not regularly monitoring employment rates, alumni profiles, and cost

per student in relation to national targets.

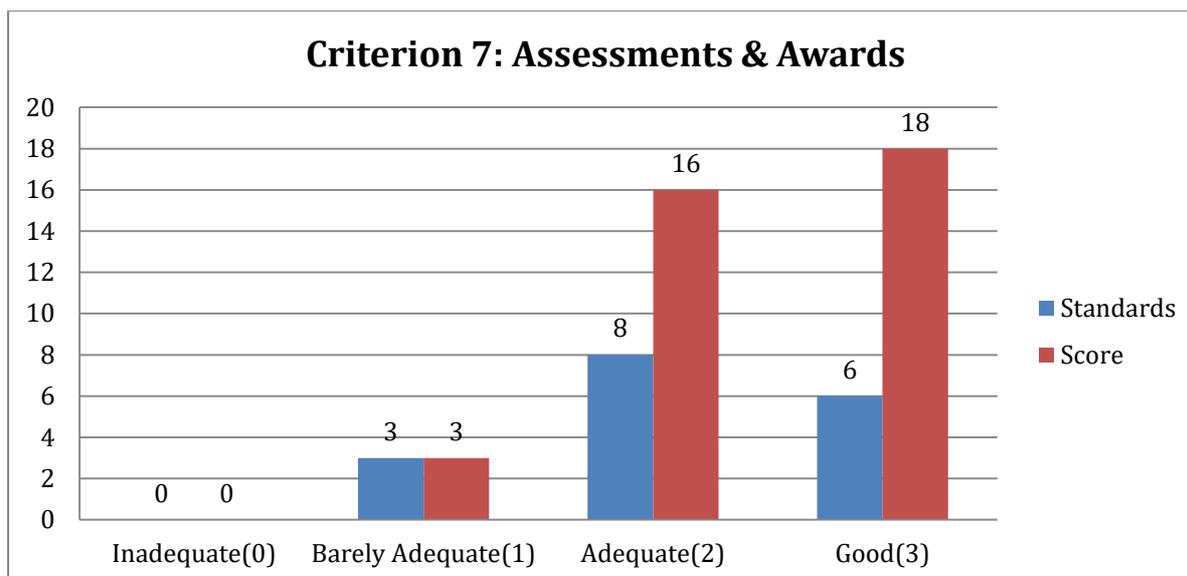
- There is a significant degree of mistrust between staff, students and the administration.
- Students were not aware about the code of conduct as well as their rights and responsibilities.
- Monitoring the student progression is not satisfactory.
- Unavailability of fallback options for students who are not able to complete the study programme.
- Lack of evidence to suggest the effective use of blended learning practices in teaching and learning.
- Lack of academic counseling and mentoring to support the academic needs of students.
- Lack of evidence to suggest student feedback and peer reviews are analyzed and outcomes from such analyses are used to improve teaching and learning practices and environment.
- Non-availability of a formal policy to deal with differently-abled students.

When the above points are considered, the review team is of the view that this aspect of the programme could be judged as **SATISFACTORY**.

Criterion 7 - Student Assessment and Awards

Strengths

Faculty follows university-wide common practices in student assessment and adheres to the examination by-laws of the University. Guidelines on internship appointments and research project have been recently developed, and are awaiting approval of the Senate. Scrutiny Boards for scrutinizing examinations papers have been commenced recently. There is blind second marking at examinations.



- Gradual transition from SLQF 2012 to the SLQF 2015 Guidelines.
- Optional course selection is available.
- Internship guidelines and research project guidelines have been prepared recently and are waiting for the approval of the Senate.
- Appointing Scrutiny Boards for examinations have been commenced recently.
- Immediate feedback is given to students after presentations and role play sessions.
- There is blind second marking at examinations.
- Transcripts are provided to students at the completion of the study programme.

Weaknesses

There is no curriculum blueprinting system to match assessments with the outcomes. There is no formal curriculum evaluation committee. There are no external examiner reports although external examiners participate in exams regularly

- There is no assessment blueprint that matches assessments with outcomes.
- There are no regular meetings on curriculum related matters, and such meetings are conducted on *ad-hoc* basis, as and when required.
- Examination by-laws are common to all degree programmes, and some specific assessment needs of the study programme, therefore, are not addressed by these by-laws.
- Manual for examination procedures from UGC is available and have not been adopted yet by the Faculty and Department.

