



**Program Review Report**

**Program Reviews - 2018**

**BSc in Business Administration (Business Economics) (Honours)**

**Faculty of Management Studies and Commerce**

**University of Sri Jayewardenepura**

**11<sup>th</sup> to 15<sup>th</sup> November 2018**



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## Section 1 - Brief Introduction to the Programme

The Faculty of Management Studies and Commerce (FMSC) was established in 1959 as the pioneer management faculty in Sri Lanka. In terms of student population (approx. 5000 students), the Faculty is named as the largest faculty in the Sri Lankan university system. The Faculty ensures the availability of adequate human resources equipped with required qualifications and competencies for design and development and delivery of academic programmes, and to undertake associated functions such as research and innovations, counselling and outreach activities. Currently, there are 170 permanent academic staff members involved in teaching, research and disseminating knowledge at the Faculty. Out of 170, 11 are senior professors and seven are professors. FMSC is considered as the most sought faculty for management and commerce studies in Sri Lanka. Maximum number of students allocated by the UGC is 1215 for 2015-2018 period, and the number of students at the Faculty at present and its distribution over 4 academic years are listed in the table given below.

Table 1.1 Number of Students Enrolled in Faculty - 2018

<b>Year</b>	<b>Number of Students</b>
Year I	1183
Year II	1211
Year III	1216
Year IV	1218

Source: Head/Department of Business Economics: as at 31.10.2018

At present, the FMSC consists of 12 academic departments that offer 12 unique undergraduate honours study Programmes. Further, the Faculty conducts postgraduate programmes including MBA, MSc, and PhD programmes, external general degree programmes, certificate courses and diploma programmes in the fields of management and accounting.

The BSc Business Administration (Business Economics) honours study programme commenced in 2001 by the Department of Business Economics (DBE) with 10 other

departments contributing to the programme. In addition to that, the Information Technology Resource Centre (ITRC), Business Communication Unit (BCU) and the Legal Unit also contribute to the study programme. Twelve batches of students had graduated since the inception of the study programme. Department is served by one professor, thirteen senior lecturers, four lecturers (probationary) and two temporary assistant lecturers, and out of them there are eight PhD holders while other five are presently reading for their PhDs.

Faculty adopts a participatory approach inclusive of academic staff, non-academic staff, students, alumni and external stakeholders (e.g., industry and professional bodies) at key stages of the programme design and development process. Study programme has adopted SLQF guidelines in programme design, and the minimum number of credits required for the degree is 121.

## **Section 2: Review Team's Observations on the Self - Evaluation Report**

The review team noted that the Self-evaluation Report (SER) has been prepared in accordance with the guidelines given in the “Manual of Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Educational Institutions” (PR Manual), prescribed by the Quality Assurance and Accreditation Council (QAAC) of the University Grants Commission (UGC). And the SER was prepared by a team of writers headed by the Head of the Department of Business Economics under the guidance and supervision of the Dean of the Faculty as well as the Vice-Chancellor.

As the first step, several rounds of meetings were held with the participation of Dean of the Faculty, Heads of Departments and representatives of each department and the Director of the Internal Quality Assurance Unit (IQUAU). Then, they decided to write 12 reports, one for each department with contribution of all the staff members respective departments. Common awareness programme was conducted by a consultant at the faculty-level with the participation of IQUAU Director to familiarize the staff members with the methodology of writing SER. Thereafter, the Heads of Departments and department representatives of the Faculty-level Internal Quality Assurance Cell (F/IQAC) explained the method of writing SER to the writing teams of respective departments. As the second step, the Faculty conducted regular meetings to discuss the progress and issues relating to SER writing. As per the comments given at the faculty-level meetings, each criterion was edited by a responsible person of the department and compiled into a draft report by the department representative of the F/IQAC. As the next step, the draft report was submitted to the IQAC for its review and comments. Finally, the edited document was submitted the QAAC before the deadline of 31<sup>st</sup> May 2018.

The SER contained four sections covering 79 pages including the appendix containing several annexes. Section 1 provides an introduction to the study programme including graduate profile, intended learning outcomes (ILOs) of the study programme, number of students enrolled, profiles of academic, non-academic and support staff, learning resources, and

student support system and management. SER starts with the table of contents and the list of abbreviations. Section 1 also includes a report of SWOT analysis which had assessed the Faculty in terms of its strengths, weakness, opportunities and threats, and the details of SWOT analysis was given as an Annex. Section 2 of the SER presents the process of preparing the SER. Names of the members of the writing team was included in an Annex.

