Programme Review Report

Programme Reviews -2018

B.Sc. (Accountancy and Finance) Special Degree

and

B.Sc. (Business Management) Special Degree

Faculty of Management Studies,

Rajarata University of Sri Lanka

01ˢᵗ October 2018 to 4ᵗʰ October 2018

Eng. (Dr.) Sudhira De Silva (Chair)

Dr. P. Elango

Dr. M. I. Mujahid Hilal

Dr. James Robinson

Quality Assurance Council

University Grants Commission

Programme Review – 2018

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

Final Report

1. **University**   : **Rajarata University of Sri Lanka**

2. **Faculty**   : **Faculty of Management Studies**

3. **Programme**   : **B.Sc. (Accountancy and Finance) Special**
                          Degree Programme
                          and
                          B.Sc. in (Business Management) Special
                          Degree Programmes

4. **Review Panel**   :
                          Eng. (Dr.) Sudhira De Silva (Chair), University of
                          Ruhuna
                          Dr. P. Elango, Eastern University of Sri Lanka
                          Dr. M. I. Mujahid Hilal, South Eastern University
                          of Sri Lanka
                          Dr. James Robinson, University of Jaffna

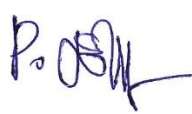5. **Site Visit Dates**   : **01st October 2018 to 4th October 2018**

Signature Page

Review Team Signatures

Rajarata University of Sri Lanka

Programme Review: Faculty of Management Studies, B.Sc. Accountancy and Finance, Special Degree Programme and B.Sc in Business Management Special Degree Programme

Site visit from 1st October to 4th October 2018

Designation	Name and affiliation	Signature	Date
Chairman	Eng. (Dr.) Sudhira De Silva University of Ruhuna		05/11/2018
Team member	Dr. M.I.MujahidHilal South Eastern University of Sri Lanka		05/11/2018
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Team member	Dr. James Robinson University of Jaffna		05-11-2018

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Section 1 - Introduction to the Programme

1.1 Introduction to the programme

The Rajarata University of Sri Lanka (RUSL), located at Mihintale, was established on 07th November 1995, under the section 21 of the University Act No.16th of 1978 by amalgamating the resources of North Central Province, Central Province and North Western Province. Affiliated University Colleges, with the prime inspiration of establishing a center of excellence in higher education, research, and dissemination of knowledge through producing high quality, innovative intellectuals with creativity and discipline, developing competencies of staff, creating a conducive environment for teaching, learning, research and dissemination of knowledge and to promote co-existence with mutual respect and ethical behavior. At present, the university consists of six faculties namely; the Faculty of Agriculture, the Faculty of Applied Sciences, the Faculty of Management Studies, the Faculty of Medicine & Allied Sciences, the Faculty of Social Sciences & Humanities and the Faculty of Technology.

The Faculty of Management Studies (FMS) was established with the inception of the university in 1995 with the mission "to provide quality education in management studies and leadership with practical skills and to conduct research giving due consideration to the changing environment". In the initial stage, faculty had three departments namely; Department of Accountancy and Finance (ACF), Department of Business Management (BM) and Department of Tourism and Hospitality Management (THM) which offered 3 year degree programmes. Later in 2004, the duration of the degree programmes were extended to 4 years and currently the faculty offers 4 Special degree programmes. Department of Accountancy and Finance offers B.Sc. (Accountancy and Finance) Special. Department of Tourism and Hospitality offers B.Sc. (Tourism and Hospitality Management) Special. Department of Business Management offers two Honours degree programmes namely; B.Sc. (Business Management) Special and B.Sc. (Business Information Technology) Special. The Faculty recently (2017) established two new departments: Department of Marketing Management and Department of Human Resource Management to offer B. Sc. Honours in Marketing Management and B. Sc. Honours in Human Resource Management, respectively in line with Level 6 of the Sri Lanka Qualifications Framework (SLQF) and it is expected that students will be enrolled for each newly established department from this year (2018). This review focus was only on the two special degree programmes; B.Sc. (Accounting and Finance) Special and B.Sc. (Business Management) Special as a cluster. The Table 1.1 shows the number of students enrolled to each special degree programme in each last four years.

Table 1.1: Number of Students in Faculty at present- breakdown in years

Faculty	Department	Degree Programme	2017 2016/2017 Year 1 (Semester II)	2016 2015/2016 Year 2 (Semester II)	2016 2014/2015 Year 3 (Semester I)	2015 2013/2014 Year 4 (Semester I)
Management Studies	Accountancy and Finance (ACF)	B. Sc. (Accountancy and Finance) Special	166	147	137	141
	Business Management (BM)	B. Sc. (Business Management) Special	151	143	131	136
		Total (ACF + BM)	317	290	268	277
		B. Sc. (Business Information Technology) Special	48	37	36	43
	Total (ACF + BM + BIT)		365	327	304	320
	Tourism and Hospitality Management	B. Sc. (Tourism and Hospitality Management) Special	50	50	53	54
	Total (ACF + BM + BIT + THM)		415	377	357	374

Table 1.2: Maximum Number of Students allocated by University Grants Commission in the last 4 years

University Admissions Year 2015 to 2018

Faculty of Management Studies	Academic Year			
	2015/2016	**2016/2017**	**2017/2018**	**2018/2019**
Management (Accountancy and Finance (ACF) and Business Management (BM))	325	325	375	425
Tourism and Hospitality Management	50	50	50	50
Total	**375**	**375**	**425**	**475**

The FMS has been offering Bachelor of Business Administration (General) – External Degree for the external students since 2013. In addition to the undergraduate degree programmes, from 2001, the faculty offers Postgraduate Diploma in Management leading to MBA. The faculty has initiated Doctoral of Business Administration Degree (PhD) in 2017. At present,

student population of the faculty has increased significantly over the last few years making student population over 4500 (internal and external) and 150 postgraduate students. In 2016/2017 intake, 375 students were enrolled for internal undergraduate degree programmes and 700 students were enrolled for external degree programme.

The faculty offered Honors Degrees consisting of 120 credits or above. These degree programmes are now being conducted entirely in the English medium. They are given the opportunity to specialize in one of the three specialization areas: Accountancy and Finance, Business Management and Business Information Technology, from the beginning of their programme based on students' interests. The curricula of the degree programmes are enriched with latest course units that match the contemporary developments in the respective fields. Further, all students undergo an internship training in their final semester while engaging in an independent research projects.

Table 1.3 below shows the qualifications of the staff of each department as indicated in the SER which shows that 90% of staff in both departments possess postgraduate qualifications. However, both departments lack sufficient number of staff with the PhD qualifications.

Table 1.3: Qualifications of the staff in three departments

Department	PhD	MPhil/MSc/MA	B. Sc.	% with Postgraduate Qualifications	% with PhDs
Accountancy and Finance (ACF)	3	14	-	100 %	18 %
Business Management (BM)	4	15	2	90 %	19 %
Total	*7*	*29*	*2*	*95 %*	*18.5 %*

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

2.1 Observation on Section 1: Introduction to the Study Programme

Section 1 of the Self Evaluation Report (SER) gives adequate details to understand the overview of the Rajarata University of Sri Lanka and the Faculty of Management Studies (FMS). It was interesting to note the major millstones of development in the study programme, incorporating the recommendations in the subject review conducted in 2009. The Faculty of Management Studies of the Rajarata University of Sri Lanka achieved its new developments after 2009. These include the shifting to the new building, revising the credits and adding courses, renovation of the computer laboratory, digital repository, introduction of LMS, undergraduate research symposium, marketing day, approval for BScHonours (Marketing Management) and BScHonours (Human Resource Management) etc.

The Graduate profile, including the disciplinary knowledge, skills, attributes, values and professionalism is well explained in Section 1 of the SER. Review panel also observed the aim of the degree programme along with the intended learning outcomes separately for the Department of Accountancy & Finance and for the Department of Business Management. It was also observed that the graduate profile for the Department of Business Management has been developed based on the attributes such as intellectual excellence, employability, innovativeness, enterprising and global awareness.

