Programme Review Report

Programme Reviews – 2018

Bachelor of Business Administration Honours - Cluster 1

Faculty of Management and Commerce

South Eastern University of Sri Lanka

15th to 18th October 2018

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Quality Assurance Council
University Grants Commission

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Section 1: Brief Introduction to the Programme

1.1   Overview of the Faculty of Management and Commerce

The South Eastern University of Sri Lanka (SEUSL) was first established as South Eastern University College of Sri Lanka in July 1995. It was upgraded to the status of a National University as South Eastern University of Sri Lanka in May 1996. It consists of six faculties namely; Faculty of Arts and Culture, Faculty of Management and Commerce, Faculty of Applied Sciences, Faculty of Islamic Studies and Arabic Language, Faculty of Engineering and Faculty of Technology. All faculties except the Faculty of Applied Sciences which is located in Sammanthurai are located in Oluvil.

The Faculty of Management and Commerce (FMC) comprises three departments: Department of Accountancy and Finance, Department of Management and Department of Management & Information Technology. There are five units under the Department of Management such as Human Resource Management (HRM), Marketing Management (MKM), Business Studies (BS), Business Economics (BE) and Information Systems (IS).The Department of Management offers three degree programmes.

This cluster 1 comprises of three degree programmes.

Bachelor of Business Administration Honours [BBAHons]

Bachelor of Business Administration Honours in Human Resource Management [BBAHons (HRM)]

Bachelor of Business Administration Honours in Marketing Management [BBAHons (Mkt Mgt)]

The academic activities of FMC were started in 1995 with two degree programmes, Bachelor of Business Administration (BBA) and Bachelor of Commerce (BCom). FMC offered special degree programmes in Marketing, Accounting and Finance which were commenced in 1999. Further, the students were given professional training in their field of specialisation at private and public organisations.

FMC restructured the fields of specialisation of degree programmes in 2002. The restructuring plan resulted in the formation of eight academic units that function under the Departments of Management, Accountancy and Finance, offering the same undergraduate degree programmes with five fields of specialisation, namely Accounting, Finance, Information Systems, Marketing Management and Human Resource Management.

In 2008, FMC introduced a new degree programme titled BSc (General) in Information Technology for Management Studies, which was renamed as BSc (General) degree in Management and Information Technology in 2009. FMC also offers BBA and BCom General Degrees (External) through the Centre for External Degrees and Professional Learning. FMC is committed to pursue excellence in teaching and research in the field of business management. The graduates of FMC are able to face challenges in global business environment and they have been successful in gaining employment opportunities locally as well as internationally.

FMC has been offering Master of Business Administration (MBA) and Postgraduate Diploma in Management (PGDM) from 2010 in order to meet the higher educational needs of the country to ensure educationally qualified and skilled human resources available to strengthen the capacity of the industries and the nation.

1.2   Department of Management

The Department of Management (DOM) offers undergraduate courses in three separate academic disciplines; viz. Human Resource Management, Marketing Management, and General Management. The innovative academic programmes, conducted by well-qualified and experienced academic staff provide students with the knowledge, flexibility and the skills needed for the future world.

Currently, the department is working with seventeen academics, one academic support staff and two non-academic staff members.

Table 1.1: Number of Academic and Non-academic staff members in the Department of Management

Academic staff	Number	PhD	Master	Bachelor	Other
Professor	1	1			
Senior Lecturer (Gr. I)	13	4	9		
Lecturer/ Lecturer (Probationary)	2		2		
Senior Educational Assistant	1			1	
Total	**17**	**5**	**11**	**1**	
Non-academic staff					
Clerk	1				1
Works Aid	1				1
Total	**2**				**2**

The cluster 1 of the Faculty of Management and Commerce of the South Eastern University of Sri Lanka is having well qualified and dynamics academic staff (Table 1.1). Five staff members

are having Doctoral degrees in their relevant fields and all the other academic staff members are having Master degrees. However, reviewers observed that some academics of the Cluster 1 are having less opportunities for training up to Ph.D. level qualifications and it would be really important to enhance the facilities/ scholarships to enhance the qualifications of the staff further.

Table 1.2: Number of Students in FMC at present- breakdown in years

Year	Intake FMC	Intake BBA			Graduated BBA		
		Male	Female	Total	Male	Female	Total
2010/11		48	57	105			65
2011/12		34	62	96			77
2012/13		56	73	129			64
2013/14	178	52	57	109			101
2014/15	317	46	83	129			101
2015/16	348	58	76	134			
2016/17	357	52	75	127			
2017/18							

Total of 357 students are enrolled to FMC in 2017 of which 127 students are enrolled to three honours degree programmes offered by the Department of Management (Cluster 1) of the Faculty of Management and Commerce, South Eastern University of Sri Lanka (Table 1.2). The student to staff ratio of the Departments of Management is in the range of 24-26.

It was also observed that there is no uniformity in the course unit system. However, they are working on to upgrade it into SLQF standards. The review team observed that the Cluster 1 of FMC is progressing towards the excellence in university education. They are having highly qualified staff with physical resources such as IT centers, Library facilities, laboratories, and class rooms equipped with modern teaching aids. Furthermore, the university is located in the natural environment of Sri Lanka and far away from commercial capital city Colombo. However, resources available (e.g. Wi-Fi zones, space for lectures, IT centers) are still inadequate proportionately to the large student population and it is essential to develop these areas by allocating funds for infra-structure development.

Section 2: Review Teams Observations on the Self-Evaluation Report (SER)

According to the SER, the initial steps of writing the SER were taken place in November 2017. The decision on clustering the degree programmes and the appointing the team leader and team members for writing SER had been made at the Faculty Board meeting No 201 held on 23.11.2017 of Faculty of Management and Commerce, SEUSL.