Section 3 of the SER provides information on the current status of the study programme with respect to eight criteria. This section is prepared in a table form containing information on standards of all eight-criteria, explicating the degree of adherence to the best practices and the level of achievement of standards, and the corresponding evidences for the claims made, presented in coded form. Evidence files were systematically coded and description of coding system was provided in an Annex. A summary for each criterion was also given at the end of the description.

Section 4 provides the summary, explaining the attempts made by the Faculty in internalizing quality culture and improving the quality and standards of the study programme under review. Students' profile, subject combinations of the degree programme with contact hours and credit values, list of staff members with their designations and qualifications, information on learning resources and student support system and management, report on SWOT analysis, information on SER writing team, and the description of coding system, and the serial number of the documents with titles were provided as annexes at the end of the SER.

Participatory approach adopted in the preparation of the SER was very noticeable. Nonetheless, few lapses were noted; it appears that the SER has been compiled without giving a careful thought on existence of evidences in relation to each and every claim made. Probably they have made claims and listed evidences without collecting evidence beforehand, and therefore, certain cited evidence documents were not made available for the review team during the site-visit.

Systematic and participatory approach, necessary training, and continuous progress review meetings coordinated by the Dean of the Faculty are considered as effective methodology in

SER preparation. However, the criterion- and standard-wise documentation and coding and filing system adopted were not very user-friendly. Further, there were few instances where the evidence provided were not in conformity with the prescribed standards. However, compliance with the prescribed guidelines in the preparation of SER, meeting the notified deadline, and the commitment and dedication of both academic and non-academic staff were positively considered by the review team. Review team is of the view that the Vice Chancellor, Dean of the Faculty, and the Head of the Department and staff have made highly commendable effort to facilitate the entire process of programme review.

### Section 3: A Brief Description of the Review Process

The three-member review team appointed by the QAAC/UGC to review the BSc in Business Administration (Business Economics) honours study programme of the Department of Business Economics had evaluated independently the SER forwarded to them by the QAAC. Individual reports of the desk evaluation were then submitted to the QAAC. Members of the review team met at the pre-site visit workshop organized by the QAAC, and discussed and reached consensus on assessments done, marks allocated, and clarifications needed, and also agreed on the shared responsibilities and also on the draft of the review programme schedule for the site-visit. Site visit was held from 12<sup>th</sup> to 15<sup>th</sup> November 2018. Prior to that, the chairperson of the review team finalized the review programme schedule in consultation with the Dean of the FMSC and Head of Department of Business Economics. The schedule of the site visit is given in Annex I.

As indicated in the schedule, meetings were held with the following individuals and groups listed below:

- Vice Chancellor,
- Dean of the Faculty,
- Director of the IQAU,
- Coordinator of F/IQAC and SER writing team,
- Heads of the Departments,
- Academic staff,
- Administrative staff
- Instructors,
- Non-academic and support Staff,
- Student Counsellors,
- Students, and
- Alumni.

All meetings held with different categories of personnel and groups were interactive, and satisfactory.

Besides that, the review team visited the relevant facilities listed below and had brief discussions with the persons-in-charge of those facilities:

- Information Technology Resource Centre (ITRC),
- Business Communication Centre,
- Sports facilities,
- Hostels,
- Career Guidance Unit (CGU),
- University and Faculty examination branches,
- Lecture halls,
- Faculty Postgraduate Unit,
- Library,
- Staff Development Centre (SDC),
- University Medical Centre,
- Centre for Gender Equity and Equality,
- Students' canteens and staff cafeteria,
- Staff rooms
- Faculty level Quality Assurance Cell (F/IQAC)
- Cultural Centre
- Student hostels
- Sports facilities and
- Faculty of Graduate Studies

Observation of teaching and learning were carried out in three classroom lecture-discussion sessions, and all three reviewers participated in the observation process.

As indicated in the site-visit schedule, the scrutiny of documentary evidences was carried out during the first three days. Documentary evidences related to eight criteria were properly indexed and stored to facilitate easy access. Junior staff members who were assigned the task of document organization had been very much supportive in providing necessary information. Logistics support provided for the review was also very satisfactory.