Number of departments contributing to the study programmes at the FMS are explained in the SER. Department of Business Management, Information Technology Unit and Department of English Language Teaching (DELT) are currently contributing to the B.Sc. (ACF) Special Degree. Department of Accountancy and Finance, Information Technology Unit, Department of English Language Teaching and Department of Tourism and Hospitality Management are currently contributing to the services of the Department of Business Management.

The Section 1 of the SER provides relevant information on enrolment of students for the study programmes and their choices of subject combinations. Specifically, enrolment of students for the three degree programmes, namely Accountancy and Finance, Business Management and Business Information Technology, from the academic year 2010/2011 to 2016/2017 are highlighted in the SER.

SER also address the number of academic and academic support staff based on their positions and gender. This is also given for each department of study. Further, it was also noted in the SER the number of non-academic staff based on gender. Review panel also observed the profile of the academic staff and their letter of appointment during perusal of the documents.

Review panel visited the learning resource systems mentioned in the SER. These resource systems available for students include the library, DELT, computer facilities, accounting resource centre, medical centre, Career Guidance Unit, student welfare and students counseling.

We as reviewers of the programmes also pointed that the suggestions and recommendations given during the subject review are listed as an appendix in the SER.

SWOT analysis is given in the SER separately for each degree programme under review. Comprehensive SWOT for the study programmes are presented in the SER. However, some of the strengths listed may not be fulfilled. For example, industry exposure is one of their strengths but it is not compulsory for all courses. Students can take three subjects instead of their industrial training. Dearth of professors and academics with PhDs is listed under the weakness of the B.Sc. (Accountancy and Finance) special degree programme. Number of PhDs need to be increased in both departments as it has young academic staff. In addition, recognition from the professional bodies are yet to be taken. This is really lacking in the faculty. This has been mentioned under opportunities. If this is initiated immediately the students should be able to obtain the recognition from those professional bodies. Though, vigorous contributions of the Alumni Association have been given as a major strength of the B.Sc. (Business Management) Special Degree programme, the review panel could not verify the Alumni nor its contributions to the faculty.

2.2 Observation on Section 2: Process of preparing the SER

Faculty of Management Studies of the Rajarata University of Sri Lanka appointed an SER writing team with all terms of references. Although the Internal Quality Assurance Cell does not exhibit its functions lively, Coordinator IQAC was very enthusiastic in coordinating the quality assurance activities of the faculty. The SER writing team leaders and team members for documenting and collecting the evidences are listed in Table 12 Section 2. It was also noted that the team leaders and writing team have been given responsibilities based on the criteria stipulated in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions published by the UGC.

The other faculty members too are familiar with the programme review manual and it was revealed that meetings arranged by the IQAC have been held with academic staff to explain and clarify the review manual and process of writing the SER. Review panel further observed in the SER that there have been progress meetings with regard to writing the SER. Self-evaluation report addresses the methodology of data collection adopted for the process of writing the SER. Further the SER describes the collation of data and evidences, for which a meeting was held with the Vice Chancellor, Dean, Director QA, Chairman of IQAC and senior academics of the faculty. Finally, a draft report of the SER was prepared and was proof read by the team leaders and chairman of the IQAC. The draft report has been discussed in a

forum in which a lengthy discussion has–triggered. The outcomes of the deliberations have been incorporated in the SER.

2.3 Observation on Section 3: Compliance with the Criteria and Standards

Compliance with the criteria and standards stipulated in the self-evaluation report are given as per guidelines of the Manual for Review of Undergraduate Study Programmes. Review panel observes that the Section 3 is written under the following criteria in accordance with the quality assurance manual.

1. Programme management with all 27 standards.
2. Human and physical resources with all 12 standards.
3. Programme design and development with all 24 standards.
4. Course / Module design and development with all 19 standards.
5. Teaching and learning with all 19 standards.
6. Learning environment, student support and progression with all 24 standards.
7. Student assessments and awards with all 17 standards.
8. Innovative and healthy practices with all 14 standards.

It is worthwhile to note that all eight criteria specified in the SER consists of a statement of summary on how the programme has complied with the specific standards described in the quality assurance manual. All criteria in the SER is formed as per table guideline of the manual.

Despite the fact that the Section 3 of the SER is well written as per quality assurance manual with evidences for the standards specified, evidences for standards specified in the PR Manual were lacking. The observations made by the review panel on each criterion are given below;

2.3.1 Criterion 1: Programme Management

In the case of programme management criterion of the programme review, the review panel observed many missing evidences that have been specified in the self-evaluation report. For an example, there should be a Faculty Strategic Plan aligned with the University's Strategic Plan. However the review panel observed only the vision and mission statements of the Faculty of Management Studies. LMS has been introduced but it was evidently proved that there was a limited usage of the LMS at the FMS. Although the SER states that tracer studies and a reward scheme are in practice in the faculty, review panel could not locate the evidences for those good practices in the faculty. It was also observed that the Faculty of Management Studies does not have an annual academic calendar for each batch of students from commencement of the semester to the end of their degree programme. Though the coordinator of the IQAC is very active, it was hard to find documentary evidences with regard to the functions and actions of the IQAC.

2.3.2 Criterion 2: Human and Physical resources

The second criterion is about human and physical resources of the Faculty of Management Studies. Though this criterion is well addressed in the SER and staff HR profiles are updated, review panel observed many weaknesses in this regard. According to the SER, human resource development policies are evident at the faculty. However, review panel could not observe any policies with regard to HRD.

2.3.3 Criterion 3: Programme Design and Development

Third criterion programme design and development is addressed well in the SER. The industrial training is a component of the curriculum and graduate profile. The faculty offers the induction programme to the new entrants. Review panel observed that there is no fall back options for the students, but found such fall back options in the new degree programmes such as Marketing Management and Human Resources Management of two departments. Further, it was observed that although the SER states about the stakeholders feedback and inclusion of such feedback in to the curriculum revision, it was very hard to find the evidences for such inclusion. Review panel also observed that the involvement of the IQAC in the curriculum development is at a minimum level which is contrary to the SER.

2.3.4 Criterion 4: Course / Module design and Development

The fourth criterion of the quality assurance manual is course / module design and development. This criterion is addressed adequately in the SER. Minutes of the Faculty Board meetings, letters of appointments for the resource persons of Curriculum Development Committee (CDC), evidences for adoption of SLQF and UGC's SBS, students' prospectus, proof of the conduct of a series of workshops for the academics on evaluations, are well organized and proved to the review panel with evidences. There were no evidences of faculty CDC meetings, professional bodies' recognition, and usage of ICT facilities by students. Reviewers also observed that only three meetings have been held with regard to Quality Assurance and its monitoring. Despite the fact that the SER mentions reports of moderation and 2nd examiner reports, both departments have just prepared the format of such reports and observed that these are not in practice at the departments at present.

2.3.5 Criterion 5: Teaching and Learning

Reviewers observed that the fifth criterion is about teaching and learning and is well organized and prepared by the SER writing team. At this juncture, the review team would like to appreciate their work. Reviewers observed that the course specifications and peer review and allocation of research funds for the academic staff have been included in the SER. However, reviewers observed that evidences for differently abled students as mentioned in the SER are not available for verification. Further, reviewers noted that there is no awarding system implemented in two departments for excellence in research and publication nor gender based policies implemented.

2.3.6 Criterion 6: Learning Environment, Student Support and Progression

The sixth criterion is learning environment, student support and progression. SER states about the sixth criterion as required by the manual of the quality assurance. The students' feedback reports on teachers' evaluation, programme plan of the Staff Development Centre, career guidance activities and library facilities for the students were verified in both departments with all submitted documents. Even though there are strengths in the two departments, lack of evidences for some standards given in the SER noted. For example, review panel could not observe any evidences for strategies of motivating the students to learn independently. In addition, it is mentioned about need analysis in the SER for which review panel could not find any evidences of adopting those survey findings for the improvement of support services. Review panel also understood that there is no policy at the faculty level for students with special needs. Although many CGU activities are stated in the SER, review panel observed that students show minimum interest in the activities of CGU.