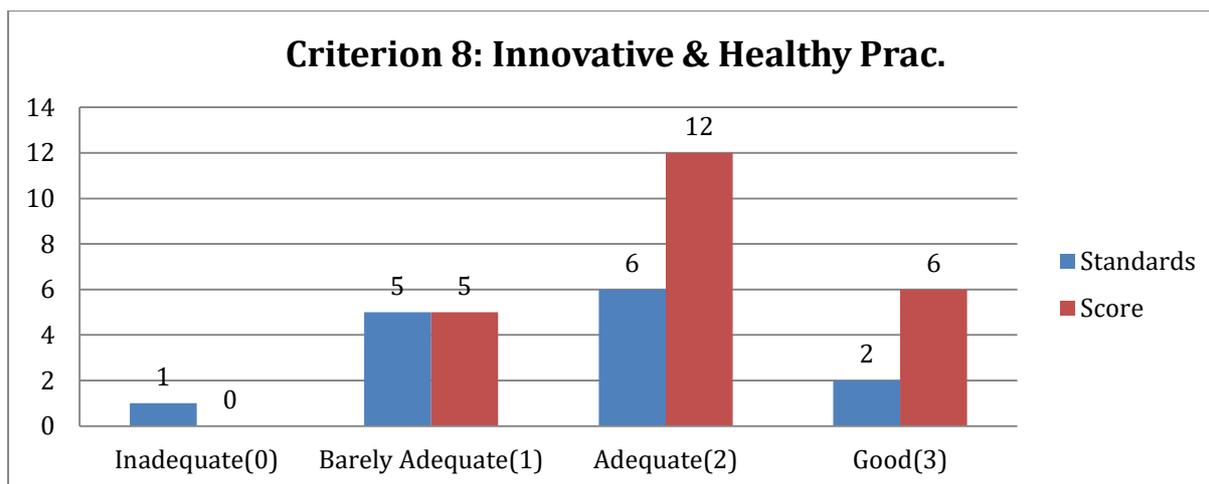
- Although curriculum, course plans and student prospectus are available, they are not comprehensive enough to provide all essential information (e.g. requirement for 80% attendance, number of years one can continue registration as a student, etc.).
- There are no external examiners' reports
- There is no policy to deal with differently-abled students; measures are taken on *ad-hoc* basis, as and when needed.
- End of semester assessment feedback regarding the examination content and process is not sought from students.
- No clearly documented policy on the procedure to be followed on double marking discrepancies.
- Final transcript does not provide details of the criteria for the classes awarded.
- Names are used in finalizing results, and this is not a suitable practice as the students can be easily identified.
- There is mixing up of SLQF 2012 and SLQF 2015 formats in the course design. The transition into new SLQF guidelines needs to be completed as early as possible
- Training workshops for academic staff on SLQF 2015 guidelines and examination by-laws need to be conducted.

When the above points are considered, the review team is of the view that this aspect of the programme could be judged as **GOOD**.

Criterion 8 - Innovative and Healthy Practices

Strengths

Use of multimode teaching methods for teaching such as SGDs, role plays, mock practical sessions in addition to complement class room teaching is innovative. The availability of a substantial component of industry attachment for real time learning during the curriculum is commendable. Having a credit transfer programme with an international university is an innovative practice.



- Multimode teaching methods are used to develop the necessary skills of students such as presentations and role plays
- Academics are given research grants since the beginning 2018 from Faculty Development Fund (FDF).
- Student research component is included in the degree programme as per SLQF requirements.
- Industrial attachment has been formalized since 2010 and a good internship programme is provided to students.
- Credit transfer programmes are available to transfer to an overseas university (i.e. Lithuanian University) for a component of the study programme.
- Establishment and maintenance of collaborative links with the industrial partners despite challenges of being a remote university.

Weaknesses

The academic standards of the study programme must be assured through regular revision of curriculum, close monitoring of its implementation and use of external examiner and industry partner reviews.

- Faculty has to implement a mechanism for those students who do not complete the study programme successfully to exit at a lower level with a diploma or certificate, depending on the level of attainment.
- Unavailability of Wi-Fi network facility in the study premises acts as a hindrance to develop student-centered learning.

- Although the facilities for the computer-assisted learning is adequate for the whole university and are shared between faculties, the unavailability of Wi-Fi service is a significant issue that hinder optimal utilization of this mode of learning.
- Though the staff is provided with access to VPN service, the evidence of adequate use of VPN to access OER is not available

When the above points are considered, the review team is of the view that this aspect of the program could be judged as **UNSATISFACTORY**.

