Programme Review Report

Programme Reviews – 2018

BBAHons Degree Programme in Information System

BBAHons Degree Programme in Accounting

BBAHons Degree Programme in Finance

Faculty of Management and Commerce

South Eastern University of Sri Lanka

22nd to 25th January 2019

Dr. O D A N Perera (Chair)

Prof. N Shanmugalingam

Dr. M. W. Indrani

Dr. James Robinson

Quality Assurance Council

University Grants Commission

University: South Eastern University of Sri Lanka
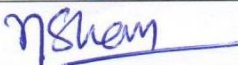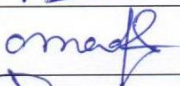
Faculty: Management and Commerce

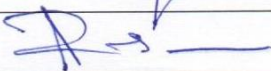Program: **Cluster 02**

BBA(Hons) Degree Programme in Information System

BBA(Hons) Degree Programme in Accounting

BBA (Hons) Degree Programme in Finance

Review Panel:

Name	Signature
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Date: 15/04/2019.

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Section 1: Introduction to the Programmes

1.1 Overview of the Faculty of Management and Commerce

South Eastern University of Sri Lanka (SEUSL) was first established as South Eastern University College of Sri Lanka and commenced to function from 27[th]July 1995. It was then upgraded to the status of a fully-fledged University, SEUSL, from 15th May 1996. There are six faculties in SEUSL at present, namely Faculty of Arts and Culture, Faculty of Management and Commerce, Faculty of Applies 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 premises.

From the inception, the Faculty of Management and Commerce (FMC) had two departments, namely Department of Management and Department of Accountancy and Finance. In 1995, the FMC started academic activities under two degree programmes; Bachelor of Business Administration (BBA) and Bachelor of Commerce (BCom) with four academics and thirty one students. In 1999, the faculty started offering degree programmes under two specialization areas: Marketing and Accounting & Finance, for both BBA and BCom students. Academic programmes were conducted at the Academic Programme Centre (APC) of SEUSL in Colombo. The faculty has introduced **Course Unit System** in 1998**.** This was a major step towards offering students greater flexibility in selecting combinations from a variety of courses.

In **2002** the restructuring plan resulted in the formation of eight academic units that function under the two departments offering the same undergraduate degree programmes with five fields of specialisation: Accounting, Finance (under the Department of Accountancy and Finance); and Information Systems, Marketing Management and Human Resource Management (under the Department of Management). **From 2011 onwards** the specialisation programmes are being offered only for the BBA degree.

From **2010**, the faculty has been offering **Master of Business Administration (MBA) and Postgraduate Diploma in Management (PGDM).**

In **2014**, the faculty has got the approval for the new department**: Management and Information Technology**. At present, the faculty consists of three departments and one unit namely Department of Management, Department of Accountancy and Finance, Department of

Management and Information Technology, and Postgraduate Unit. The faculty performs all its functions within the Organizational Structure depicted in Figure 1.1.
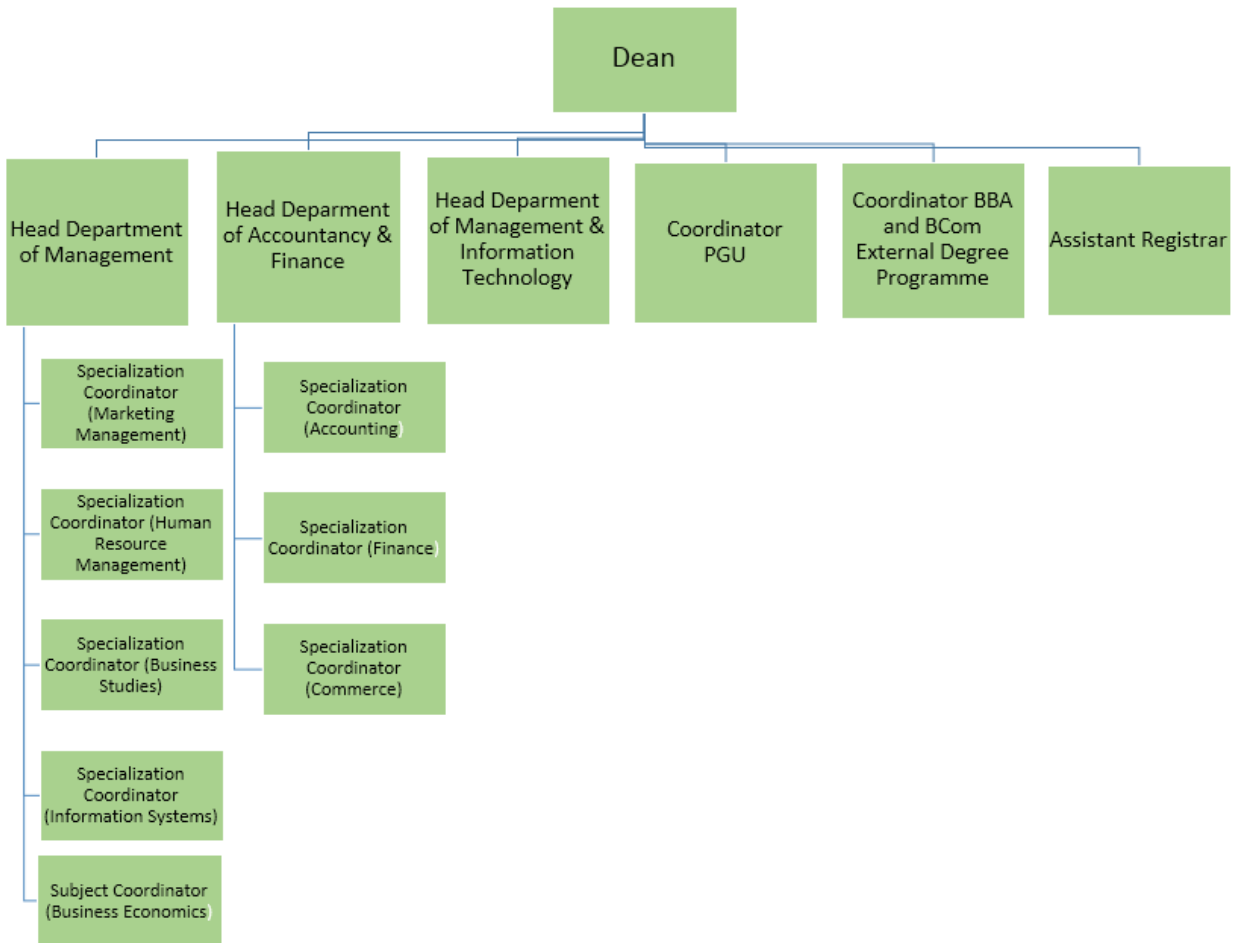
Figure 1.1: Organizational Structure of Faculty of Management and Commerce (FMC)

Students enrolment in the last 5 years initially with the faculty and then with degree programmes offered under three specialization areas and associated degree completion rates are shown in Table 1.1 and Table 1.2 respectively.