2.3.7 Criterion 7: Student Assessment and Awards

The seventh criterion is students' assessment and awards which is well written in the SER. The programme and course specifications, examination rules, letter of appointment of examiners, manual of examination procedures and staff awareness of SLQF during course development, are well documented in the SER. However, review panel is of the view that two departments of the Faculty of Management Studies have failed to submit evidences on minutes of the Curriculum Development Committee meetings and second examiners reports.

2.3.8 Criterion 8: Innovative and Healthy Practices

The eighth criterion is innovative and healthy practices which is explained well in the self-evaluation report. As stated in the SER of the two departments, academic staff of the two departments are eligible for financial assistance from the generated fund. Further, it was observed that there are two MoUs signed with foreign universities. It was also observed that there is no credit transfer policy in the two departments.

2.4 Observation on Section 4: Summary

Summary of the Self-Evaluation Report (SER) exhibits the adherence to the guidelines specified in the manual of Quality Assurance. Though the two departments have internalized the best practices stipulated in the Quality Assurance Manual, review team observed that areas in aligning IQAC with IQAU, considering the national and international needs in curriculum development process and industrial training for the both departments, as compulsory. Reviewers further observed that the Faculty Alumni Association needs to be initialized to assist activities of the two departments.

2.5 Review Team Observations on the implementation of Recommendations given during the Subject Review in 2009

The subject review report of 2009 provided many recommendations to both Department of Accountancy and Finance and Department of Business Management. Programme review panel observed that many of such recommendations have been implemented except few of the suggestions.

Although the subject review team provided recommendations on the revision of curricula in every three years with the inclusion of the suggestions of relevant stakeholders, it had not been done regularly. Hence it was very hard to find the minutes of the Curriculum Development Committee meetings.

Further, it was suggested to establish a Quality Assurance Cell in the subject review 2009. Though the cell for the Internal Quality Assurance was established, its activeness and functions have not been lively.

Both departments of the Faculty of Management Studies exhibits intended learning outcomes for the degree programmes very clearly and these are properly communicated to the students as suggested by the 2009 subject review team.

It was further observed that as recommended by the subject review team in 2009, the dissertation for the final year students have been made compulsory. The dissertation support students to develop critical thinking and ability to work independently.

As recommended by the subject review team, a research culture has been created within the departments and the student research symposium is also conducted at the faculty level. Further, review panel observed that academic staff receives research grants in order to carry out their research projects.

It was recommended by the subject review team to increase the number of PhDs in both departments. Accordingly, there are seven PhD holders among the academic staff and currently, few of the academic staff are reading for their PhDs in local and foreign universities.

Despite the fact that subject review team recommended to increase the facilities for the students and staff for enhancing the learning and teaching environment, our review panel observed that both departments are located in a building where senior academics share a single room which may hamper the proper delivery of their assigned duties.

Section 3 - Description of the Review Process

The programme had a cluster of two degree programmes, all awarding the Bachelor of Science (B.Sc.) in two separate areas of study. Since the SER is written for the cluster, we reviewed the programme as a cluster and not individually. The SER statements were supported by evidences provided by the two degree programmes with common codes. When necessity aroused the review team contacted the responsible academic and collected the evidence for each programme.

3.1 Review Team

Quality Assurance Council (QAC)/UGC, in consultation with the Faculty of Management Studies appointed the Review Team and Review Chair.

Accordingly the following four academic staff members were appointed for the review of the programmes in Cluster 1, Faculty of Management Studies, Rajarata University of Sri Lanka;

Eng. (Dr.) Sudhira De Silva (Chair), University of Ruhuna

Dr. P. Elango, Eastern University of Sri Lanka

Dr. M. I. Mujahid Hilal, South Eastern University

Dr. James Robinson, University of Jaffna

These reviewers were sufficiently trained and provided with clear guidelines necessary for successful completion of the review. At the first stage desk review, evaluation of the SER was done by each member independently and later they had a discussion on the individual evaluations at a meeting organized by QAC. All reviewers agreed that the desk review report is a preliminary document and the grades given to the report might change at the site visit after observing the real evidence. Review team prepared a tentative schedule of the review process and finalized it following the discussion with the Dean of the Faculty two weeks prior to the site visit.

3.2 Pre – site Visit Evaluation

The site visit began on 01st October 2018 and lasted for four days until 04th October 2018. The team had a brief meeting to discuss the review process before commencing the review.

Two weeks before the site visit, a tentative schedule was agreed on by the Review Chair, the Dean/Faculty of Management Studies and Director/IQAU for the 4-day site visit.

The review visit comprised of the following:

• Meeting(s) with the senior management (VC, Dean, Director/ IQAU)

• Meetings/ discussions with staff and students

- Scrutinizing documentary evidence

- Observation of teaching and learning facilities

- Debriefing

The review team had meetings with major stakeholders of the programme cluster, including the Vice Chancellor of the University of Rajarata, the Director of the IQAU, the Dean, academic and support staff, administrative and nonacademic staff, students representing the final year of the programmes and related committees. Due to the water shortage at the university, the FMS was opened only for the final year students. The list of meetings with names and signatures of attendees is provided as **Annex 2** of this report. The reviewers also looked over facilities, documents provided by the programmes, and observed teaching during classes. All scheduled activities have been completed within the stipulated time frame.

The important part of the review was the inspection of the documents related to the claims in the SER. The documentary evidences were kept in a separate room with facilities to make the review team comfortable. Especially during observation of documents, there was a large number of staff in attendance, they were very helpful and made all attempts to obtain necessary information whenever requested.

The review team is very pleased with the most friendly and courteous manner in which the staff of the faculty co-operated with the review process. It was well coordinated and the review team was able to carry out their duties smoothly. The other facilities provided were good. After scrutinizing all the documentary evidences the review team had a thorough discussion about their observations and then finalized the evaluation and marking. The team observed that the faculty staff were open and actively participated in all discussions and all meetings were conducted in a professional manner. The team was satisfied with the internal arrangements made by the faculty. The findings of this review are in accordance with the marks awarded based on the template for marking of Criteria and their associated standards as given in the *Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions*, University Grants Commission- December 2015.

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

An Internal Quality Assurance Unit (IQAU) of the Rajarata University of Sri Lanka was established in Year 2016. Presently, QA cells have been established in all faculties including the Faculty of Management Studies (established in Year 2017) and a Faculty Coordinator has been appointed for each IQAC. It was reported during the staff meeting that based on a recommendation of the subject review of 2009 the Quality Circle initiated in Year 2009 and continued their activities until QA cell was established in Year 2017. Currently, there is no evidence to confirm that office space (physically) functions well at the IQAC of the Faculty of Management Studies. However, FMS has made a good initiation in activities of the IQAC with the process of this programme review. The IQAC liaises with the IQAU of the University and internal quality assurance seems to be an ongoing process. However, it is not clear whether the relevant information and decisions percolate through to different levels of management of the faculty. Both the IQAC and the IQAU should play a more active role in terms of standardized peer evaluation, monitoring student feedback and also in enabling training workshops for younger staff members on OBE and in the alignment of ILOs with the assessment methods.

At the discussions with the Vice Chancellor, Dean, Director (IQAU) and other academics, it was revealed that the University has established several procedures to ensure the quality of its activities. The faculty and two departments are committed towards maintenance of quality and standards and accordingly numerous mechanisms are in place to achieve these. A structured documentary arrangement system has been initiated by the IQAC for the purpose of programme review process. The contributions of young energetic staff with much enthusiasm and genuine openness in this endeavor has to be appreciated. All academic staff were very much committed in finding necessary documentary evidences required for each standard whenever requested by the review panel.

Student prospectuses are made available to all students at the time of registration or at the orientation programme and it includes all necessary information on academic courses as well as rules and regulations governing academic programme and examination procedures.