A TOR has been prepared by the team leader of the SER writing team and the approval has been obtained from the Faculty Board held on 23.11.2017 and letters of appointments had been issued to the team leader and the members by the Dean of the Faculty. The first meeting of SER writing team comprising 8 academics in-charge of eight criteria of the PR manual had been held on 24th November 2017 to get a familiarization with the PR manual. Thereafter the preparation of the SER had started. A separate subcommittee comprising all the members of the SER writing, Heads of Departments, Unit Coordinators, and Assistant Registrar of FMC had been appointed by the Dean of the Faculty for collecting data and evidences related to SER. Coded box files had been distributed to the Sub Committee to collect and file the relevant evidences.

The first draft report had been prepared by the SER writing team in the meeting held on 19th February 2018. The second draft was presented and scrutinized at the Faculty Board meeting held on 19th April 2018. The SER writing team finalized the third draft report at the meeting held on 03rd May 2018. The third and final draft was further improved at a meeting held on 04th April 2018 and it was further scrutinized by the Special Faculty Board meeting held on 15th May 2018 and submitted to the UGC on 21st May 2018.

The review team observed that both administrative staff and the non-academic staff were aware of the programme evaluation and PR manual, and realized that SER report writing team had received adequate support from all categories of staff of the department. All the academic staff, non-academic staff, Alumni and students were very much corporative with the review team during the review process.

The SER was compiled as per the instructions given in the PR manual. Many of the evidences listed in the SER were relevant to the PR manual instructions. All the evidences collected by FMC staff in line with the SER were checked by the review team during the site visit. However, the review team in their effort to study documentary evidence related to the three degree programmes faced with a major difficulty of non-availability of adequate and timely sources of evidences to sustain the different claims. Wherever important documents were not available, the review team made an extra effort to locate them with the help of the relevant staff members. However, the review team endeavored to provide a comprehensive report which, they hope will help FMC in further improving their teaching learning mechanisms. However, a very comprehensive SWOT analysis was incorporated in to the SER.

Section 3: Description for the Review Process

The review team was comprised of Professor V. Sivalogathasan (Head and Professor in Management Studies, The Open University of Sri Lanka), Professor Jennifer Perera (Dean and Chair Professor of Microbiology, Faculty of Medicine, University of Colombo), Professor C. Pathirawasam (Professor in Commence and Finance, University of Kelaniya) and Dr. G. A. S. Ginigaddara, (Senior Lecturer, Department of Agricultural Systems, Faculty of Agriculture, University of Rajarata). Prof. V. Sivalogathasan served as the chairperson of the review team. The review process of the Cluster 1 undergraduate degree programmes in the Department of Management was conducted from 15th to 18th October 2018. During the site-visit accommodation was provided at the Thoppukandom Village, Ninthavur.

Pre-Site visit evaluation of the SER report, which was handed over by the South Eastern University of Sri Lanka to the Quality Assurance Council of the UGC (QAC), was received by the members of the review team. Each member of the review panel individually assessed the SER submitted to the QAC prior to commencing the site visit. The review team met at the pre-visit workshop held on 31st July 2018 at the UGC and discussed the individual scores and it was realized that each individual reviewer had awarded more or less similar marks and decided to award the final mark after seeing the evidences at the site visit.

Schedule for the site visit was finalized after discussing with Dr.S.Gunapalan, Dean of the Faculty of Management and Commerce. Reviewers were present for all the meetings as per the schedule and discussed regarding academic/administrative practices of DOM and SEUSL, and further observed the facilities available for the Cluster 1 degree programmes. Dean of the Faculty made excellent arrangements to have such meetings in very comfortable manner and in satisfactory level.

During the review process the level of achievement of standards and the degree of internalization of standard practices was assessed as per the guidelines for programme review specified by the UGC. The mutually agreed upon agenda used during the review process is attached. (Annex 1-Agenda) This review was carried out using three methods. First by conducting meetings with all categories of stakeholders including the Vice Chancellor(VC) , Dean, Department Head and Academic staff, Administrative staff, Student Counsellors, Non-Academic staff, Alumni and industry partners and students (Annex 2 – Attendance sheet of a meeting). Secondly the scrutinizing of the documents provided as evidence, against each standard under the 8 criteria were reviewed. Thirdly visits were made to different service sites to observe infrastructure facilities, to review on site documents and to witness actual practice.

3.1 Meetings with stakeholders

The review team first met with the Director, Internal Quality Assurance Unit (IQAU), Dr. (Mrs.) M.I.S. Safeena from Faculty of Applied Sciences at the Senate Room of the SEUSL, together with Mr. A.L.M.A. Shameem, Senior Lecturer of the Department of Management and Director, Internal Quality Assurance Cell (IQAC) of FMC, and a few academic staff members of the Department of Management. The IQAU director provided a summary of the work which has been done by the IQAU in general to improve the quality of the degree programmes under review.

The Vice-Chancellor of the university provided the reviewers with a brief history of the university, and its present challenging situation due to occupation of the administrative building by students of the Faculty of Technology and parents of students. He stated that the employability of the graduates is low due to their lower educational abilities and soft skills. Further he stated that the staff that are employed are not the best that a university can recruit. This is due to the non-availability of sinhalese schools in the area and also due to the working culture of the people as they have acquired a slow pace of life and work from the time of the ethnic war and it will take some time to overcome this cultural and environmental phenomenon.

The Dean and the academic staff members of the Cluster 1 attended the next meeting with Dr. (Mrs.) Safeena M.G.Hussan, Head, Department of Management, Prof.(Mrs.) F.H.Abdul Rauf, Chairperson of SER of the Cluster 1. She provided an overview of the degree programmes. She provided the review panel with the history of the department and explained the progress made for developing new degree programmes and the clustering of the programmes.