Table 1.1: Students enrolment in the last 5 years (up to 2017)

Degree Programme	2016/2017	2015/2016	2014/2015	2013/2014	2012/2013
BBAHons (IS)			00	03	07
BBAHons (ACC)	130	131	26	26	25
BBAHons (FIN)			16	25	26
Total enrolled	130	131	42	54	58
Total enrolled	130	131	134	109	108

No. of batches graduated through the degree programmes from its inception: 11 batches.

Table 1.2: Degree Completion - BBA Hons in Information System, BBA Hons in Accounting and BBA Hons in Finance

Academic Year	Total No. of Students	No. of Students Eligible*	Completion Rate*	Enrolment Date	Graduation Date
2008/2009	53	52	98%	31.08.2009	10.06.2014
2009/2010	53	53	100%	15.07.2010	30.07.2015
2010/2011	55	54	98%	25.07.2011	07.06.2016
2011/2012	55	55	100%	06.03.2013	17.03.2017
2012/2013	55	55	100%	13.01.2014	18.04.2018

Credit Structure of the BBA degree programmes offered under three specialization areas are illustrated in Table 1.3.

Table 1.3: Credit Structure of the BBA Degree Programmes

	Information System (IS)		Accounting (ACC)		Finance (FIN)	
	Compulsory	Elective	Compulsory	Elective	Compulsory	Elective
Level 1	32	-	32	-	32	-
Level 2	34	-	34	-	34	-
Level 3	26	06	26	06	26	06
Level 4	26	-	26	-	26	-
Total credits	118	06	118	06	118	06
Grand total	124		124		124	
Credit requirement	118	06	118	06	118	06
Total credit requirement	**124**		**124**		**124**	

Staff composition and qualifications of the Academic Staff of the Faculty of Management and Commerce are depicted in Table 1.4. and Table 1.5 respectively.

Table 1.4: Staff Composition– Faculty of Management and Commerce

Department	Professor	Senior Lecturer	Lecturer/ Lecturer (Prob.)	Assistant Lecturer	Support Staff	Non-academic staff
Management	01	12	02	02		
Accountancy and Finance	01	06	02	03	03	13
Management and IT		03	02	01		
Total	**35**				**03**	**13**

Table 1.5: Qualifications of the Academic Staff of the Faculty of Management and Commerce

Department	PhD	MBA/MSc/MCom	BBA/BCom/BSc	Total Dept. wise
Management	07	09	01	17
Accountancy and Finance	02	10	-	12
Management and IT	-	06	-	06
Total	09	25	01	**35**

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

All four members of the review team appointed by the QAC of UGC to review cluster 2 degree programmes, BBAHons in Information System, BBAHons in Accounting and BBAHons in Finance were provided with copies of the SER of the FMC of SEUSL. Each member sent the desk evaluation report to the UGC prior to the pre-site visit meeting at the UGC. At the pre-site visit meeting held in July 2018, the review panel members discussed their observations on the SER and came to a consensus regarding the evaluation. The SER of the SEUSL consisted of 71 pages with four sections excluding the annexures. This has been prepared according to the guidelines prescribed in the Manuel for Review of Undergraduate degree programmes of Sri Lankan Universities and Higher Education Institutions, published by the UGC in December 2015.

Introduction of the SER consists of an overview of the FMC and the SEUSL. Section 1 includes a description of the establishment and major milestones in the development of the programme of study, graduate profile and intended learning outcomes (ILOs) of the degree programmes, departments contributing to the programmes. It also demonstrates number of students enrolled and their choices of subject combinations, composition of the academic, academic support and non-academic staff of the faculty, and the qualifications and research interest of academic staff followed by learning resource system, student support system and a SWOT analysis. The SER has listed the lack of infrastructure facilities, lack of staff for certain courses, non-availability of Learning Management System (LMS), among the weaknesses. The SWOT analysis given in the SER does not reflects the status of the degree programmes under review to a good extent. However, the strengths specified regarding the qualifications of the academic staff comprising mostly of Probationary Lecturers need to be enhanced by obtaining postgraduate qualifications and promotions to the posts of Senior Lecturer and above. The unavailability of the LMS platform and the low speed of the wireless network (Wi-Fi) system are not supporting as tools for virtual discussions. Unlawful student behaviour mentioned as a weakness needs to be addressed by discussions with student leaders in order to take remedial action for the benefit of entire student population of the SEUSL.

Section 2 describes the process of preparing the SER with the participation of the academic staff members of the cluster 2: BBAHons degree programmes of the Department of Management and the Department. of Accounting and Finance too. With the help of the Internal Quality Assurance Cell (IQAC) of the FMC and the Internal Quality Assurance Unit (IQAU) of SEUSL several meetings had been held to make the staff members aware of the review process. Tasks allocated for different groups of academics were elaborated by detailed tables. Details of documentary evidence with code numbers under each criterion presented in Section 3 titled Compliance with

the Criteria and Standards, of the SER are in accordance with guidelines of the manual. Each criterion ended with a summary of best practices regarding the respective criterion. Documentary evidence has been listed alongside the standards and criteria using the template provided in the manual.

Section 4 provides overall Summary; facilitated the reviewers to get an overview about the BBA Honours degree programmes of the FMC under review. The annexures provided at the end provide the TOR of the preparation of SER and appointment of Chairman/members of SER writing team and the previous report of the subject review conducted in 2008.