All study programmes adopt a student-friendly administrative, academic and technical support system that ensure a conducive and caring environment. However, limited facilities, restricted available space and small classrooms for the teaching-learning process are barriers for promoting student centered approaches. Teaching activities of the junior staff are monitored by the senior staff which is a factor contributing towards the quality improvement of the programme delivery.

In addition, internships incorporated into the degree programmes, student evaluation of teaching, peer reviewing of lectures, field studies and undergraduate research symposia, and international conferences are some of the key practices that ensure quality and standards. However, these mechanisms can be improved further to reach even higher standards of quality.

Section 5 - Judgment on the Eight Criteria of Programme Review

5.1 Programme Management

The faculty (especially the study programmes; B.Sc. (Accounting and Finance) Special and B.Sc. (Business Management) Special, developed the organizational structure for the management and execution of the programme design, development and delivery. The faculty adopts the University's Corporate and Strategic Plan, Faculty Action Plan and Annual Plans for the management of the programme design and delivery. The faculty prepared the work norms for the staff and also prepared the student code of conduct, examinations By-laws and GEE policies for the management of the programmes.

The faculty adopts the management procedures that are in compliance with national Standard Operational Procedures and uses the internal audit reports for the financial managements. The faculty publishes the student handbook and distributes it to all incoming students which contain the necessary information of the programmes offered by the faculty. The faculty conducts the induction programme for all incoming students in a systematic manner and provides all necessary information to them. The faculty coordinates the CPD programme for its academic staff with the Staff Development Center of the University. All these activities strengthen the programme management activities of the faculty.

Even though the faculty adopts policies and procedures for programme design, development and delivery, some weaknesses were identified on programme management which needs to be highlighted. The faculty did not consider the stakeholders' feedback for programme design and development process. The annual academic calendar was not prepared by the faculty for each batch of students. The Management Information System (MIS) was not developed and is not in operation in the faculty. The MIS is very important for the smooth function of the programme and would be convenient for administrators as well as for students. The review team noted that the usage of the Learning Management System (LMS) by staff is very poor in the faculty and it should be formalized and staff should be encouraged to use it. It is also noted that the Graduate Satisfactory Survey at exits points were not conducted by the faculty which is essential for an alternative mechanism for monitoring, reviewing and updating the curriculum. There was no analytical information on Tracer Studies conducted by the faculty. The staff appraisal system and reward schemes for excellent on teaching and research should be initiated by the faculty to encourage the good teachers and excellent researchers in the faculty. The review team noted that IQAC functions efficiently but should be improved further to support the internal quality reviews and monitor the feedbacks of students and other stakeholders by increasing its physical and human resources. More powers should be delegated to the IQAC and its coordinator to improve the quality matters in the faculty.

The review team carefully observed and evaluated the commitment of performance of the faculty to accomplish the standards in the criteria of programme management as illustrated in the Figure 5.1
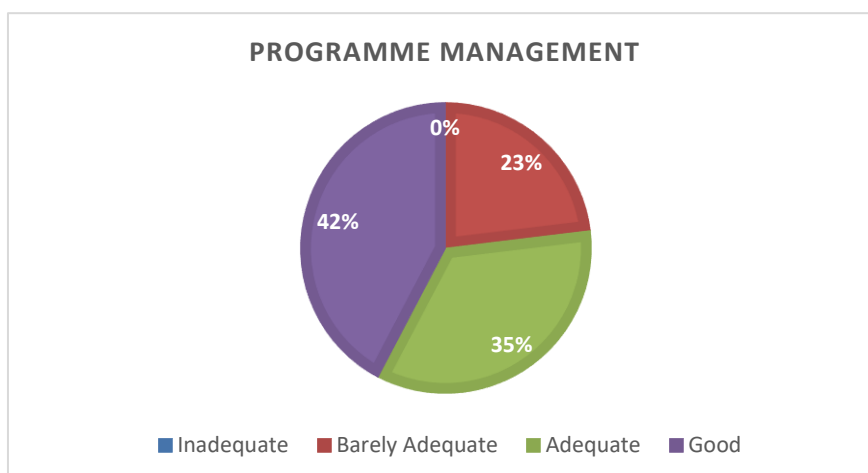
Figure 5.1: Performance of the Standards on Programme Management

Review teams' recommendations for the improvement of the Programme Management:

1. The faculty should take steps to develop and use MIS to implement its functions.
2. The staff should be encouraged to use LMS and students are also should be encouraged to learn through LMS.
3. Graduate satisfactory survey and the tracer studies should be conducted and the results should be used for programme design and development process.
4. The staff appraisal system and reward schemes for excellent for teaching and research need to be initiated by the faculty.
5. The functions of IQAC should be improved by allocating more human resources.
6. Academic mentors to be appointed for the students and the TORs for the academic mentors and student counselors to be prepared for delivering satisfactory services to the students.
7. Faculty should implements measures to ensure the safety (fire extinguish, etc.) of students.
8. Faculty need to develop policy, and strategy and activities aimed at students with special needs / differently abled.

5.2 Human and Physical Resources

Human and physical resource management of the faculty is in a satisfactory state and the Staff HR Profiles are updated. Newly recruited academic staff members have undergone induction programmes conducted by the university. Sufficient CPD programmes were conducted by SDC and many of the staff members participating in these CPD programmes continuously. Many academics have gained their higher academic qualifications and some of them at present are reading for their highest qualifications. It shows the level of motivational factors work among the academics. The existing human resources are adequate to design and deliver

the programmes but the academic staff in some specialized areas need to be appointed to accommodate the latest developments in to the programmes. It was noted that CPD programmes or any other forms of training were not conducted for the non-academic staff members of the faculty, which restricted them in applying latest technologies in their work.
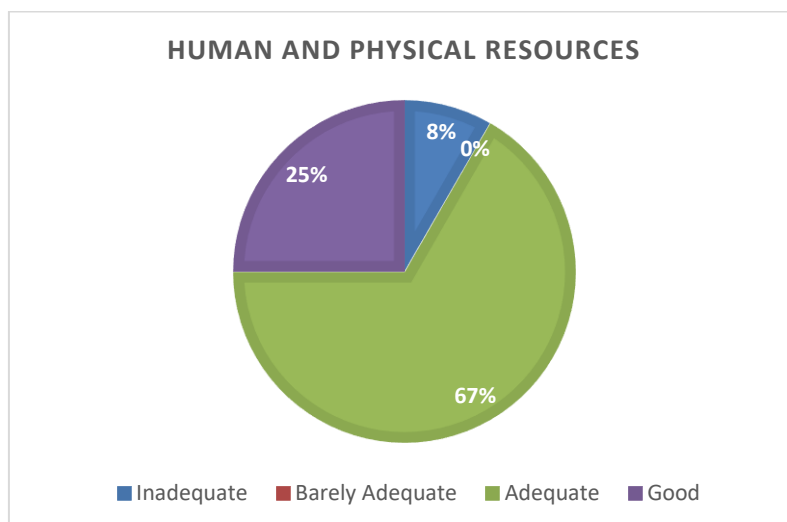
HUMAN AND PHYSICAL RESOURCES

8%
0%
25%
67%

■ Inadequate ■ Barely Adequate ■ Adequate ■ Good

Figure 5.2: Performance of the Standards on Human and Physical Resources

The faculty ensures that the available infrastructure facilities are used effectively for the administration, teaching and learning activities. Most of the lecture halls are equipped with multimedia facilities but some lack sound system facilities which need to be rectified to ensure effective teaching and learning activities. The faculty uses the University Library with good facilities for students' learning activities. Apart from this, the faculty has its own library in the main faculty building for staff usage. ICT facilities for the students are available at the faculty's computer labs which function with required facilities of high quality. The technical assistance for students to acquire ICT skills by the faculty is in a satisfactory level.

The students are provided with adequate training on soft skills through tailor-made programmes offered by the Career Guidance Unit (CGU) of the university. The sports facilities are also in a satisfactory level in the university. Students participate in multicultural programmes and the faculty encourage such activities, in order to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds. However the student and staff participation in these programmes are not significant and the evidence of a coordinating mechanism to promote such multicultural activities is not seen in the faculty.