The meeting with administrative officers revealed that the administrative work is well-planned and few of their operations are at FMC level. The registrar described the Quality Assurance (QA) process operationalized in FMC.

The meeting with the non-academic staff was revealing as they made requests for improving the training facilities to enable their respective career progress, as currently there are only soft skills training programmes available for staff training, and technical skills training programmes are not included.

The lack of an adequate number of non-academic staff was highlighted, and further, in spite of the adequate number of lecture halls and computers, the lack of adequate manpower to man the facilities and instruct the students and staff in their use was a matter of serious concern. The supply process is extremely slow and an item takes about 8 months to reach the university after the purchase order was placed and therefore the work cannot be conducted smoothly. Students expressed their satisfaction with the degree programme at the meeting with them.

3.2　Documentary review

The review team examined the documentary evidence supporting the SER and looked for evidence of implementation and internalization of the practices by the department and FMC. The achievement of each individual standard set out under the eight criteria were evaluated by two members of the review panel to ensure reliability. The accuracy of data and claims made in the SER was evaluated based on documentary evidence provided to reviewers. The data provided were further verified with regard to internalization by seeking additional information if they were not available immediately in the material provided to the panel. Actual practices and services were verified further during site visits.

3.3　Site visits

The reviewers visited two teaching sessions to observe lecture hall facilities and the teaching-learning process. The team appreciated the enthusiastic teaching sessions conducted by the staff, some of which were the excellent products of the relevant Degree Programmes. The team observed the computer assisted learning laboratory and interviewed the students who were on site. The students were not aware about the learning management system (LMS) described in the SER. They were not able to log into the system.

The review panel visited the library and met with the Librarian and staff of the library where facilities available for using Open Educational Resources (OER) was assessed and was found to be satisfactory. The library had a good collection of books and Wi-Fi facilities were available and provided a user-friendly environment, and the reviewers were satisfied with the facilities. There was a 24 hours open centre in the library where WiFi facilties were made available to students. It was notable that only male students were using this section as female students were not allowed out after 7.30 pm to access these sites, and was discriminatory.

The Director of Sports and Recreation Centre was present at the centre and only male coaches were available to train students, although the majority of the students were female. There were no proper facilities for female students to practice netball and basketball.

The Health Centre had no female nurse and the only male attendant had left early as he was not working on a shift basis unlike nurses and doctors. A vehicle was available for emergency medical services to transfer students to the nearby hospital.

The team visited the hostel facilities. They are in good condition and are provided to a large number of students irrespective of distance or income. However, the female hostels are closed down after 7.30 pm.

Staff Development Centre was visited to assess the services provided by the centre and was found to be average in programme handling. The documentation was not up-to-date.

There was no physically available gender unit although funds have been allocated and infrastructure facilities such as furniture and computers have been provided by the UGC.

The Career Guidance Unit (CGU) and the Counsellors room were closed at the time of the visit although prior notice had been given to the respective persons in charge.

The final wrap up meeting with the Vice-Chancellor, Dean, Head of Department and the Academic staff members of the department was held on 18 October 2018. The review team chair described briefly the strengths and weaknesses and made some recommendations for improvements. Other three members of the review team also spoke a few words before winding up the meeting.

The review team appreciate the excellent arrangements made and the cooperation and hospitality extended throughout the review process by the Dean of the Faculty, Head of Department and the academic members of the relevant units, and Mr A.L.M.A. Shamem, Coordinator of the IQAC.

Section 4: Institution's Approach to Quality and Standards

The Internal Quality Assurance Unit (IQAU) of the SEUSL had been established in 2015 as a coordination body of the UGC's QAC. All faculties of the SEUSL also have established the Faculty Internal Quality Assurance Cells (IQAC) to conduct and monitor quality assurance activities in the respective faculties. QA policy frame work and By-laws had been developed and approved by Senate and the Council. The SEUSL has established By-Laws for governing Internal Quality Assurance Unit /Cell (IQAU and IQAC) in 2018. The Vice chancellor provides leadership for all the quality assurance programmes of the university.

The IQAC of FMC has conducted several quality assurance awareness programmes. The administrative and academic staff were aware of the IQAU process and they provide their support to improve the quality culture in the university. A new QA monitoring committee which includes two University Council members as members has been set up recently to ensure implementation of the quality practices. The monitoring committee is yet to be approved by the Council of the university. Faculty Coordinators have been appointed with the establishment of IQACs. Six NAITA trainees have been allocated to manage the IQACs. Registrar stated that the master plan has QA component as a main goal. However, the unfilled cadre positions are a major challenge to the progress of the university. Presently, there is no Enterprise Resource Planning (ERP) system in the university. The university is planning to move towards implementation of an ERP system as it is an essential component for ensuring quality.

The staff members of the department are well aware of the QA process and they do work towards to maintain high academic quality of the degrees offered by the department. In order to inculcate a quality culture within the institution and promote continuous quality improvements in degree programmes, it is very necessary to aware all stakeholders in the institution (academic staff/ administrative staff/ nonacademic staff/ students) by conducting awareness programmes according to their levels. Review team noticed that SEUSL is needed to provide much attention to this point and come out with sustainable mechanism to aware especially nonacademic staff and students regarding the importance and outcome of the QA practices and the impact of QA activities to the student's progression.

Section 5: Judgment on the Eight Criteria of Programme Review

5.1   Criterion 1: Programme Management

Organizational structure, governance and management procedures; strategic/action plan and implementation, management capacity and procedures, By-laws relating to examinations, disciplinary procedures, student unions; and Charter for students which are related to programme management are well in place at the South Eastern University of Sri Lanka. Although the FMC makes a handbook available to new students, information given in this book is inadequate. Handbook has to be prepared in the form of a guide which can be used throughout the study period by students. The participatory approach adopted by the faculty in its governance and management has enabled student representation on faculty committees. While providing access to health care services, cultural and aesthetic activities; recreational and sports facilities, the faculty adheres to the annual academic calendar to ensure that the students complete the degree programme and graduate at the stipulated time. The faculty has adopted the university approved By-laws pertaining to examinations, examination offences, student discipline, and student unions and are made available to students.