The review team is on the opinion that the SER was properly written. Most important points were highlighted and strong points were presented appropriately. Documents mentioned in the SER and the numbering system which was used in the document has followed the guidelines given and easy to follow. The review team carefully went through all documentary evidence at the Site Visit sometimes with request for clarification and missing information to ensure that the information listed in the SER is confirmed by the documentary evidence provided for scrutiny at the Site Visit undertaken from January 22nd - 25th, 2019. Even though appropriate documents were provided as evidence in the SER, team noted that only few documents were provided as evidence in some instances. Some of them were incomplete, irrelevant and unauthorized. Even though they had many evidences within the faculty but not provided as evidence were also observed by the team and considered in allocating marks.

Section 3: Review Process

Review panel

The review panel consisted of Dr. O.D.A.N. Perera (Chairperson, Wayamba University of Sri Laka), Prof. N. Shanmugalingam (University of Jaffna), Dr. M.W. Indrani (University of Ruhuna) and Dr. J.Robinson (University of Jaffna).

Pre-site visit evaluation

The SER report, which was handed over by the South Eastern University of Sri Lanka to the QAC had 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 final mark after seeing the evidences at the site visit.

Agenda for 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 participated for all the meetings as per schedule and discussed regarding academic/administrative practices and further observed the facilities available. Dean of the Faculty made excellent arrangements to have such meeting in comfortable manner and in satisfactory level.

Meeting with Director IQAU

The review team visited the Department of Management, Faculty of Management and Commerce (FMC), South Eastern University of Sri Lanka (SEUSL) on Monday the 22nd January 2019 at 8.00 am. The team had its first meeting with the Director of Internal Quality Assurance Unit (IQAU), SEUSL. At the meeting the Director IQAU explained the quality assurance process in the faculty through a presentation. The review team raised number of questions in order to understand the existing quality assurance mechanism within the department. IQAU has been officially established in 2015 (Com. Cir. 4/2015). By-laws of IQAU and IQAC have been approved by the university and in place only in 2018. Even though many staff members were helpful in its activities, some were not in the quality culture. Director was in the view that more awareness programs have to be organized for academic and administrative staff.

Meeting with Dean and the Heads of the Departments

At the meeting with the Dean and Heads of Departments, the Dean, Faculty of Management and Commerce explained the quality assurance process in the faculty. According to him, all the department members had made their highest contributions for writing the SER, collection of evidences, and they further helped in different ways to prepare for the site visit. During the meeting with the reviewers, Dean stated that he had given his personal attention to quality assurance process in the university

Meeting with Vice Chancellor

At the meeting the review team explained to the Vice Chancellor that the objective of the visit was to obtain his views on the quality assurance process in the university. He explicated the administrative structure pertaining to quality assurance in the South Eastern University of Sri Lanka.

Meeting with the Academic Staff of the three Degree Programmes (excluding HOD)

The review panel discussed the SER writing process, teaching and learning process, LMS usage, teaching workload, student activities, and involvement of academic staff in the student activities, exam procedures and evaluation methods with the academic staff. The academic staff members mentioned that the department annually conducts number of student activities and the students actively participate in these events.

Meeting with Administrative Staff

The meeting conducted with the administrative staff included the Registrar, Bursar, Senior Assistant Registrar, Assistant Bursar, Work's Engineer and Deputy Register-Examination. During the meeting, the examination and result issuing procedures were explained by the AR Examinations. The review panel also ascertained insight into the degree of awareness of administrative officers on quality assurance and their contribution to quality assurance tasks undertaken by the faculty.

Meeting with the Technical and Academic Supportive Staff

A separate meeting was conducted with the Technical and Support Staff. During the meeting, the review panel discussed the awareness of the Technical and Support Staff on quality assurance and their contribution to the departments' teaching and learning process. Review team discussed on LMS usage, computer lab facilities, available software for students' use, student support services in relation to overcome the technical issues etc.

Meeting with the Students

The discussion had with the students during the meeting mainly focused on matters pertaining to welfare facilities, degree programmes, students' activities and etc. Students were not aware about the Coordinator of the Faculty Quality Assurance Cell and quality assurance process of the academic programmes of the department. The students were highly satisfied on teaching and learning methods, library facilities, first year orientation programme etc. However, it was noted that the speed of the wireless network system (Wi-Fi) is very low and restricted to selected areas. Students mentioned that they have actively participated in student activities. During the meeting, the review panel members explained the importance of subject related student associations to conduct students' activities.

Career Guidance Unit (CGU)

The review panel visited the CGU and met the Director. It was observed that the university has allocated adequate space for the CGU center. CGU assists the students to select their future careers by enhancing necessary attitudes, motivation, communication skills, marketing and entrepreneurial skills of the students.

Library

Ashraf Memorial Library of South Eastern University of Sri Lanka is housed in a modern library building of 50,000 square feet area with state-of-the-art facilities. This library contains 120,000 volumes of books for all six faculties. Especially, this library has a balanced collection of books approximately 25,000 in numbers for the Faculty of Management and Commerce which covers all disciplines and each and every subject code. Text books have been purchased for major subjects in order to motivate student centred learning approach.

In addition to the books, the library has subscribed for electronic resources. The library facilitates access to all e-resources subscribed by UGC consortia, such as Emerald Journals, Taylor & Francis database and Oxford Journals.

FMC academia and Library academics have a good rapport and collaboration to organize library orientation, user education programmes and training sessions. Information regarding new arrivals, e-journals and databases are e-mailed to the academia and the library user guides and guides to e-resources are circulated among students and staff. The students and staff can access the library resources through the Virtual Learning Environment (VLE) even when they are outside the university.

Facilities are provided to differently able students' to access the library eg. wheel chairs and short length shelves. Access to the first floor of the building is facilitated through a ramp.

IT facilities:

Computer Unit established through HETC/ QIG grant, Computer lab, and the Computer Teaching Unit within the faculty were visited by the review team and observed that the usage and functioning of the ICT labs were at a satisfactory level. Departments offer courses in computer applications that are tailored to the needs of their discipline.

Medical facilities

The review panel visited that the University Health Centre (UHC) and met the Medical Doctor and the supporting staff of the UHC. It has enough stocks of medical drugs to issue to the students.