## **Section 4: Overview of the Faculty's Approach to Quality and Standards**

Review team observed that the approach of the Faculty and the University towards improving the quality and standards of study programmes offered is highly commendable and praiseworthy. IQAU of the University with a dedicated staff under the guidance of the Director is doing a commendable job in this regard. In addition, the F/IQAC is also doing a laudable service in ensuring the quality and standards of existing and future study programmes. Both the IQAU and F/IQAC are in possession of the Internal Quality Assurance Manual (UGC 2015), and are following the prescribed guidelines. Review team witnessed the enthusiasm and dedication of the higher management and staff members towards inculcating quality culture by internalizing the best practices in all spheres of administrative, academic and allied activities. IQAU and F/IQAC are conducting regular meetings on quality assurance activities and keep the minutes of such meetings. In addition, they appear to be conducting workshops for the benefit of the staff members with a view to educate the staff on best practices and quality and assurance procedures. Quality enhancement appears to be an ongoing process with internalizing best practices into day-to-day activities, and thus entrenching the quality culture within the Faculty. Moreover, the Vice-Chancellor and the Deans appear to provide necessary leadership as well as the resources required for quality enhancing and assurance activities of faculties and their study programmes. Further, there was adequate evidence imply that an effective mechanism is in place to identify the weaknesses and problems, and to introduce remedial measures on continuous basis, if and when required. In conclusion, the review team was highly impressed of the current approach of the Faculty and the University towards quality enhancement and assurance in all the spheres academic and allied activities.

## Section 5: Judgment on the eight criteria of Programme Review

### Criteria 1: Programme Management

In relation to program management, the review team observed that the FMSC of the University of Sri Jayawardenepura is following many best practices and reached the standards prescribed in the PR Manual - 18 standards achieved a score of 3, 8 standards achieved a score of 2, 1 standard achieved a score of 1, indicating only minor issue in either the quality maintained in relation to those standard or the strength of evidences provided (Fig. 5.1). Accordingly, the criterion has achieved a raw criterion-wise score of 71, and hence an actual criterion-wise score of 131 out of 150.

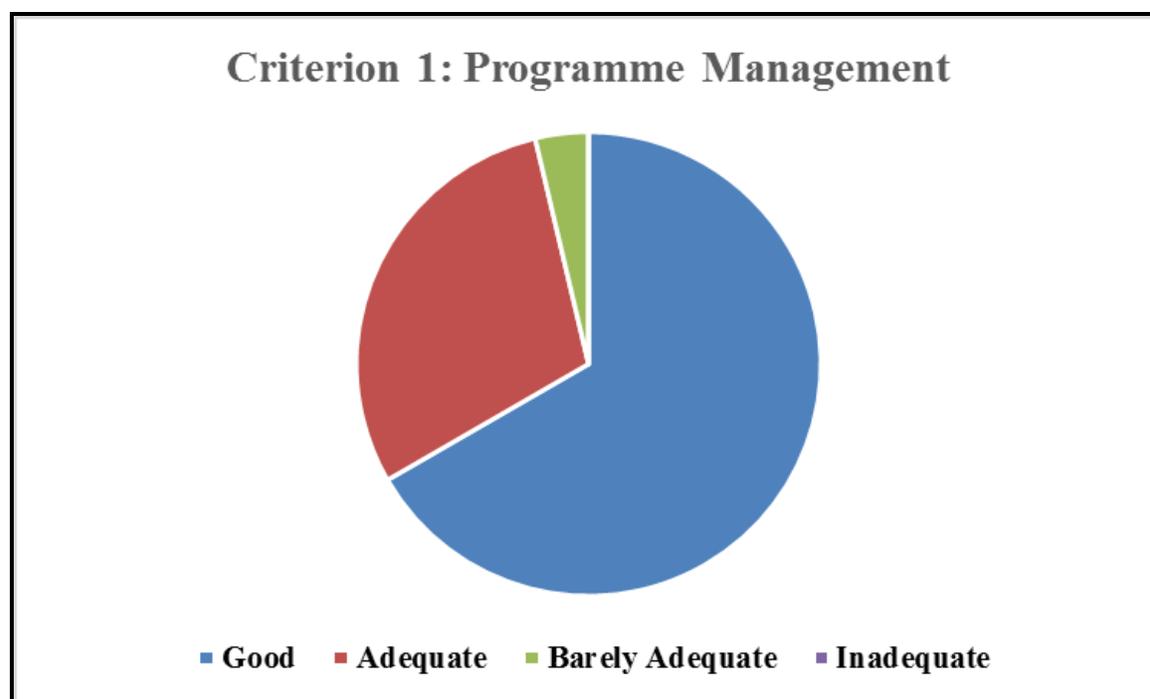


Fig 5.1: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1 - Barely adequate and Score 0 -Inadequate)

Faculty is having an Action Plan, which reflects the new trends in higher education, and it is closely aligned with the Strategic Plan of the University. It was also observed that the FMSC

adheres to annual academic calendar, thus allowing students to complete the degree programme within the stipulated time period. Furthermore, Faculty Web site provides all the necessary information required for students. In addition, the incoming students are provided with well composed Faculty Handbook and Study Programme Prospectus which contain all necessary information, and they are given well organized orientation programme to facilitate their transition from school to university environment.