The English Classes conducted by DELT, especially for the first-year students, are not in a satisfactory level. The staff strength of the DELT need to be upgraded by the university. The faculty should take the initiative and convince the university administration of this requirement. It was noted that the students too have requested the faculty as well as the DELT, to take steps to increase the number of English language classes. The faculty has not obtained the stakeholder views on Library and ICT facilities provided to them. The lecture hall facilities need to be improved by providing network facilities and sound systems.

Based on the desk evaluation and the site visit by the review team, the recommendations of the team for the improvement of the Human and Physical Resources are as follows:

1. Faculty need to develop and implement the staff performance appraisals mechanism.
2. Lecture halls need to be upgraded with adequate infra-structure facilities especially, the network facilities, sound system and proper multimedia facilities.
3. Academic Staff should be provided with personal rooms rather than sharing with other colleagues.
4. Lecture halls need to be upgraded to conduct the OBE-SCL activities.
5. Sufficient number of well qualified staff should be appointed to the DELT
6. Redesign the English language classes to enhance access to needy students.
7. Faculty staff should encourage the students to participate in the CGU activities.
8. The faculty needs to develop a coordinating mechanism to promote multicultural activities among students.

5.3 Programme Design and Development.

Academic programmes of study should reflect the mission, goals and objectives of the university. The programmes should be offered according to needs analysis based on the existing programmes, market research, liaison with industry and national and regional priorities. Subject Benchmark Statements (SBS) and requirements of professional bodies should be considered when formulating a new degree programmes. Good Practice is to consider not only the curriculum of the study programme, but also the intellectual, practical, and transferable skills.

Programme offered by the faculty conforms to the mission, goals and objectives of the university as well as the faculty. It was noted that programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by Subject Benchmark Statements (SBS). The SBS has been used for the existing curriculum which was revised in 2015. The faculty adopts an Outcome Based Education (OBE) in which the programme outcomes are aligned with the course/module outcomes; and the teaching and learning and assessments are aligned with the learning outcomes of each course. The faculty prepared a Graduate profile in which the programme outcomes and the course outcomes are all aligned appropriately. This is seen as a good practice of the faculty.

As a supplement to classroom teaching faculty promotes student presentations, self-learning assignments, project work, field visits, group work, quizzes, practical classes & industrial training. Staff encourages the students to engage in self-directed learning through assignments which require the students to refer books and engage in computer assisted learning. The Learning Management System (LMS) is in place to encourage technology enabled teaching and learning. However usage of LMS is very limited.

The role of the Curriculum Development Committee (CDC) of the faculty in the programme design and development process was not clearly seen in evidence made available. Neither the minutes nor the composition of the CDC of the faculty were available. For the programme

design and development process the feedback from employers and industry has not been collected by the faculty. The employer and stakeholder surveys are vital for programme design and development process. The feedback reports too should be considered. However documentary evidence for these activities were not available. The programme evaluation reports were also not available for these particular study programmes.
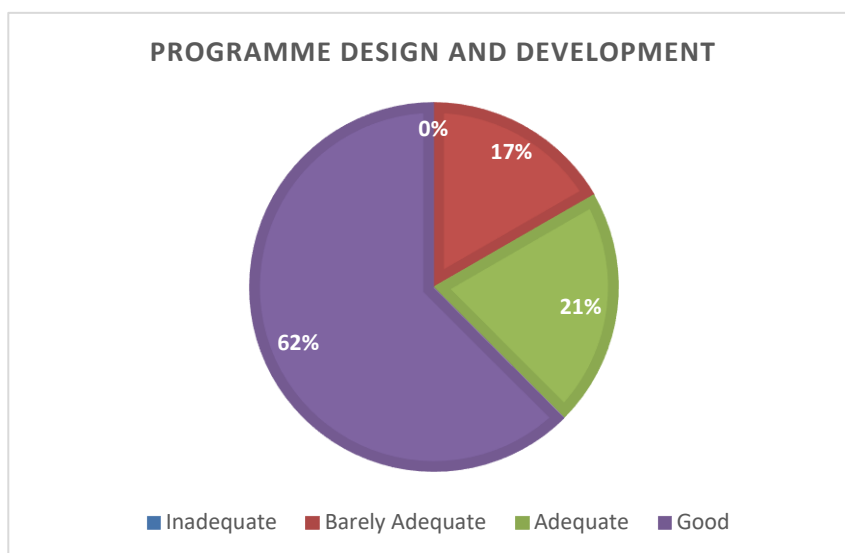

Figure 5.3: Performance of the Standards on Programme Design and Development

The IQAC functions of the faculty are in an acceptable standard, in spite of the limited human and physical resources. The activities carried out by the IQAC should be appreciated but it should get involve in the internal monitoring strategies and to evaluate, review, and improve the programme design and development, and in the approval processes.

The review team recommend that following actions should be taken for programme design and development process:

1. Strengthening the Curriculum Development Committee of the faculty and it should actively involve in the programme design and development activities.
2. IQAC should be strengthened to perform internal monitoring processes to evaluate, review, and improve the programme design and development activities.
3. Tracer studies should be conducted annually.
4. The fall back options should be included in the curriculum.
5. External surveys of stakeholders should be conducted and the feedback from employers should be considered in programme design and development process.

5.4 Course/Module Design and Development

Courses which are components of a programme of study should be designed according to approved policies and procedures of the Senate. Course curriculum is an interaction between aims and objectives, learning outcomes, content, teaching methods, and methods of assessment.

The courses were designed to meet the programme objectives, outcomes and the course ILOs and each course was aligned with the programme ILOs. It was noted that each course was designed to align the course contents, learning activities and assessment tasks with the course outcomes and then aligned with the programme outcomes. Accordingly constructive alignment has been done for both study programmes. The courses were designed in compliance with SLQF credit definition and considered the Subject Bench mark Statements for both programmes. These are really notable strengths of the faculty. The staff involved in course design and development had been trained by SDC and the CPD programmes were also conducted by SDC. Course approval and monitoring processes are available in the faculty and the student feedbacks on course delivery and teacher evaluation were collected by the faculty and analysed.
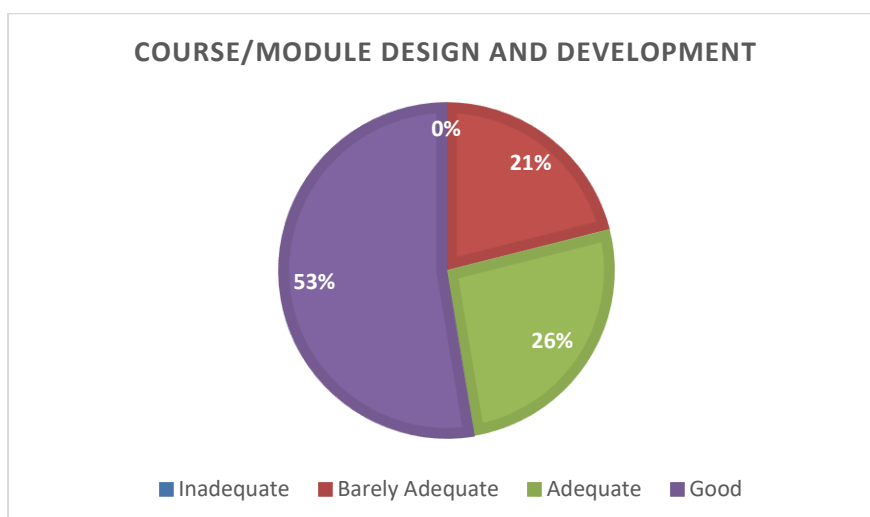

COURSE/MODULE DESIGN AND DEVELOPMENT

0%
21%
26%
53%

■ Inadequate ■ Barely Adequate ■ Adequate ■ Good

Figure 5.4: Performance of the Standards on Course/Module Design and Development

The role of the Faculty Curriculum Development Committee (CDC) on course design and development process was not evident in CDC meeting minutes. It was also noted that there was no approved standard formats/templates for course design and development in the faculty. Further, the course design and development process did not take into account the student-centered teaching strategies to assist the students to be actively engaged in their own learning. Course evaluation reports were not available in the faculty. The course design and development process did not take into account the needs of differently abled students by introducing the proper teaching and learning strategies which make the delivery of the course as inclusive as possible. It was noted that the faculty did not have a policy on it and it is a weakness in course design and development of the faculty. The faculty's IQAC has not participated in internal monitoring processes to evaluate, review, and improve the course design and development.