Canteen facilities

The review panel noticed that the university has to take steps to increase the quality of food available at the canteen.

Section 4: Institution's Approach to Quality and Standards

The review team is satisfied only to some extent with the approach to quality and standards adopted by the SEUSL to assure the higher academic standards of their degree programmes. The Internal Quality Assurance Unit (IQAU) had been officially established in 2015 (Com. Cir. 4/2015) and the By-laws of IQAU and IQAC have been approved by the university and in place only in 2018. All faculties of the SEUSL also have established the Faculty Quality Assurance Cells (FQAC) to conduct and monitor the quality assurance activities in the respective faculties. TOR structure of IQAU is not fully organized and it lacks well-defined functions and operational procedures. No students' participation in it and therefore the functions of IQAU must be improved.

Review team was pleased to observed that the Vice Chancellor has provided his fullest support for QA activities in order to improve the quality culture within the institution. Moreover, academic staff and respective administrative staff are well aware of the quality assurance activities conducted by the IQAC and FAQC of the faculties and they provide their support and work towards to improve the quality culture.

The review team has positive assessment of the overall approach of quality assurance of the academic programmes of the Faculty of Management and Commerce under the direct supervision of the Dean of the Faculty, Dr S. Gunapalan and the Director IQAU but the Coordinator of Faculty Quality Assurance Cell (FQAC) was quite recently appointed.

In order to inculcate a quality culture within the institution and to promote continuous quality improvement in degree programmes, it is very necessary to educate the whole population (academic staff/ administrative staff/ non-academic staff/ students) in the institution by conducting awareness programme according to their level at least once in six months. Similarly providing responsibilities for each and every individual of academic/ administrative/ none academic staff is also important to obtain good experiences and clear understanding of the QA process. Review team noticed that FMC is needed to provide much attention to this point and come out with sustainable mechanism to educate especially the none academic staff and students regarding the importance and outcome of the QA practices and the impact of QA activities to the students progression. Review team is very much concern about the facilities provided to the students and their satisfaction of available facilities within the institution.

We would like to highlight that FMC is needed to give their attention to improve recreational, sports (especially more female students' participation) and counseling facilities for the university population as the available facilities are limited or not up to the standard.

Section 5: Judgment on the Eight Criteria of Programme Review

This section provides Review Panel's observations, in relation to eight criteria formulated in the PR Manual, on the strengths and healthy practices adopted and weaknesses detected pertaining to degree programmes: BBAHons in Information System, BBAHons in Accounting and BBAHons in Finance offered by the Faculty of Management and Commerce (FMC), South Eastern University of Sri Lanka (SEUSL). Some comments given by the Reviewers in this report are also treated as recommendations for enhancement of quality of the degree programmes. Also, some comments might appear in the report repetitively due to extensive overlaps experienced among evidences provided in support of standards either within or between criteria as a result of overlying standards in quest of the same evidence predictable in the PR Manual.

5.1   Criterion 1: Programme Management

Strengths

1. Well- defined organizational structure, governance and management procedures working out through strategic plans and action plans.

2. University cooperate/strategic plans are available for the period 2014-2018.

3. Action plans have been prepared and implemented in line with strategic plans wherever possible.

4. TORs are available for faculty sub-committees/ ad-hoc committees to facilitate programme management.

5. Undergraduate guide (student handbook) is available for students during their enrolment/ orientation programme and it contains information about the faculty, degree programmes, student disciplinary By-laws, examination By-laws and students' charter etc.

6. Orientation programme had been well organized for all new entrants and students' feedback had also been obtained.

7. Displaying and providing the academic calendar and other important information for students and staff in timely manner.

8. Many MOUs with National/International organizations.

9. Established Teaching and learning, and assessment procedures following outcome based education and student centred learning (OBE-SCL) approach.

10. ICT based plat forms are used for teaching leaning and for issuing examination results.

11. Taking initiatives to deter ragging and various forms of harassment within the university, by making the students aware of associated disciplinary By-laws.

Weaknesses

1. Lack of monitoring mechanisms for the progress of action and strategic plans.

2. No evidence to show students, external academics/ professionals' participation in different committees.

3. Special consideration is needed to adhere to annual academic calendar.

4. Lack of evidence on the implementation/ outcome/ sustainability of the collaboration specified in MOU.

5. No mechanisms at the faculty level for performance appraisal.

6. While appreciating the establishment of IQAC, structure of IQAC is not fully organized. No well-defined functions and operational procedures. No student participation.

7. No proper feedbacks were obtained from peer/employer or students in curriculum revision.

8. No information on training programmes offered to student counsellors. Student counselling service needs to be improved by establishing a 'Student Counselling Unit' at the faculty and taking appropriate initiatives to upgrade the counselling service.

9. Initiate systems and procedures to ensure effective use of LMS by all students and staff.

10. No evidence of implementing student grievance committee: no complaints received and actions taken by the faculty on them.

11. Student participation at the Faculty Board meetings is at lower level.

5.2 Criterion 2: Human and Physical Resources

Strengths

1. Energetic, dedicated staff.

2. Presence of qualified staff with high profile.

3. Providing necessary opportunities for their professional development through SDC.

4. Availability of ICT facilities including access to internet.

5. Availability of a fully-fledged and well-managed library with e-resources, online library facilities, e-books etc.

6. Availability of ample opportunities for inter-cultural interaction.

Weaknesses

1. Imbalance of HR profile in certain areas of the degree programme.

2. No procedure for appraising staff performance.

3. Utilizing of LMS is limited.

4. Lack of staff and coordination in relation to English langusge teaching.

5. Speed of the wireless network system (Wi-Fi) is very slow.

6. Lack of continuous monitoring and remedial actions.

5.3 Criterion 3: Programme Design and Development

Strengths

1. Established a curriculum development committee. Degree programmes are developed collaboratively in a participatory manner following prescribed procedures in compliance to SLQF guidelines and consistent with the University's vision and mission.

2. Revisions to the curriculum have been made with the support of stakeholders. Evidence is provided for incorporating external subject experts' inputs into curriculum revision and development.

3. Approximately a 50% of total credits (58 out of 124 credits) are allocated to course units offered under specialization areas.