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Section 6 - Grading of the Overall Performance of the Programme

The assessment made by the review team based on the criteria and standards and the scoring system prescribed by the “Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions”, on the level of accomplishment of quality and standards of the BSc in Tourism and Hospitality Management (Honours) study programme is given in the table below.

Table 6.1: Grading of Overall Performance of the Study Programme

Criterion Number	Assessment Criteria	Weighted minimum Score*	Raw Criterion-wise Score	Weighted Criterion-wise Score
1	Programme Management	75	62	115
2	Human and Physical Resources	50	29	81
3	Programme Design and Development	75	52	108
4	Course/Module Design and Development	75	41	108
5	Teaching and Learning	75	33	87
6	Learning Environment, Student Support and Progression	50	48	67
7	Student Assessment and Awards	75	37	109
8	Innovative and Healthy Practices	25	23	27
Study Programme total score on a thousand scale				702
Study Programme score as a percentage				70.2
Performance Grade				B
Performance Descriptor				Good
Interpretation of Descriptor				

“Satisfactory level of accomplishment of quality expected of a programme of study; requires improvements in a few aspects”.

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

Based on the above evaluation made, the review team recommends that the BSc in Tourism and Hospitality Management (Honours) study programme of the Faculty of Faculty of Management Studies of the Rjarata University of Sri Lanka is awarded the performance grade of ‘B’, which is interpreted as *“Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects”.*

Section 7 - Commendations and Recommendations

Commendations

- Vision and Mission of the University are reflected by the study programme offered by the Department of Tourism and Hospitality Management of the Faculty of Management Studies.
- Efforts taken by the Department of Tourism and Hospitality Management to reach both local and international organizations to increase the visibility of the University and the Department, and improve the quality of its study programmes.
- All the students in the programmes are given an equal opportunity to gain access to health care services, sports activities, and cultural and aesthetic activities.
- Availability of a student-counseling service assisting students in need of guidance and assistance and a career guidance unit which offer training programmes focusing on career and personal development of students.
- High level of interest and enthusiasm shown by the young group of academic staff towards moving the degree programme to higher quality and standards.
- Availability of residential facilities for both academic staff and students.
- Teaching of international languages in a commendable manner enabling students to secure gainful employment in tourism and hospitality industry.
- Establishment and maintenance of close links and satisfactory relationships with industry and alumni in industry despite challenges faced of being a peripheral university.
- Students and staff have access to a well-equipped central ICT Centre and a well-resourced central library facility, which is networked and up to date. Both facilities appear to provide a user-friendly service.
- Availability of credit transfer programme to facilitate transfer of students into international study programmes.

Recommendations

- Faculty needs to establish a standing committee to oversee the matters related to curriculum development/revision and allied matters.

- Faculty needs to take measures to implement an effective curriculum review mechanism at regular intervals to improve the the quality of the study programme.
- Revise and update the examination by-laws to make it compatible with the specific requirement of the study programme.
- Improve the governance and management of the Faculty by promoting participatory approach; initiate effective mechanisms such as departmental meetings and Heads of Department meetings so that cohesive functioning is apparent in all areas of the programmes conducted by the Faculty. This is very relevant as the study programmes of any department receives inputs from other Departments of the Faculty as well.
- Information provided to students with regard to the study programme curriculum, teaching and learning, and assessment methods, examination by-laws, code of conduct and responsibilities, disciplinary by-laws, etc. need to be comprehensive.
- Promote interactive student-centered learning through use of available ICT resources.
- Introduce a comprehensive information management system into the Faculty and Department that would enable quick access to information and facilitate decision making process.
- Student need analysis surveys should be done regularly and findings of such surveys should be discussed at the departmental meetings for improvement of teaching and learning facilities and learning environment.
- Employer and stakeholder surveys should be conducted at regular intervals, and the opinions from those parties should be considered in design and development of programme and course curricula.
- Students' employability rates should be assessed through tracer studies to determine the quality and relevance of the degree programme.
- Dropout rates during the study programme should be monitored, and the reasons for such drop outs must be critically examined and remedial measures implemented.
- Implement an academic guidance/mentoring programme to improve personal career development of academic staff, and also to facilitate acquiring the skilled required to deliver the study programme.
- Conduct continuing professional development programmes to develop the skills of academic staff on new approaches to curriculum design and development, teaching and learning and assessments.