Strengths:

- The faculty holds appropriate organizational structure and adopts a participatory approach for effective governance and management of its core functions.

- Required information are readily available for new students through student guide at the beginning of programme.

- Faculty conducts degree programmes adhering to the annual academic calendar without delay.

- The university offers an induction programme for all new students to facilitate students' transition from school to University.

- The university has established an Internal Quality Assurance Cell with well-defined functions and operational procedures.

- The faculty/institute adopts a clear policy and procedure on approving and implementation of degree programmes so that students can complete their education without any disruption.

- The institute/faculty has signed sufficient number of MOUs with national and foreign universities/institutes as well as other educational and industry partners.

- Required facilities for health care, sports, cultural and aesthetic activities are ensured within the university premises.

- The facilities provided to differently-abled students are satisfactory

Weaknesses:

- The faculty web site does not provide up-to-date information about students' handbook, staff details, departmental activities etc.

- Evidence of adoption of ICT tools for teaching, assessments and other operations like result processing and LMS usage is not sufficient.

- Even though documents were available, no evidences were available on the implementation of work norms and codes of conduct for all categories of staff.

- SDC has not conducted adequate training programmes on SLQF, OBE and SCL.

- Continuous monitoring on teaching and learning process is done only through the student feedback which includes questions to assess lecturers' performances. But no evidences were available for monitoring the implementation of the curriculum.

- There are no appointed mentors and adequate student counsellors for the degree programme. Further, students do not aware of the counsellors and counselling system.

- The faculty does not have a comprehensive performance management system in place for identifying performance and rewarding staff.

5.2   Criterion 2: Human and Physical Resources

Human and physical resources management of the FMC is in a satisfactory stage as a result of progressive steps taken by the South Eastern University of Sri Lanka. Many academic staff members of the department have undergone a satisfactory level of staff training under the SDC. Many of them have obtained their highest academic qualifications and some of others are reading for their highest qualifications. It shows the level of motivational factors work among the academic staff members. Simultaneously, non-academic staff members are engaging in improving their capacity by doing various academic and technical qualification programmes.

The cluster 1 comprises of three degree programmes, namely BBAHons, BBAHons in Marketing Management and BBAHons in Human Resource Management. A qualified staff (Professors, Senior Lecturers and Lecturers) representing each degree programme is involved in designing, developing and delivering of the degree programme. Also, Visiting Lecturers, Consultants, visiting local and international Research Fellows are appointed to enhance the quality of the degree programmes. However, it was observed that visiting lecturers of the degree programme come from par away. While adequate infrastructure facilities are made available to the students, workshops and training programmes are conducted locally and internationally at regular intervals to improve the human resource profile of the academics. Similarly, a number of programmes have been introduced to enhance the graduate profile of the students including the English language, ICT and soft skills of the students. Further, cultural and religious festivals are held to enhance the social harmony and cohesion among different ethnic and religious groups.

Strengths:

- A well-resourced library is available within the University premises.

Weaknesses:

- Lecture halls are not sufficient to run the degree programmes smoothly.

- There is one computer technician for the faculty. WI-FI bandwidth is not sufficient. Lack of training opportunities for supportive staff.

- Neither CGU nor core curriculum provide sufficient opportunities to enhance students' soft skills, for example - marks allocation for assignments to achieve higher order leaning outcomes is not sufficient.

- Even though the university encourages students to engage in multicultural programmes, students are divided according to their ethnicity.

5.3   Criterion 3: Programme Design and Development.

An attempt has been made to reflect the mission, goal and objectives of the faculty in designing and developing the degree programme. Curriculum Development Committee (CDC) has been established. Composition of CDC is acceptable. There is evidence for adopting a participatory approach to develop curriculum inclusive of academic staff, students, alumni, external stakeholders such as industry and professional bodies. The IQAU of the university together with IQAC of the faculty have to adopt internal monitoring strategies and processes to evaluate, review, and improve the programme design and development. There is an ongoing curriculum revision which is nearing the completion and the process is in accordance with SLQF. Courses designed are expected to be professional, semi- professional, and inter-disciplinary. The programme will have outcome-based performance indicators such as student progress and success rates, student satisfaction with the programme and incorporates the feedback from employer/ professional satisfaction survey. Several weaknesses were observed in ongoing progrmme. With the implementation of the revised progrmme it is expected to strengthen the programmes offered by the department. Policies are yet to be developed for designing and developing programmes for differently abled students or students with disabilities.

Strengths:

- Established a curriculum development committee and have a policy of curriculum development committee.

- The university and the Faculty of Management and Commerce have established the IQAC and adopts internal monitoring system.

- Course structures of BBAHons) BBAHons in Marketing Management and BBAHons in HRM degree programmes are designed and the student handbook provides detailed structure of the degree programmes.

- Availability of detailed report on graduate employability survey.

- Adaptation of policy for differentially abled students.

Weaknesses:

- Programme evaluation reports for the last three years are not available.

- Even though, the faculty/institute adopts a clear policy and procedure on programme approval, but evidences of approvals were not provided for reviewer's observation.

- Number of electives in the programmes are not sufficient.

- No evidences of credit transfer facilities or fall back option established to be applied when the need arises. (Faculty is of the view that it is not relevant to the Management but no evidences provided)

- Credit transfer system has not been introduced to the degree programme.