4. Programme design and development integrated strategies for self-directed learning, collaborative leaning, creative and critical thinking, interpersonal communication and teamwork etc.

5. Students are provided with the programmes to obtain practical exposure particularly through internship training and dissertations.

6. Elective course units are provided in the curriculum under each specialization area from the first semester of the 3rd year onwards.

7. All programmes are being conducted entirely in English. Students' satisfaction surveys are conducted other than the student's feedback and tracer study.

8. Graduate profiles have been prepared in relation to each specialization area and incorporated into SER.

9. Informative, user friendly website.

Weaknesses

1. Graduate profiles are required to be included in 'Undergraduate Guide'

2. Increase in credits allocated for the "Internship Training" course unit is required. Develop monitoring mechanism to evaluate the progress of training, i.e. with closer supervision and Internship viva voce examination.

3. A clear mapping of course/module outcomes (ILOs) to the PLOs is needed.

4. No students and Alumni participation in programme planning, design, development and review.

5. Except in the library no evidence to show that the needs of differently able students were considered.

6. Usage of LMS is very poor except for the IS degree programme.

7. Programme designs are not flexible in terms of entry and exit pathways including fall back options.

5.4   Criterion 4: Course/Module Design and Development

Strengths

1. Established a curriculum development committee and degree programmes are developed collaboratively in a participatory manner.

2. SLQF guidelines have been followed in curriculum development.

3. Revisions to the curriculum have been done with the support of stakeholder's participation.

4. Adequate resources and appropriate services.

5. Adequate and appropriate technology systems and infrastructure for learner support.

6. Ground floor lecture halls are allocated for the course units followed by groups with differently able students.

7. Course outlines are provided to students at the beginning of the semester incorporating ILOs and other required details such as delivery methods, time table, names of instructors, methods of evaluation and marks allocated, weekly lesson schedule and recommended readings.

Weaknesses

1. Insufficient evidence for the period under review for the cluster programmes of course evaluation and use of feedback for improvement.

2. No evidence of policies and regulations in the faculty governing the appointment of external examiners with clear TORs.

3. Need an urgent curriculum revision, and improvement of the internship programme.

4. Attention is needed for considering difficulties/ necessities of differently able students in designing and developing courses/ modules.

5.5   Criterion 5: Teaching and Learning

Strengths

1. Undergraduate Guide is available for students with academic timetables before the commencement of the degree programmes.

2. The faculty offers structured orientation programmes to facilitate the students 'transition from School to University' and make them aware about university education.

3. Through Undergraduate Guide together with orientation programmes, all newcomers are provided with adequate information on programmes offered, examination procedures, grading systems, graduation requirements with By-laws, rules and regulations, disciplinary By-laws, human and physical resources available, services provided and about the university with its progression.

4. Course outlines are distributed to students at the commencement of each lecture.

5. Team work has been encouraged through group activities such as group presentations and field work.

6. Programmes incorporate formative and summative assessments.

7. Week-end classes are available for final year students, facilitating them to engage in internship training and other research activities during week days.

8. Very interactive classroom sessions.

9. Peer evaluations are obtained under the supervision of Head of the Department.

10. Graduate satisfaction surveys (Tracer study) are also conducted and reported satisfactory level of employment after graduation.

11. All students are offered essential course units: Internship and Dissertation, allowing them to obtain industry experience and develop research skills.

12. Internship training programme has been executing through MOUs, where possible.

13. External examiners do assigned tasks by producing examiners' reports.

14. Faculty ensured that assessment decisions are documented accurately and systematically

Weaknesses

1. No evidence to show that faculty reviews and amends assessment regulations periodically as appropriate.

2. At present, teaching leaning strategies are not optimized for differently abled students

3. Systematic analysis of Peer reviewed reports by the authorities and taking remedial measures for continuous development of teaching and learning process are required.

4. Urgent action is needed to upgrade English proficiency of students.

5. It requires to upgrade interactions between the faculty/departments and external stakeholders

6. Lack of policies and procedures for adoption of gender equity and equality.

5.6   Criterion 6: Learning Environment, Student Support and Progression

Strengths

1. Faculty has established and operates ICT based platform.

2. Ensuring conducive and caring learning environment.

3. Evidence of collaboration between academics and library staff.

4. Conducting planned social interactive programmes.

5. Attending students' complains on time.

6. Evidence of student feedback and satisfaction survey reports.

Weaknesses

1. Faculty policy on R & D was not given.

2. Records on international and national recognitions received by the academics were not given.

3. No evidence of staff rewarding scheme from the faculty, only by University.

4. No Faculty Board approved policy and guidelines on reward mechanism.

5. Non- availability of student mentorship arrangement.

6. Absence of a regular monitoring system and analyses of available survey results.

7. Absence of a holistic policy on students with special needs.

8. Lack of progress in the functioning of Gender Equality and Equity centre.

9. Contextual limitation of industrial/internship placements.

5.7   Criterion 7: Student Assessment and Awards

Strengths-

1. The faculty recognizes the complementarity between academic teaching and research.

2. Academics are facilitated to engage in research and innovation, and interaction with community and industry through university/faculty research grants.

3. University/faculty has MOUs with higher educational institutions and industries.

4. Academics' research achievements are recognized with rewords.

5. Degree programmes contain 'industrial' training and field visits as a part of the teaching and learning strategy.

6. The faculty engaged in income-generating activities such as external degree programme and MBA.

7. The faculty promotes students and staff engagement in a wide variety of co-curricular activities such as social and cultural activities.

Weaknesses

1. Only two credits are given to industrial training.

2. Viva-voce examination/presentation is not included in the evaluation process of Industrial training.

3. Lack of interaction among the ethnic groups.

4. Lack of policy on credit transfer.

5. No fall back option available.

5.8 Criterion 8: Innovative and Healthy Practices

Strengths

1. Recognizing and facilitating staff to engage in research and innovation.

2. Introducing innovative degree programmes with specializations.

3. Encouragement given to faculty staff to involve in income generating activities such as external degree programmes and MBA and utilizing it for research and development.