The review team's recommendation on course design and development:

1. The Faculty Curriculum Development Committee should be formalized and should involve on course design and development process.
2. The IQAC of the faculty should involve in internal monitoring processes to evaluate, review, and improve the course design and development and the delivery of the courses.
3. The faculty should prepare polces on course design and development.
4. The faculty should practice the course evaluation process by student satisfaction survey data and use it for the revision of the courses.
5. Faculty's policy should be developed for the course design, development and delivery for the differently abled students.

5.5 Teaching and Learning

The goal of quality teaching is to improve the quality of learning experience of students which would enable them to achieve the intended learning outcomes of the courses as well as the outcomes of the programme. The teaching and learning process should be designed and delivered for student-centered teaching and learning in keeping with outcome-based education (OBE). The faculty should practice a choice of different teaching methods in greater significance to engage students actively in the learning process which would ensure that students are successfully equipped with the knowledge, skills, attributes and values.

Teaching and learning strategies are based on the mission, vision and curriculum requirements of the faculty. The faculty provides course specifications, student handbook and timetables to the students. Teaching learning strategies, assessments were closely aligned with the ILOs of the courses. Teacher evaluation and course evaluation were conducted by the faculty through students' feedback and peer evaluation. These feedbacks were analyzed and the reports were also documented in the faculty. The faculty encourages the students to present their research works at the faculty undergraduate research symposium. Sufficient funds are allocated to academic staff to conduct their research and present their research findings. The source of funding includes the university research grants and the research fund of the generated income of the faculty. It was noted that the teaching learning strategies are not gender discriminative and abusive in the faculty. But the student and staff feedback on gender discrimination and abusive on teaching and learning has not been collected by the faculty. The document on 'academic staff work norms' was prepared by the faculty to facilitate allocation of staff for teaching.

However, teaching learning strategies, assessments and learning outcomes are not evaluated by the external examiners' and the external examiners' reports are not available in the faculty. The faculty has constructed limited infrastructure facilities to assist differently abled students for their teaching and learning activities. Even though there are no differently abled students at the faculty during present academic years, the faculty should be ready if any differently

abled student is admitted to faculty in the near future. The use of LMS for the teaching and learning process is very limited and LMS was not used in most of the courses. The students' contributions on creative work in the faculty is also not significant; Student Journals or newsletters, creative activities, and student societies need to be encouraged to make them involved in extracurricular activities. Even though student evaluation and peer review reports are in practice, no evidences were given on action taken on them. Monitoring the teaching and learning activities in the faculty are not routinely conducted to improves their appropriateness and effectiveness. Evidence of monitoring instruments such as data and monitoring reports were not available in the faculty and these should be documented and used for the improvement of the teaching and learning process.
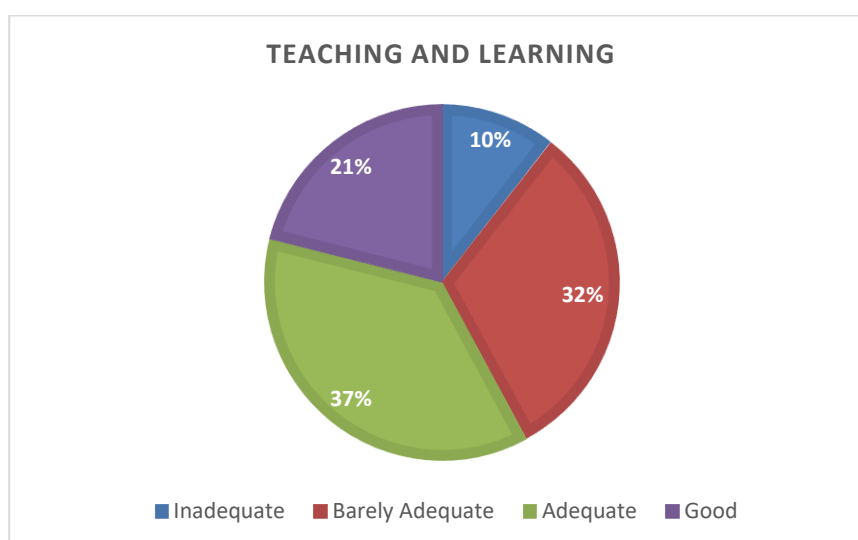

Figure 5.5: Performance of the Standards on Teaching and Learning

The student-centered teaching-learning methodologies were mostly not used in the faculty and these were not included in the course specifications. Teachers should adopt both teacher directed and student-centered teaching-learning methodologies and these should be specified in the course specifications. There was no approved policy on indicators for evaluating teachers for excellence in teaching and no evidence of an awards scheme for excellence in teaching and research either. No awarding system exists in the faculty for the best research or research publications.

The review team's recommendation on Teaching and Learning criteria:

1. External examiners should be appointed.
2. The faculty needs to improve the infrastructure facilities for disabled students.
3. The use of LMS should be increased and the students also need to be encouraged.
4. Students should be encouraged to publish the student journal or newsletters and participate in other creative activities.
5. Monitoring the teaching and learning activities in the faculty should be routinely conducted by the IQAC.
6. The student-centered teaching-learning methodologies need to be used in the faculty

and they must be included in the course specifications.

7. Policy on indicators for evaluating teachers for excellence in teaching should be created and awards scheme for excellence in teaching and research should also be created.

5.6 Learning Environment, Student Support and Progression

Learner support services should address the identified needs of students and enhance a supportive learning environment aimed at student success in higher education. Student support services should be systematically assessed using student learning outcomes, faculty and staff inputs and other appropriate measures in order to improve the effectiveness of these services.

The faculty offers induction programmes for all incoming students in which the rules and regulations of the faculty and the programme offered by the faculty are explained. Library facilities are available in an appropriate manner for students. Text books for some specific subjects are given as loan for each and every student to use for the entire semester by the Library. Limited co-curricular activities such as sports and aesthetic programmes were conducted by the students but these should be conducted in large scale to promote the social and cultural dimensions of the educational experience. Learning experience is enhanced through the internship trainings. The faculty provides a counseling service for students to facilitate their progression from one level of a programme to another.

LEARNING ENVIRONMENT, STUDENT SUPORT AND PROGRESSION

0%
25%
25%
50%

■ Inadequate ■ Barely Adequate ■ Adequate ■ Good
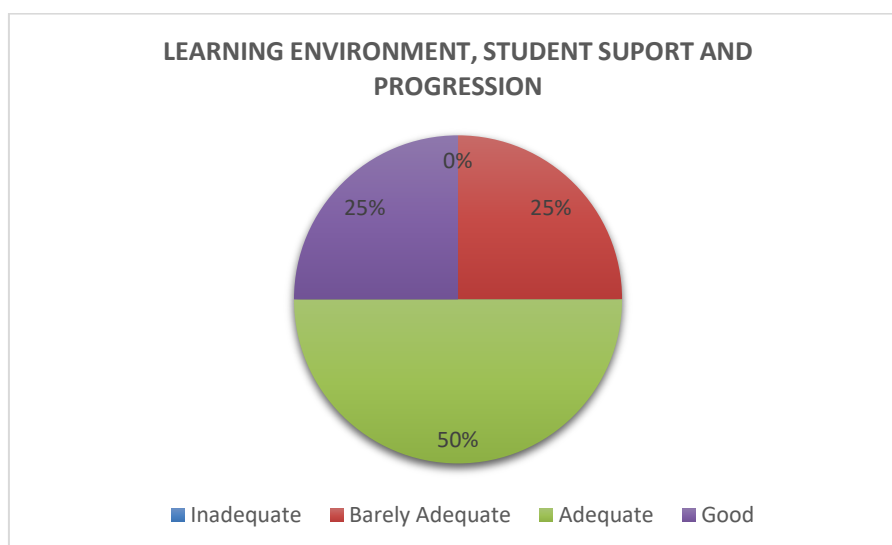
Figure 5.6: Performance of the Standards on Learning Environment, Student Support and Progression

The faculty did not conduct a student satisfaction survey on learning environment and student support service offered by the faculty as well as by the university. The faculty does not have a clear policy for infrastructure, delivery strategies, academic support services and guidance to differently abled students. The review team did not find any evidence of scheduled meetings between students and academic staff, other than the Faculty Board meetings. The lack of

students' involvement in activities conducted by the Career Guidance Unit and lack of students' feedback regarding the activities of CCU were also noted. GEE has been established very recently and faculty members awareness on its activities and programmes are inadequate. The faculty does not have any fall back policy for the students who do not complete the programme successfully to settle with the fall back options. It was also noted that the faculty does not have the grievances committee to deal with students' complaints and grievances, and deliver timely responses. The faculty also does not have an alumni association to assist students to prepare for their future professional carrier.