- Stakeholder feedback is not available, no need survey instruments, non-relevant documents.

- Course structures are not aligned with SLQF, SLQF workshop or documentation are not available.

- No evidence of regular training programme on OBE and SCL.

- University calendar and progression rates data are not available.

- No tracer studies, no survey reports, no internal/external review reports.

5.4   Course/Module Design and Development

Course design and development including the ILOs, course content, teaching and assessment are designed in aligned with SLQF credit definition, programme outcomes and current trends and changes in the area of study while taking the subject benchmarks into consideration. A copy of the course schedule outlining these is given to each student at the beginning of the semester. The course content of each course covering the necessary breadth, depth and balance is designed to ensure the gradual progresses of the students. Necessary training is given to the staff in instructional design and development. While a standard procedure is followed to approve a course, each degree programme is monitored and reviewed and appropriate revisions are made to improve the quality of the degree programme.

Strengths:

- Examination By-laws are included in the student handbook.

- ICT course units and English courses have been incorporated to the programme.

- Student feedback has been obtained and evaluation reports are provided.

- Established internal QA policies and plan and mechanism for IQAU and IQAC.

Weaknesses:

- Faculty course design, approval policies and procedure, and approved course design templates are not available.

- Senate approved new curriculum and graduate profile were not available for observation.

- Course design and development integrates appropriate learning strategies for self-directed learning and collaborative learning.

- No evidences of policies and regulations in the faculty governing the appointment of external examiners. Clear TORs are not provided.

- The course design specifies the credit value. However, only the teaching time is explicitly given. As required by SLQF, a brake down on different types of learning such as direct contact hours, self-learning time, assignments, and assessments etc. are not provided.

- No student satisfaction survey, no evidence for student feedback on course content, no curriculum development committee minutes and plan.

- By-laws of the programme are not in the proper structure to include all elements and approved By-laws of the programme were not provided.

5.5   Teaching and Learning

All the teaching and learning strategies are gender, religion and race neutral and primarily based on the values addressed in the mission statement of the faculty and the goals and objectives of the respective curricular of the degree programme. The course specifications are stipulated in the prospectus given to the students at the beginning of the intake. The ILOs of each degree programme are reflected in the teaching and learning strategies and assessments. Diverse learner centered teaching methods are integrated into learning to promote soft skills and enhance collaborative learning. Further, the faculty creates platforms for both the students and academics to present and publish their research findings. Allocation of work to the staff members is done at department meetings based on the work norms under each job description. Teaching and learning activities are routinely monitored through peer reviews, preparation of attendance of students, student feedback surveys. In addition, the student support services are

used to enhance the academic and personal wellbeing of the students.

Strengths:

- Corporate plan (2014 – 2018) and action plan is available and programme objectives are in line with the faculty mission and vision.

- Course specifications are available for the majority of courses.

- There are some elective courses providing flexibility in selection.

- Teaching-learning process supports the disabled students based on their learning requirements, by giving extra time for examinations and providing large font exam papers. Ramps are available to access learning areas.

- Field visits are available to expose students to the relevant real environment.

- Religion and culture related separate cultural events are available.

- A policy framework on gender equity is available.

- CGU is available, but appears to be relatively inactive.

- Peer and student evaluation of academic staff is operationalized from last year.

- There is a document on accepted work norms for staff.

Weaknesses:

- Proper action plan monitoring scheme is not available.

- Not all courses have course specifications communicated to students in a timely manner as per student comments.

- No curriculum matrix for a bird's eye view of the curriculum to see sequencing and connectivity.

- There is no blue printing matrix to align learning outcomes with assessments.

- The moderators questionnaire does not address whether outcomes are achieved through assessments.

- Interactive active online Learning Management System is not available for blended learning, although Power Point slides could be downloaded from email correspondence with academic staff.

- Students use the relevant and current research developments in the subjects minimally. No specific directions available to use data bases.

- Self-directed learning opportunities provided to students are not adequate considering the programme outcomes

- There are no student societies related to the programme that further their soft skills.

- There are no external examiner reports on assessments.

- There are no course evaluation and appraisal reports by academic staff based on assessment results.

- There are no mixed cultural events outside the programme, but individual cultural events which keeps the students separated in their respective cultural domains.

- Very few group activities that promote collaborative learning.

- Although teachers are evaluated, there is no specific survey on the effectiveness and appropriateness of the course at the end of a semester.

- No relevant videos or interactive quizzes or role plays are used for teaching as innovative pedagogy.

- There are no student survey reports of services by CGU.

- There is no real time data on adherence by staff to work norms and work load.

- There is no scheme for recognition of excellence in teaching.

5.6 Learning Environment, Student Support and Progression

The faculty provides with facilities to students and makes arrangements to expose students to inclusive educational environments by providing access to various facilities. The faculty monitors and evaluates student support services constantly. Academic and social interaction is promoted through the co-curricular activities to enhance cultural and social harmony. Students were not aware of the Student Counselors' names and were not aware about the Chief Student Counselor's name or the venue of the office.

Strengths:

- The students have a 4 day orientation programme on enrollment to the BBA programme.

- The student charter by UGC is distributed to students at enrollment.

- Regular training programmes on ICT, library services are available to staff and students through SDC and CGU.

- The library has multiple databases that are useful for self-directed learning.

- There is peer learning/ senior student guided learning facilitated by staff (kuppi classes).

- Student grievances are addressed to some degree.

Weaknesses:

- There is no sufficient student help desk or information desk in the faculty.

- Students were not aware of the student counselors' names and were not aware about the chief student counselor's name of venue of the office.

- Most cultural events organized by students are not attended by staff.

- The counselling centre is not student friendly.

- The student support services are not monitored. Eg Both the disability toilet in UMOs office and disability unit in the physical education is converted to stores

- Professional training programmes related to the degree programme are not provided by the CGU.