4. Having out-reached community empowerment programmes.

5. University Award recognition for research achievements.

6. Promoting students and staff engagement in a wide variety of co-curricular activities.

Weakness-

1. Issues of ownership of the newly involved specialization programmes need attention.

2. Credit value and evaluation criteria of the internship programme need improvement.

3. Absent of a policy and procedure for credit transfer among faculties and institutions.

4. Non availability of fall back option for the students who are unable to complete the programme successfully.

Section 6: Grading of Overall Performance of the Programme

As per the guidelines given in the Chapter three of the PR Manual -2015, the Review Panel's judgment on the level of achievement of the quality under each criterion in relation to degree programmes: BBAHons in Information System, BBAHons in Accounting and BBAHons in Finance offered by the Faculty of Management and Commerce (FMC), South Eastern University of Sri Lanka (SEUSL) is summarized in Table 6.1.

Table 6.1: Criteria wise Performance of the BBAHons Degree Programmes of FMC at SEUSL

No.	Criterion	Weighted Minimum Score	Actual criteria wise score
01	Programme Management	75	117
02	Human and Physical Resources	50	69
03	Programme Design and Development	75	108
04	Course/Module Design and Development	75	100
05	Teaching and Learning	75	108
06	Learning Environment, Student Support and Progression	50	61
07	Student Assessment and Awards	75	112
08	Innovative and Healthy Practices	25	31
	Total on thousand scale		706
	%		**70.6**

Grade: B

The Review Panel's assessment of the level of accomplishment of quality expected of the BBAHons Degree Programmes of FMC at SEUSL is given in Table 6.2.

Table 6.2: Grading of Overall Performance of the Programme

Degree programme Score expressed as a percentage	Actual Criteria-wise Score	Grade	Performance Descriptor	Interpretation of Descriptor
70.6	706	B	Good	Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects

Section 7: Commendations and Recommendations

7.1   Commendations

The review team is on the opinion that the SER was properly written, highlighting most important points and presenting strong points appropriately. Documentary evidence in relation to eight criteria was arranged following the guidelines given in the Manual provided that easy reference; in a separate room with easy access, adequate facilities and directions, enabling the panel to conduct the review smoothly. It was apparent the commitment of almost all academics in respective Departments including SER Chairperson, Heads of the Departments, Dean and QAU Coordinator of the faculty, and the Vice-Chancellor made towards the review process at the Site Visit, by providing the Review Panel with proper direction and facilities required. Accordingly, the Review Panel was able to complete the review process successfully.

The Review Panel's views on excellence of policies, procedures followed and measures taken by the Departments/ Faculty and other authorities with respect to eight Criteria are presented below.

Criterion 1

As the university with around 20 years of experience, the programme management of the faculty and the university was in good status by adopting participatory approach in producing graduates in compliance to legislation laid down by the Government through the UGC and the Institution. OBE-SCL approach was in practice in an ICT platform assuring the standards of the degree programmes to a considerable extent. Up-to-date information including legislation is made available for all students at the beginning of the programmes mainly through the Undergraduate Guide. The faculty has taken initiatives to deter ragging and various forms of harassment within the university, by making the students aware on disciplinary By-laws and acting accordingly.

Criterion 2

Dedication of academic staff towards running the degree programmes is appreciable. The faculty is functioning in a new building complex having adequate infrastructure and facilities. This pleasant location provides the students with ample opportunities for inter cultural interaction. Learning environment supports with a fully-fledged and well-managed library with e-resources, online library facilities, e-books etc. and, to a certain extent, with ICT facilities including access to internet.

Criterion 3

The programmes were developed through curriculum development committees, collaboratively in a participatory manner following prescribed procedures in compliance to SLQF and SBSs guidelines available. Curricula were updated with greater involvement of IQAU and with the support of stakeholders by incorporating external subject experts' inputs into curriculum revision and development. Students are provided with practical exposure particularly through internship training and dissertations. Further, elective course units are included into curricula under each specialization area in order to maintain certain flexibility and to enrich the knowledge and generic skills of students. All programmes are being conducted entirely in English medium.

Criterion 4

Course/ module design and development was undertaken following prescribed procedures with the assistance of internal and external subject experts, in compliance with SLQF credit definitions and requirements and other reference points i.e. SBSs. Course design and development has incorporated practices of OBE-SCL, such as formative assessment methods both inside and outside the classroom to encourage self-leaning. Course outlines and timetables are provided to students at the beginning of the semester incorporating ILOs and other required details. To facilitate teaching and learning, ground floor lecture halls are allocated for course units followed by groups with differently abled students. Faculty is functioning with adequate and appropriate technology systems and infrastructure for learner support.

Criterion 5

To facilitate the students with effective teaching and learning, 'Undergraduate Guide' is available for students before the commencement of the degree programmes. Academic timetables are provided at the start of each semester and course outlines are distributed to students at the commencement of each course unit. Through "Undergraduate Guide" together with orientation programmes, all newcomers are aware about degree programmes offered, rules and regulations and disciplinary By-laws; human and physical resources available; services provided and about the university with its progression. The programmes include team-work, field work in addition to very interactive classroom sessions and incorporate formative and summative assessments. Week-end classes are available for final year students, facilitating them for internship training and other research activities during week days. As a result, satisfactory level of employment after graduation is reported through Tracer studies.

Criterion 6

Faculty adopts a very friendly and open-door policy for the students, operating in an ICT based platform ensuring a better and stress-free learning environment. The induction programmes help newcomers to make familiar with the university environment, procedures and policies and with their degree programmes. Further to internship programmes, CGU provides the students with many career development opportunities. The faculty also conducts social interactive programmes. Consequently, it ensures conducive and caring learning environment.

Criterion 7

The degree programmes contain an 'industrial' training and field visits as a part of the teaching and learning strategy. Designing of assessment methods in consistent with the ILOs and SLQF levels and articulating assessment methods to students with instruction through the course outlines are commendable. All students are provided with detailed transcripts. Academics are facilitated to engage in research and innovation, and interaction with community and industry through university/faculty research grants. Academics' achievements on research are recognized with rewards. The faculty engaged in income-generating activities such as external degree programme and MBA degree programmes and promotes students and staff to engage in co-curricular activities such as social, cultural activities.