Recommendation for the Learning Environment, Student Support and Progression:

1. Faculty should conduct regular student satisfaction surveys on this criterion.
2. Meetings should be scheduled between students and academic staff.
3. CGU activities should be promoted in the faculty by establishing a Career Guidance Cell in the faculty.
4. Faculty policy should be developed for the fall back options.
5. Faculty should form a grievances committee.
6. Faculty alumni need to be established.

5.7 Student Assessment and Awards

Assessment of student learning has a central role in both programme design and in the learning environment of the student. Assessment is used as a tool to promote learning and support the academic development of students. The faculty should ensure that assessment strategies are linked to the ILOs and the assessment practices are fair, valid, reliable and feasible with provision for regular and prompt feedback on student progress.

The faculty clearly specified the weightage relating to different components of assessments in the course specifications. Faculty prepared the examinations By-laws and rules and regulations which were made available to the staff and students. Academic transcript accurately reflects the stages of progression and student attainments. The faculty ensures that the degree complies with the guidelines, credit requirements and competency levels detailed in the SLQF.

However, the faculty does not have a policy on outcome based programme design and development for its degree programme. The alignment of assessments to course ILOs and teaching learning methods were also not developed by the faculty. The exit survey was not conducted by the faculty. The CDC minutes for the amendments on assessment strategies and regulations were not exists. The faculty did not appoint the external examiners whose reports are essential in the examination board for finalizing the results. The faculty does not collect the student feedback on assessment. It was observed that the faculty has not complied with the policy of release of examination results on time (within 3 months) in certain occasions.
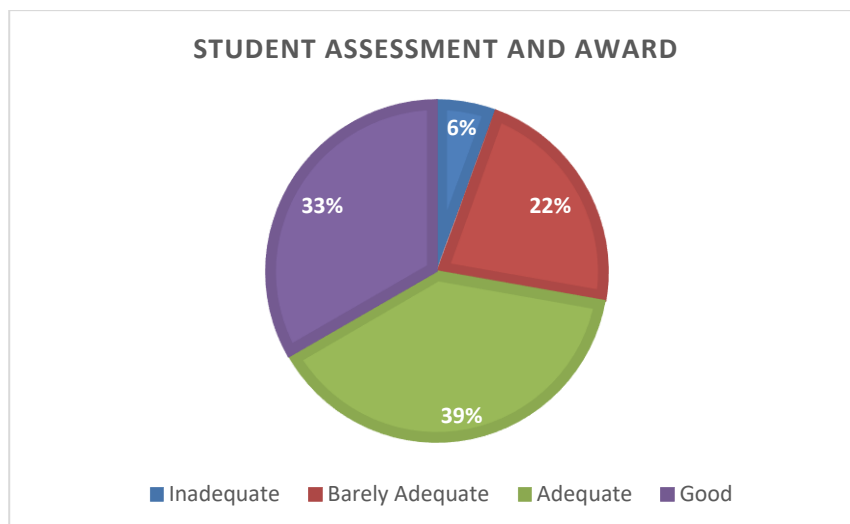
Figure 5.7: Performance of the Standards on Student Assessment and Awards

Recommendation for the Student Assessment and Awards:

1. Faculty should prepare the policy on outcome based programme design.
2. The alignment of assessments to course ILOs and teaching learning methods should be done.
3. Faculty should conduct the exit survey.
4. Faculty should appoint the external examiners.
5. Faculty should collect the student feedback on assessment.
6. Faculty should take necessary steps to comply with policy of release of examination results on time (within 3 months)

5.8 Innovative and Healthy Practices

Innovative and Healthy practices are considered as practices which would lead to enhancement of quality of training and learning experience and the students' outlook. The study programmes contain an undergraduate research project as a part of the teaching and learning strategy and students are encouraged to publish/present their findings in the undergraduate research symposium. Also these study programmes contains an 'industrial' training component as a part of the teaching and learning strategy. The faculty provides financial assistance from the generated funds to the staff to engage in research and dissemination of their findings. The faculty signed two MOUs with Siauliai University, Siauliai, Lithuania and University of Utara, Malaysia and is benefiting from these MOUs.

However, the number of courses uploaded into LMS is low. The faculty does not have any approved policy and guidelines on the use OER and the team did not find any evidence of the use of OER by teachers and students. The meeting minutes of the Faculty Research Committee were not available in the faculty. It was also not clear on the functions of the Faculty Research Committee and its composition. The faculty did not prepare and implement a reward system to encourage academics for achieve excellence in research and outreach activities.

The faculty research collaborations with other institutions to promote staff research activities are lacking. The faculty does not have a credit-transfer policy and did not practice it for the study programmes. Faculty does not have an approved policy and guidelines relating to granting permission for students to participate in outside competitions. Faculty does not have a mechanism for appointing external examiners and moderators outside the faculty and neither practice this policy.
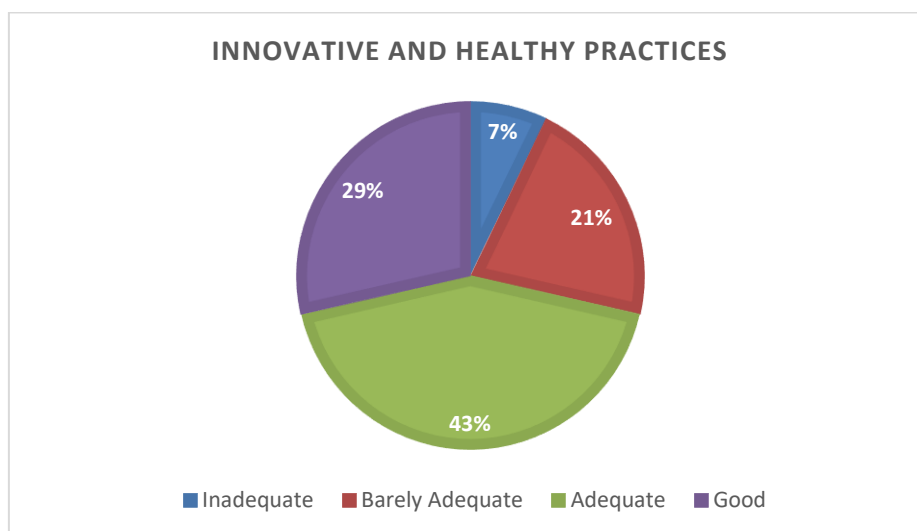

INNOVATIVE AND HEALTHY PRACTICES

7%
21%
29%
43%

■ Inadequate ■ Barely Adequate ■ Adequate ■ Good

Figure 5.8: Performance of the Standards on Innovative and Healthy Practices

Recommendation for the Innovative and Healthy Practices:

1. LMS usage should be improved and the course units should be uploaded to LMS.
2. Faculty should prepare a policy and guidelines on the use OER.
3. The functions of the Faculty Research Committee should be regularized.
4. Faculty should prepare and implement a reward system for excellence in research.
5. Faculty should prepare a credit-transfer policy.
6. Faculty should prepare policy and guidelines for granting permission to participate in outside competitions.
7. Faculty should consider appointing external examiners and moderators from outside the faculty.