- The students are not aware of the available data bases, eg Emerald, Scopus and Oxford.

- There are no remedial programmes for students who performed poorly at examinations.

- The aesthetic activities are conducted separately by students as per their religious and cultural denominations and poor integration.

- Although there is a gender policy framework, the facilities are not conducive for equal participation by both males and females which is not keeping with the gender equity and equality policy. Eg Closure times are different for boys and girls hostels, no female coach, no female nurse in medical centre, Counselors gender balance, sports types are predominantly male gender biased as allocation is used for developing such sports, staff knowledge on gender is negative)

- The gender cell has been dismantled and all furniture/computers and printer etc. provided by the UGC is distributed to other places.

- No fall back option available (even though, faculty view is that it is not relevant to the Management, but no evidence).

- Data on retention rates, progression rates, employment rates are not agreeable.

- The alumni association is yet to be formally established. Current collaboration with alumni is minimal.

5.7 Student Assessment and Awards

The faculty adopts an assessment strategy that is aligned to specified qualification/level descriptors of the SLQF, with a clear relation between assessment tasks and the programme outcomes. Published regulations, and procedures that are adhered by the staff and communicated to students at the time of enrollment are used to assess students. The faculty reviews and amends assessment strategies and regulations periodically. Further, competent examiners are appointed for examination work. Facilities are made available by the faculty regarding examination requirements for students with disabilities wherever necessary. Feedback on formative

assessments is made available to the students. Examination results are documented and communicated to the students within the stipulated time. The faculty has to ensures that the degree awarded and the name of the degree complies with the guidelines, credit requirements and competency levels of the SLQF. The faculty also implements the examination By-laws and acts strictly if they are violated. A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is made available to all students at graduation.

Strengths:

- Policy for pre-determined mechanism for weightage relating to different components of assessment is available.

- Competent staff group was witnessed in conducting the BBA program.

- Appropriate facilities and arrangements are available to entertain the differently abled students in BBA degree programmes.

- The feedback on formative assessments were timely communicated to the students.

- Complete and adequately descriptive transcripts were made available for the students after the graduation.

Weaknesses:

- Though policy document of appointment of external and internal examiners is available, the implementation mechanism is not clear.

- No evidences were available for students on course specifications and assessment strategy at the beginning of the programme.

- Other than model answers for the question papers, open and blind marking as well as marking schemes were not evidenced.

5.8   Innovative and Healthy Practices

The faculty has established mechanisms for fostering research and innovation and promoting community and industry engagement to expose students to the 'world of work'. Students are trained to carry out research and disseminate the research findings through student research symposium. Further, the faculty builds strong links with various international, national, governmental and non-governmental agencies and uses such linkages to promote staff and student exchange. Institutional training component of the degree programmes links the university and the industry. However, it was noted some departments had shown disinterests in arranging industry training for students.

Strengths:

- The faculty promotes students and staff engagement in a wide variety of co-curricular activities.

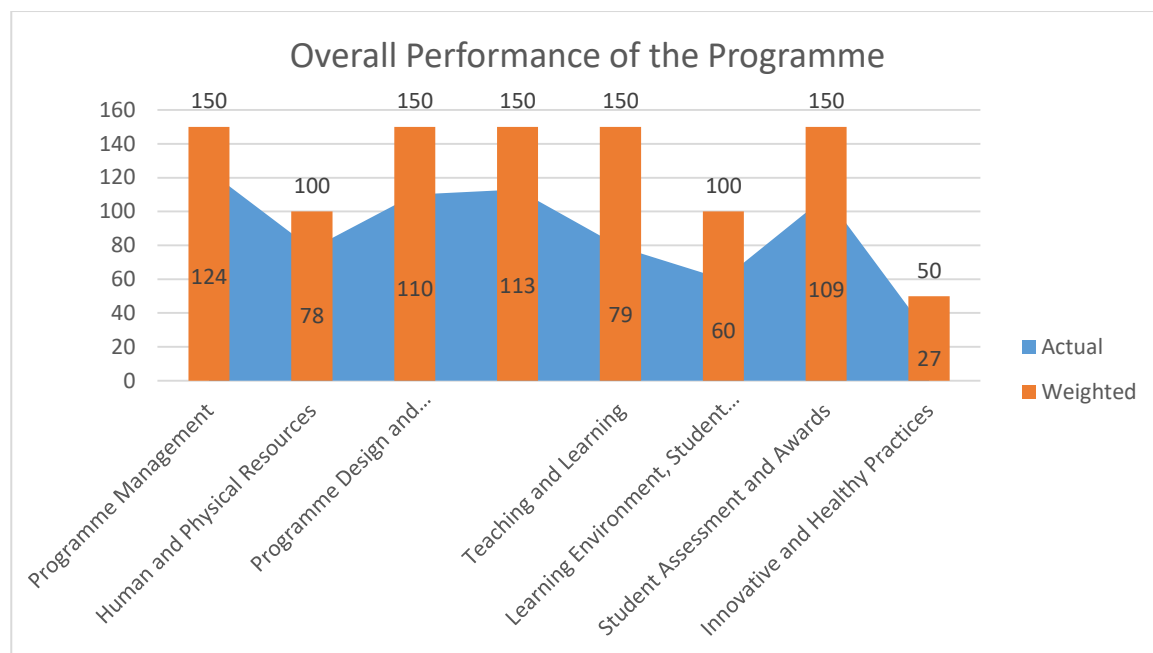- Established innovation and research centre to help students

Weaknesses:

- Facilities are available for LMS, but usage by both students and staff was poor.

- Facilities are available for use of OERs in teaching and learning process. But not a single evidence was there on using these resources either by academic staff or students.