Criterion 8

Both academics and students are encouraged to practice with multi-mode teaching and learning. Dissertation and internship have been included as compulsory course units in degree programmes. Effective implementation of internship programme is appreciable, irrespective of long distance between the university and industries, and other difficulties confronted by the students who resided in remote areas. Out reached community empowerment programmes are executed. The faculty recognizes and facilitates the staff to engage in research and innovation. The university gives rewards to staff for outstanding research and promotes students and staff to engage in a wide variety of co-curricular activities. The faculty generates funds by offering fee levying courses such as the external degree programme and the MBA degree programme, and utilizes such earned funds for research and development.

7.2 Recommendations

1. Execute proper monitoring mechanisms for the progress of action plans and strategic plans.

2. Ensure students' and, external-academics/professionals' participation in different committees, where necessary.

3. Take all measures to adhere to annual academic calendar (Very important and essential at present not only for the faculty but also for the entire university).

4. Adopt control mechanisms to ensure the continuation and progress of the national/ international collaborations specified in MOUs at faculty level.

5. Re-organize structure of IQAC with well-defined functions and operational procedures.

6. Execute sustainable mechanism for improving awareness especially among non-academic staff and students regarding the importance and outcome of the QA practices and their impact on the students' progression.

7. Improve student counselling service by establishing a 'Student Counselling Unit 'at the faculty and take appropriate initiatives to upgrade the counselling service.

8. Implement 'Student Grievance Committee' at the faculty

9. Take action to ensure student participation at the Faculty Board meetings.

10. Strengthen academic staff of the departments and the faculty in terms of number, qualifications and research experience in the required fields.

11. Enhance commitment to work of academic staff of the departments and the faculty in a collaborative environment by maintaining unity and mutual understanding of each other.

12. Take measures with appropriate changes to existing policies and procedures on selecting students for specialization areas and assigning them to each department:

    - providing more opportunities for students to select specialization areas based on their preference and performance achieved;

    - in turn, ensuring departmental autonomy in selecting and assigning students for specialization areas probably based on demand from students and facilities available, and then continuing degree programmes by each department;

    - Advancing commencement of specialization programmes i.e. starting to offer course units under specialization areas from second semester of 2nd year onwards *(now it is first semester of 3rd year onwards)*. If so, students will have more opportunities to improve their knowledge and competencies in the specialization fields of study.

13. Increase awareness among students on specialization areas at the initial stages. i.e. conducting Orientation Programmes collaboratively with industry people/ alumni.

14. Take actions continuously towards upgrading the capacity of all academics to meet national/international standards i.e. conducting continuous professional development (CPD) programmes in collaboration with SDC; encourage staff to participate in training programmes, research symposia, conferences both at national and international levels.

15. Take measures to conduct academic programmes in line with synchronized academic calendar across all faculties in the SEUSL; thereby producing graduates in the prescribed time frame (four years).

16. Obtain feedback on orientation programmes and use them to improve such programmes.

17. Upgrade wireless network (Wi-Fi) system and initiate appropriate systems and procedures to ensure extensive use of LMS by both staff and students for effective .designing and developing courses/ modules.

18. Encourage a clear mapping of course/module outcomes (ILOs) to the PLOs.

19. Obtain comments/feedback from students, external subject experts, industry experts and alumni for programme planning, design and development.

20. In addition to the library, ensure all necessities of differently abled students inside and outside the class rooms. In designing and developing programmes and assessment methods, distinct attention is required on necessities/ complications of differently abled students so that optimizing teaching leaning strategies for them too.

21. Incorporate entry and exit pathways including fall back options, and credit transfer policies into the programmes.

22. Execute mechanisms to control plagiarism of scholarly work undertaken by students.

23. Formalize the process of obtaining detailed reports from external examiners, as it is vibrant in upgrading quality of examinations and of the degree programmes.

24. Execute training programmes and other suitable measures to upgrade technical knowhow of IT staff and technical officers.

25. Enhance mutual understanding and cooperation among academics, non- academics and technical officers, and accomplish their wishes with positive attitudes; ensuring a better working environment.

26. Review and modify assessment regulations periodically as appropriate.

27. Encourage systematic analysis of peer review reports by the authorities and take remedial measures for continuous development of teaching and learning process.

28. Upgrade interactions between the faculty/ departments and external stakeholders

29. Execute policies and procedures for adoption of gender equity and equality, ensuring progress of Gender Equality and Equity centre.

30. Establish faculty policy with proper guidelines for R&D and for staff rewarding scheme.

31. Take appropriate measures to improve interaction among the ethnic groups

32. Execute policies and procedures for credit transfer among faculties and institutions.

33. Establish sound performance appraisal system for academics and take remedial action to uplift the quality of teaching leaning process.

34. Increase the use of student feedback and student satisfaction surveys in developing course modules and teaching modes; thereby improving the quality of teaching learning process.

Section 8: Summary

The programme review process undertaken by a UGC appointed team of four members encompassed three degree programmes: BBAHons in Information System, BBAHons in Accounting and BBAHons in Finance, offered by the Faculty of Management and Commerce (FMC), South Eastern University of Sri Lanka (SEUSL). As the SER was submitted by the respective departments/ faculty as a single report, these programmes were not evaluated separately. The SER was comprehensive and compiled in par with PR manual for review of undergraduate degree programmes of Sri Lankan Universities and Higher Education Institutions, covering the period 2013-2017.

The review process took place under two stages: Desk Evaluation followed by a Site Visit during the period 22 – 25 January 2019. Desk evaluation reports submitted by each member of the Review Panel were considered at the pre-site visit meetings held at the UGC. At that meetings, Panel members discussed their observations on the SER and came to a consensus at the end regarding the evaluation. In the Site Visit, the Review Panel had formal/ informal meetings and discussions with stakeholders at different levels from the Vice Chancellor to students as elaborated in the Section 3 of this report. Almost all discussions were at satisfactory level in terms of attendance and active involvement.

The documentary evidence was organized in a separate room with easy access, adequate facilities and directions enabling the Review Panel to complete the task in time. Going through an in-depth review of documentary evidence at the Site Visit, Review Panel realized that attempts were made by the SER team in collaboration with respective academics, to provide appropriate documents as evidence in the SER, however, in some instances only few documents were provided, sometimes they were irrespective of sequences in compared to SER, and some of them were seemed to be incomplete, irrelevant and unauthorized.