Section 6 - Grading of Overall Performance of the Programme

6.1 Judgement on the Eight Criteria of Programme Review

Table 6.1 shows the raw and actual criterion-wise scores for each study programme

Table 6.1: Assessment criteria and its scores

Criterion No.	Assessment Criteria	Weighted on a thousand scale	Weighted minimum score	Number of criteria	Maximum Score	Raw Criterion wise Score	Actual Score	Satisfaction of minimum score
1	Programme Management	150	75	27	81	57	106	√
2	Human and Physical Resources	100	50	12	36	25	69	√
3	Programme Design and Development	150	75	24	72	59	123	√
4	Course/ Module Design and Development	150	75	19	57	44	116	√
5	Teaching and Learning	150	75	19	57	32	84	√
6	Learning Environment, Student Support and Progression	100	50	23	69	48	67	√
7	Student Assessment and Awards	150	75	17	51	36	106	√
8	Innovative and Healthy Practices	50	25	14	42	27	32	√
					Total on a Thousand Scale		703	
					Study Programme Score		**70.3%**	
	Overall Programme of Study (Cluster 1: Faculty of Management Studies, B.Sc. (Accounting and Finance) Special and B.Sc. (Business Management) Special Degree Programmes, Rajarata University of Sri Lanka. **Overall Programme of Study Score is greater than 70% and each criterion score is more than the weighted minimum score for all the eight criteria.**						*Therefore overall Grade of the Programme: B*	

Section 7 - Commendations and Recommendations

7.1 Commendations

The review panel members were very impressed to note that a number of attributes and practices of the Faculty of Management Studies of the Rajarata University of Sri Lanka and the two departments under review namely Department of Accountancy & Finance and Department of Business Management Studies are highly commendable. However, few aspects need improvement and the review team hopes that the recommendations will be considered as suggestions made by peers/ colleagues merely for the further improvement of the programmes to a level of excellence.

Review panel observed that Faculty Undergraduate Research Symposium is a very good platform to all students to present their research findings. In addition, "Faculty Journal of Management Matters", International Symposium and National Research Symposium on Management, are also very good platforms for academic staff and students to disseminate their research findings. University / Faculty allocates annually remarkable amount of financial assistance to all academic staff to conduct quality research.

Workshops conducted by SDC on SLQF, Examination Procedures, Course Development etc. confirm the positive approach by the university on continuing professional development of the academic staff.

Faculty of Management Studies has been made commendable attempts to satisfy the requirements of SLQF in the curriculum development & implementation. Also, alignment between Graduate Profile, programme outcomes and ILO's. However, it is noted that most of the academic staff lack understanding in OBE and application of those concepts in developing course/module outlines. Therefore, it is recommended to expose academic staff by conducting workshops / training programmes on OBE curriculum development.

The review panel members were happy to note that the faculty conducts a well-organized Induction Programme for new entrants. Distribution of well documented student handbooks (Prospectors), programmes by Department of English Language Unit (DELT) and Career Guidance Unit and Student Counseling are very positive approaches towards the new entrants.

Academic staff is trying to do their best for the effective delivery of study programmes using available facilities. However, view of the review panel is that more facilities need to be adopted in the future to strengthen and improve the quality of the existing study programmes.

7.2 Recommendations

It is recommended to amend the names of the Degree programmes according to the SLQF guidelines stipulated in the Sri Lanka Qualification Framework (SLQF), September 2015.

Academic staff strength of two departments is adequate to conduct the B. Sc. Special Degree Programmes with well qualified senior staff in the category of Senior Lecturers and Lecturers (ACF: Nine Senior Lecturers & Eight Lecturers; BMS: 14 Senior Lecturers & Eight Lecturers). Currently, Department of Accountancy & Finance has a Student Staff ratio of 1:35 and Department of Business Management Studies has Student Staff ratio of 1:33 (including both degree programmes BM and BIT). This student staff ratio confirms the high workload on the existing staff. However, the staff in both departments, especially the young members should be encouraged to pursue postgraduate studies leading to doctorates, since the highest qualification of many academics is the Master's degree.

It is recommended to provide a conducive working environment for academic staff. Sufficient facilities should be made available for the staff to conduct teaching-learning sessions using a student centred methodology

Faculty IQAC should collaborate with the IQAU of the university for strengthening quality assurance mechanism within the faculty. It is imperative to maintain minutes of meetings of the IQAC. It is recommended to have continuous monitoring of the activities initiated, recording & monitoring necessary documents to enhance quality of the programme, and implementing Good Practices to benchmark the programme.

The curriculum revision is carried out by a Curriculum Development Committee (CDC) appointed at the time of need. The CDC should be a permanent entity of the faculty, comprising the Dean, Senior Staff members of the departments and any other members deemed suitable. Regular meetings of CDC should be held to monitor and ensure that programmes remain current and valid. TORs should be in place for the members of the CDC. The IQAC of the faculty should play a key role on monitoring and recording of these CDC meetings. It is recommended to appoint SAR/AR of the faculty as Secretary to the Committee and maintained all minutes and other related documents.

There is no evidence to indicate external stakeholder participation or consideration of input from the alumni in programme and course module design and development and this is something that should be considered. Feedback from employers and/or results of a professional satisfaction survey should be considered during programme design.

Internship training should be formalized by integrating it as a compulsory component to the degree programmes. It is recommended to formulate an 'Industrial Training Monitoring Unit' at the faculty to coordinate and streamline Internship training of the students. There were confidential reports received from industry on training, but there was no documentary evidence to confirm the implementation of those feedbacks.

Peer review and student feedback are merely a formality. It seems that feedback has not been used properly to make improvements in the study programmes or to address student concerns since there is no evidence to indicate any follow up action.

In order to maintain the quality of the evaluation process, the services of external examiners, moderators and second marking examiners should be formal and more appropriate to have it

outside the faculty. It is recommended to take steps by the IQAC to introduce and utilize those evaluation reports for the improvement of the quality of the programme.

Collaborations need to be established with foreign universities and local institutions/industry. There were two MoUs signed with foreign universities to exchange students, staff and engaged in research and development activities. A formal mechanism or body such as a Research Council / Higher Degree committee to manage and support such activities would be helpful for enhancement as well as streamlining such efforts.

Section 8 - Summary

The desk review of the SER submitted by the Cluster 1 - B.Sc. (Accounting and Finance) Special and B.Sc. (Business Management) Special - Degree Programmes, Faculty of Management Studies, Rajarata University of Sri Lanka was carried out and subsequently, the site visit was conducted over a period of four days from 1st October 2018 to 4th October 2018. During the site visit, the review team members were able to peruse documented evidence, observe facilities as well as hold discussions with key stakeholders.

The SER was formulated as a Cluster and the two departments, Department of Accountancy and Finance (ACF), Department of Business Management (BM) provided similar evidence for all standards of all 8 criteria. Thus, the scoring was also done by considering the departments as a Cluster. The staff of all two departments should be commended and congratulated for their commitment to maintaining high quality and standards in most of the activities observed. However, there were few shortcomings which are mentioned in the section on Commendations and Recommendations and these can be very easily addressed by the faculty and the departments. Thus, both departments earned a **"B"** grade with an overall score of **70.3%,** which means that the programmes are at a good level of accomplishment but need to be improve to reach an excellent level. The review team felt that this can be easily achieved by the two departments.

The review team wishes to thank the Vice Chancellor of the Rajarata University of Sri Lanka, Dean of the Faculty of Management Studies, the Director/ IQAU, Faculty Coordinator IQAC, the administrative staff and the Heads and members of staff of Departments of Accountancy and Finance (ACF) and Business Management (BM) for the hospitality and support rendered in making the review process a success.

We wish for continued success in all the future activities of the departments, faculty and the university.