- Industrial trainings were evaluated by a diary and a report. But the evaluation was not a fair and unbiased judgment on the training. Presentation followed by Viva-vose evaluation is recommended.

- No credit transfer policy was recognized.

- There were no ample evidences provided on outreach activities by the degree programme.

- Other than the Vice chancellor awards, there were no recognized rewarding systems for performance of academic and non-academic staff.

- Though there are few MOUs signed with the industry, proper mechanism of exposing students to world of work was not prominent.

- The mechanism on use of generated funds was not available, evidences are not provided.

- No evidences on regular curriculum revision, close monitoring, implementation and use of external examiners for moderation and second making.

Section 6: Grading of Overall Performance of the Programme.

No	Assessment Criteria	Weighted Min. Score	Weightage on a thousand scale	No. of Standards	Row criterion-wise score (given by the reviewers)	Actual criterion-wise score (by the calculation)
1	Programme Management	75	150	26	67	124
2	Human and Physical Resources	50	100	12	28	78
3	Programme Design and Development	75	150	24	53	110
4	Course/Module Design and Development	75	150	19	43	113
5	Teaching and Learning	75	150	19	30	79
6	Learning Environment, Student Support and Progression	50	100	24	43	60
7	Student Assessment and Awards	75	150	17	37	109
8	Innovative and Healthy Practices	25	50	14	23	27
	Total	**500**	**1000**	**155**	**324**	**700**
	Total %					**70**
	Grade					**B**

Overall performance of the programme was **Good (B).**

Programme has achieved the more than 50% score in all eight criteria. Satisfactory level of accomplishment of quality expected of a programme of study: requires improvement in a few aspects.

Overall Performance of the Programme

Category	Actual	Weighted
Programme Management	124	150
Human and Physical Resources	78	100
Programme Design and…	110	150
Teaching and Learning	113	150
Learning Environment, Student…	79	150
Student Assessment and Awards	60	100
Innovative and Healthy Practices	109	150
	27	50

Section 7: Commendations and Recommendations

The department website has to be updated regularly to provide the latest information about the degree programme including information on curriculum, student handbook, student activities, staff details, student notices, By-laws, and alumni. And also, if it is possible, it is better to appoint a Web Master for the department to regularly update relevant web pages. Further, it is recommended to upload the details of the events organized by the department/students before the event and as well as after the event.

Members of the staff should be encouraged to use ICT tools for teaching and learning processes, on-line quizzes, discussion, news forums and submission of assignments and assessments and other operations like result processing. And it is recommended to use LMS or other appropriate tools like Google classroom, Padlet, Mentimeter etc. to create an interactive and blended learning environment.

A system of comprehensive performance evaluation is required to use human resources efficiently and effectively. Such performance evaluation system should cover the total workload of a member including quality of teaching, research and publications, administrative work, participation for meetings and events, academic development etc. Further, outcomes of such an evaluation system should be used to identify the weaknesses of individual members when designing training and development programmes by the SDC.

More student counsellors/mentors need to be appointed and they have to be introduced to students at the orientation programme. Even though, the majority of students are singhalese, there are no any permanent singhalese lecturers appointed as student counsellors. That is because there are no singhalese lectures in the permanent carder. Therefore, it is better to recruit some singhalese lecturers so that they can be appointed as student counsellors.

At the moment 20% marks are allocated for the assignments under each course module and a significant portion of assignment marks are allocated for classroom tests, quizzes etc. which address the lower order learning outcomes. Therefore, it is needed to allocate more marks for assignments to address higher order learning outcomes especially in level 3 and 4 of the degree programme.

Most of the times, students are divided on ethnic or religious basis and even in the classrooms, they sit as an ethnic group. Therefore, it is essential to take steps to enhance the social and cultural harmony in the university. For an example, students can be mixed by engaging them in collaborative learning through group assignments and presentations, simulations, and case discussions and presentations under course modules.

Curriculum matrix has to be prepared to ensure that all the programme learning outcomes are met by the teaching and assessment methods.

An active Alumni Association has to be established as early as possible to get support to the degree programme in the areas of curriculum development, continuous assessments as well as finding internship placements.

It is essential to get stakeholders' views when designing and developing course modules. The process will be easy if the proposed alumni association is established encouraging more outside members in the private sector to get the membership. Further, it is recommended to send each core course module to a subject expert and get reviewed.

Muslim girl students' participation for the extracurricular activities is very poor. Further, sports facilities are not sufficient especially in volleyball, basketball, badminton, netball, and cricket and at the gymnasium. It is recommended to recruit female instructors as well as to increase sports facilities.

Insufficiency of lecture rooms is another issue face by the degree programme. Therefore, more lecture rooms are necessary to run the degree programme smoothly.

Detailed course modules have to be given to students at the commencement lecture with the assignment instructions and the marking rubric.

It is recommended to establish the fall-back option to operate when the need arises.

Together with the examination papers as well as assignments, a marking rubric has to be prepared and answer script/assignment marking has to be done according to that rubric.

Industrial training was evaluated by a diary and a report. But the evaluation was not a fair and unbiased judgment on the training. Therefore a presentation followed by Viva-vose evaluation is recommended.

Currently summarized students' feedbacks are sent to respective lecturers and it should be copied to SDU so that the SDU can identify the weaknesses of staff and design training programmes for them.

More opportunities should be provided for students to publish their research outcomes. It would be much better if it is possible to organize a student annual research symposium at the faculty or department level. Maintain student database, MIS-student affairs and students' satisfaction records on utilization of facilities. Training books can be prepared in a more attractive form to build the image of students, the department and the university.

Encourage and provide opportunities for academics to obtain the qualification PhD. Develop HRD policy by considering national training plan, HRD plan and department policy. Inspire the use of available IT facilities for interactive teaching and student centred learning. But no usage reports, or difficulties faced by they are available. Annual carrier guidance plan, job fair and carrier fare should be linked with internship programme.