In this concern, it is commendable the interest and commitment exposed by academics including Chairperson of SER, Heads of Departments and the Dean of the Faculty to provide the Panel, on request, with pieces of evidence and descriptions. This process enabled the Panel to get further clarification and missing information that were listed out in the SER and, in turn, the respective academic departments to obtain a satisfactory grading for their degree programmes evaluated by the Review Panel. As per the Site Visit schedule, the Review Panel also visited and observed all places, processes and facilities available for students, for physical verification of documentary evidence.The review process was successfully completed to the satisfaction of the Review Panel and possibly to the key stakeholders of the SEUSL.

Around 100 to 130 students have been allocated each year to the faculty during the last five-year period 2013-2017 to follow the degree programmes mentioned above. All programmes comprised of both compulsory and elective course units in compliance to level 6 of the SLQF. All students are offered common course units in the first and second years and then from the third year onwards, primarily based on students' preference, students are assigned to three specialization areas: Information System; Accounting; and Finance to continue with specialized degree programmes. It is commendable that all students are provided with practical exposure in their final year of study through internship training and dissertation, irrespective of difficulties encountered by the FMC and SEUSL due to their location far away from the industries. Learning environment supports with a fully-fledged and well-managed library with e-resources, online library facilities, e-books etc. and, to a certain extent, with ICT facilities including access to internet.

Going through the above practices, the faculty in association with academic departments has been producing graduates each year, ensuing employability to a considerable extent. This process enriches by its dedicated academic staff and the industry involved, together with learning resources, facilities and services available at present in an ICT platform. The Review Panel's opinion is that the degree of attainment of standards of eight criteria in relation to the degree programmes is at satisfactory level. Nevertheless, SEUSL and the FMC are needed to take action to improve extracurricular activities such as recreational activities, sports (especially encouraging female students' participation) and counseling services for the student population, in addition to undertaking curriculum revision for existing degree programmes and introducing new specialization areas for the BBA Degree programme.

IQAU has been officially established in SEUSL in 2015 and then FQACs also established in all faculties of the SEUSL to conduct and monitor quality assurance activities in respective faculties. Review team observed that the Vice Chancellor has extended his fullest support for QA activities of the institution. Moreover, academic staff and respective administrative staff are aware of the quality assurance activities conducted by the IQAC and FQAC of the faculties. However, TOR structure of IQAU is not fully organized and lacking well-defined functions and operational procedures.

It is essential for all population (academic staff/ administrative staff/ non-academic staff/ students) in the institution to be aware about such QA activities through awareness programmes to inculcate quality culture within the institution and promote continuous quality improvements in the degree programmes offered. In this concern, assigning responsibilities for everyone is also important to obtain good experiences and clear understanding of the QA process. Review Panel suggest

SEUSL to pay much attention to these facts and come up with sustainable mechanism for improving awareness especially among non-academic staff and students regarding the importance and outcome of the QA practices and their impact on the students' progression.

Based on the documentary evidence and findings of the Review Panel in relation to eight criteria, the degree programmes: BBAHons in Information System, BBAHons in Accounting and BBAHons in Finance, offered by the Faculty of Management and Commerce (FMC), at SEUSL was awarded **'B' grade** which reflects **satisfactory level of accomplishment of quality in relation to degree programmes under reviewed and requires improvement in a few aspects.** Still, it is required to take appropriate measures to provide the students with up-to-date curriculum and with more opportunities to improve their soft skills and life-long skills. It also requires to strengthen the academic staff of the departments under review, in terms of number, qualifications and research experience in the required fields, so that upgrading the quality of degree programmes offered while expanding the fields of specializations and degree programmes, and number of students to follow such programmes in future.

Annexure 1: Site-Visit Schedule

Day 1: 22/01/2019

Time	Activity
8.00 - 8.30 am	Meeting with IQAU Director and IQAC Coordinator
8.30 - 9.00 am	Meeting with Dean of the Faculty
9.00 - 9.15 am	Meeting with Vice Chancellor/Deputy Vice Chancellor
9.15 - 10.00am	Meeting with Academic Head of Department
10.00 - 10.15am	**Tea break**
10.15 - 11.00 am	Meeting with Academic staff of the Department SER Presentation and Discussion
11.00 - 11.30am	Meeting with administrative staff of the Department relevant for the academic programmes
11.30- 12.30pm	Observing teaching and other physical facilities
12.30 - 1.00 pm	Meeting with technical and support staff relevant for academic programmes
1.00 - 2.00pm	**Lunch**
2.00 - 4.00 pm	Reviewing documentary evidence

Day 2: 23/01/2019

Time	Activity
8.00 - 9.00 am	Observing teaching/learning sessions relevant to Study programmes
9.00 - 10.00 am	Observing teaching/learning sessions relevant to Study programmes
10.00 - 10.15 am	**Tea break**
10.15 - 11.00 am	Meeting with students (1 - 4th years)
11.00 - 11.30am	Meeting with Student Counsellors
11.30 - 12.00pm	Meeting with Alumni people (internal)
12.00 - 1.00pm	Reviewing documentary evidence
1.00 - 2.00pm	**Lunch**
2.00 - 4.00 pm	Reviewing documentary evidence

Day 3: 24/01/2019

Time	Activity
8.00 - 9.00 am	Observing teaching/learning sessions relevant to study programmes
9.00- 10.00am	Meeting with Library staff, IT unit staff
10.00 - 10.15 am	**Tea break**
10.15 - 11.00am	Meeting with CGU committee
11.00 - 11.30 noon	Meeting with the Head/ELTU
11.30 - 12.30 pm	Meeting with the Student Union
12.30 - 1.30 pm	**Lunch**
1.30 - 2.00 pm	Meeting with members of student societies
2.00 - 4.00 pm	Reviewing documentary evidence

Day 4: 25/01./2019	
8.00- 10.00 am	Reviewing documentary evidence
10.00- 10.15am	**Tea break**
10.15- 12.00 pm	Review Panel meeting
12.00 -1.00 am	Wrap-up meeting
2.00 - 3.00 pm	**Lunch and Departure of the team**