- Train staff on the use of blended teaching and learning approaches including the use of freely available online electronic resources (OER).
- Permanent academic cadre positions should be filled with qualified people so as to reduce the dependency on contract/temporary and visiting lecturers for teaching.
- Introduce suitable staff appraisal and reward mechanisms for teaching and research to encourage the staff to excel in their core functions and to reward high performers.
- Introduce a fall back mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on their level of attainment.
- Expand and improve facilities and infrastructure such as kitchen, mock rooms, mock restaurant, etc., to enable students to acquire adequate practical knowledge prior to placements in industry; Another option that could be implemented is establishing a hotel with a restaurant within the vast university land which could be used as a self-sustainable training center while providing fee-levying goods and services to the public.
- Develop a healthy dialog between staff, students and administration in order to eradicate the mistrust that exists among them.
- Provide adequate quantities of purified drinking water to all the hostels.
- Address sanitary issues relating to the overflowing septic tanks along the road leading to hostels.
- Increase the coverage of Wi-Fi networks in study areas.

Section 8 - Summary

Upon completion of the desk review of self-evaluation report, the site visit of the programme review of the BSc in Tourism and Hospitality Management (Honours) study programme of the Faculty of Faculty of Management Studies of the Rjarata University was conducted from 29th October to 1st November 2018.

Stakeholder meetings were conducted with the Vice-Chancellor, Dean of the Faculty of Management Studies, Head of the Department Tourism and Hospitality Management, Director of Internal Quality Assurance Unit, Registrar, Bursar, Directors/Coordinators of Centers/ Units, academics, administrative staff, technical and academic support staff, and students. Review team also examined all documentary evidence cited in the self-evaluation report and examined the evidence of implementation and internalization of prescribed best practices by the Department and the Faculty. In addition, teaching and student support facilities such as lecture rooms, computer laboratories, practice kitchens and restaurant, mock hotel bed rooms, cafeterias, wash rooms, university medical center, physical education unit, recreation center, career guidance unit, Department of English Language Teaching and Staff Development Center were examined. Moreover, three lecture sessions and two practical sessions (language laboratory & computer laboratory) were also observed.

As per the review panel assessment of the self-evaluation report, validation of claims and evidence and observations made during the site visit, and the scores achieved, the review team recommends that the BSc in Tourism and Hospitality Management (Honours) study programme of the Faculty of Faculty of Management Studies of the Rjarata University of Sri Lanka is awarded the performance grade of 'B', which is interpreted as *“Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects”*.

Review team wishes to place on record their appreciation of the logistical support provided and hospitality extended by the Vice Chancellor, Dean, Head of Department, all categories of staff during the site visit of the programme review.

Appendix

Annex 1:

Programme Review Schedule

**BSc in Tourism and Hospitality Management
Faculty of Management Studies
Rajarata University**

October 28 to November 1, 2018

Day	Time	Activity
Day 1 29/10/2018	08-00-08-45 am	Meeting with the Vice Chancellor/Deputy Vice Chancellor
	08.45-09.15 am	Meeting with the Director of IQAU
	09.15-09.45 am	Meeting with the Dean of the Faculty
	10.15 -11.00 am	Meeting with the academic staff of the Programme
	11.00 am – 01.00 pm	Scrutiny of documentary evidence
	01.00 - 02.00 pm	Lunch
	02.00 - 05.00 pm	Scrutiny of documentary evidence
Day 2 30/10/2018	08.00 - 09.00 am	Observing teaching and learning session relevant to the programme
	09.00 - 09.30 am	Meeting with administrative staff
	09.30 - 10.00 am	Meeting with technical staff
	10.00 -10.30 am	Meeting with support staff
	10.30 am – 01.00 pm	Observing facilities relevant to the programme (Lecture halls, SGD rooms, Library, ICT facility, sports facility, CGU. UMO office, hostels, cafeteria, etc.)
	01.00 - 02.00 pm	Lunch
	02.00 - 05.00 pm	Scrutiny of documentary evidence
Day 2 31/10/2018	08.00 -11.00 am	Scrutiny of documentary evidence
	11.00 am -12.00 noon	Meeting with representatives from Alumni and

		Industry
	12.00 noon – 01.00 pm	Meeting with students and student union separately
	01.00 -02.00 pm	Lunch
	02.00 – 02.30 pm	Meeting with CGU and Student Counsellors
	02.30 - 03.00 pm	Observing a teaching session selected by the Review Panel
	03.00 - 05.00 pm	Scrutiny of documentary evidence
Day 4	08.00 am -12.00 noon	Scrutiny of documentary evidence
01/11/2028	12.00 noon -01.00 pm	Lunch
	01.30 - 02.30 pm	Meeting of the Review Panel members
	02.30 - 04.00 pm	Debriefing and wrap-up meeting