Though a number of MOUs have been signed with various institutions, no proper evidence of operating most of them. Therefore, measures should be taken to activate them.

A proper survey has to be done annually under the corporate plan to assess the student satisfaction on infrastructural facilities such as the library, IT, ELTU, career guidance, health centre, sports, welfare etc. and measures should be taken to improve them continuously.

Section 8: Summary

The FMC is located in Oluvil, in an environment conducive for studies and research. Advantages of the location of SEUSL are further enhanced by the committed academic staff and the availability of most of the required infrastructure facilities. Programme management of three degree programmes: BBAHons, BBAHons in Human Resource Management and BBAHons in Marketing Management under Cluster 1 review is satisfactorily carried out with the participation of relevant staff, adhering to the academic calendar in order to complete the academic year during the stipulated time frame. Quality enhancement of the degree programmes is well-organized by the Internal Quality Assurance Cell (IQAC) in liaison with the University IQAU. Human and physical resource management in the degree programmes is efficiently conducted with training facilities to all staff. Some physical resources such as lecture hall facilities are needed to be improved to cater for many departments in the FMC. Multi-media facilities are needed to be efficiently used to improve teaching and learning environment. Programme development as well as the module design of the degree programmes have been carried out in a participatory manner involving external and internal stakeholders and monitored by the faculty IQAC. The student handbook provides details of the structure of the programmes. ICT and English course units have been incorporated into the degree programme. While some students' evaluation reports on the courses were provided, evaluation reports for the last 3 years were not available. The review team is of the view that the number of electives could be increased. Other weaknesses observed include the absence of a credit transfer system, fall back options to exit the degree programme at different levels and not obtaining the services of external examiners in the student evaluation process.

The review team observed that the teaching and learning in the department is well supported by the library. The review team's view on the three degree programmes is that further improvements can be made to student centered learning through group presentations and field work, research and publication. The review team is also of the view that further improvements can be made in the outcome of the degree programmes by closely aligning the learning outcomes with assessments, enhancing the use of the LMS platform, library-based assignments, obtaining the services of external examiners in student evaluations and extending the duration of the internship to 6 months. Further, the research capacity of the academic staff can be enhanced by adopting a faculty policy on research and development. The review team also noted the dissatisfaction of the students regarding the internship placement procedure currently practiced by the degree programmes. The present practice of acquiring internship placements individually by students needs to be changed. Faculty intervention would provide outcome based, more effective and fair internship placements.

While the review team commends the establishment of GEE and CGU, their services need to be made more effective by providing additional support staff and continuous monitoring of the services. More lecture hall facilities are required to prevent time table clashes among departments sharing the available resources.

Student handbook provides clear information about the grading policy, calculating the GPA, examination By-laws, regulations and punishments meted out to offenders of examination regulations. However, the review team recommends the timely release of results, incorporation of a second markers' report and compliance with SLQF guidelines by adhering to the UGC norms in awarding classes in order to further enhance the quality of the degree programmes.

Finally, the team would like to appreciate the support given by the UGC, QAC, South Eastern University of Sri Lanka, Faculty of Management and Commerce and especially the Department of Management for this important process of programme review. We sincerely hope that our comments will help to improve the quality of the BBA Honours degree programmes of the FMC.

-    Thank you –

Annex 1: Agenda of the review process

Programme Review– Cluster 1 BBA Special (15ᵗʰ, 16ᵗʰ, 17ᵗʰ and 18ᵗʰOct.2018)

Day	Time	Activity	In-Charge
Day 1 15/10/2018	08.00–08.45am	Meeting with IQAU Director	Receive the Reviewers Mr. ALMA.Shameem Coordinator / FQAC Mr. MM.Shiraj Lecturer (Prob.)
	08.45–09.15am	Meeting with Vice Chancellor/Deputy Vice Chancellor	Mr. ALMA.Shameem Coordinator / FQAC Mr. MM.Shiraj Lecturer (Prob.)
	09.15–09.45am	Meeting with Dean of Faculty	Mr. ALMA.Shameem Coordinator / FQAC Mr. MM.Shiraj Lecturer (Prob.)
	09.45–10.00am	Presentation by Chairperson/ Cluster I program	Prof. FHA.Rauf Professor in Management
	10.15–11.00am	Meeting with academic staff members of program	Dr. S. Gunapalan Dean/ FMC
	11.00–01.00pm	Observing documentation of evidence	Overall in- charge Prof. FHA.Rauf Professor in Management Dr.MIM.Hilal, Snr. Lecturer Dr. AMM. Mustafa, Snr. Lecturer Criteria 01* Mr.MAM.Husaain Ali Senior Lecturer Criteria 02* Dr.MIM.Hilal, Snr. Lecturer Ms. MF. Rashida, Lec. (Prob.) Criteria 03* Dr. (Ms.) S. Safeena MGH Head/ Management

Annex 2: Attendance sheet of a meeting

PROGRAME REVIEW SITE VISIT
CLUSTER-01 (BBA(special), BBA Special in Marketing Management, BBA Special in Human Resource Management)

MEETING WITH IQAU DIRECTOR

DATE:15.10.2018   TIME: 8·00 AM BOARD ROOM

No	Name	Designation	Signature
1	Prof. V. Sivalogathnoan	PR – Chair	
	Pro. C. Pathirawu-s	Professor	
	Puy Jenanja Jieu	Dean/Medras/ella member – Review	
	Dr.(Ms). G.A.S. Giriyaddara	Senior Lecturer Faculty of Agricultur, RUSL	
	Dr. NIS. Safeen	Director / IQAS	
	ALMA. Shameem	coordinator/IQAC	