The review team also observed that Faculty has established an examination center which deals with examination matters and ensures confidentiality of permanent records of all students which is accessible only to authorized personnel. Furthermore, its involvement in student registration, examination work and releasing results within the stipulated time period is highly commendable. It is also observed that the Faculty has number of statutory and ad-hoc committees each of which is expected to function in compliance with given ToRs. However, ToRs of these committees were not made available to the review team. Furthermore, the Faculty has a Curriculum Development Committee (CDC). Review team also observed that the F/IQAC is not properly coordinated and monitored. F/IQAC indeed has a mandatory role in overseeing and facilitating the academic development and planning and implementation aspects of the study programmes. Although, the Faculty has adopted the peer evaluation process, the process has not been carried out regularly in systematic manner.

Following specific strengths and weaknesses have been identified in programme management:

### **Strengths:**

- Organizational structure is adequate for effective management of the study programme.
- Well formulated Action Plan of the Faculty is closely aligned with the Strategic Plan of the University.
- Participatory approach in its programme management.

- Well-composed Faculty Handbook provides all necessary information of the Faculty, and on study programmes, learning resources and facilities.
- Updated University website and Faculty web pages with links to all important publications.
- ICT platform and the use of LMS and other ICT-based applications in programme management.
- Statutory and ad-hoc committees to assist Faculty and study programme administration.

### **Weaknesses:**

- ToRs of Statutory and ad-hoc committees were not made available to review team.
- Inadequacies in adoption of SoPs in management operations of the Faculty.
- Absence of comprehensive staff appraisal and reward system.
- Inadequacies in implementation of peer evaluation.
- Inadequate evidence as regard to the functioning of GEE Centre – policy implementation, action taken and outcomes.

### **Criteria 2: Human and Physical Resources**

In relation to human and physical resources, evidences were found to indicate satisfactory compliance with the best practices and standards prescribed - 9 standards achieved a score of 3; 2 standards achieved a score of 2 and 1 standard achieved a score of 1, indicating only minor issue in either the quality maintained in relation to those standard or the strength of evidences provided (Fig.5.2). Accordingly, the criterion has achieved a raw criterion-wise score of 32, and hence an actual criterion-wise score of 89 out of 100.

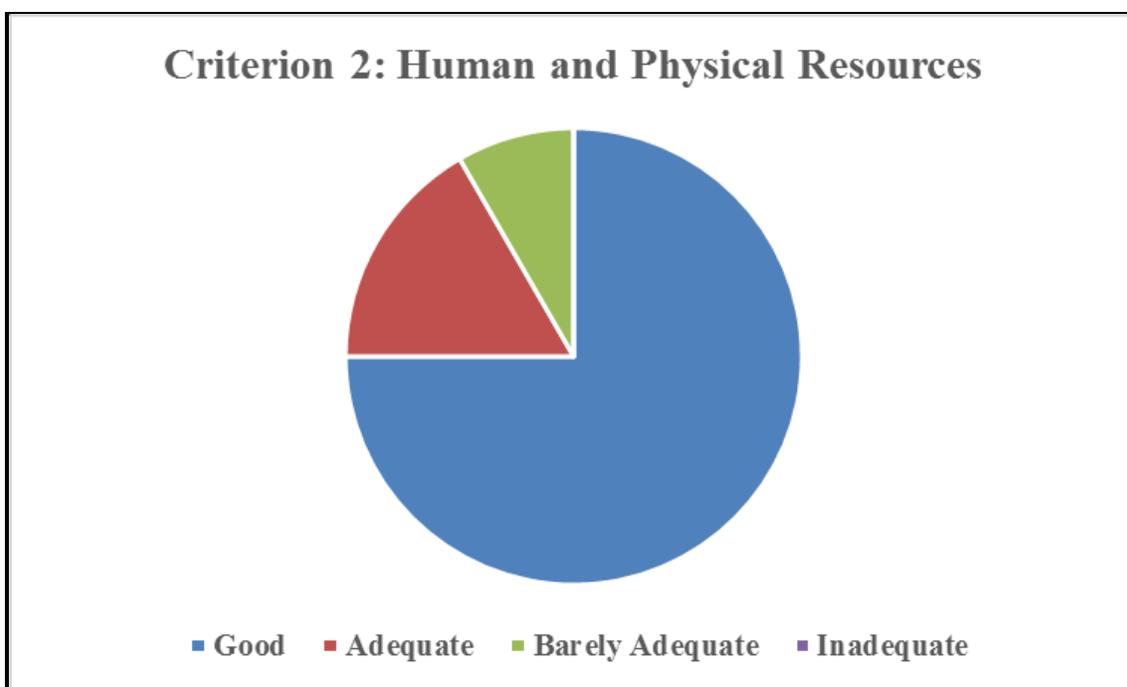


Fig 5.2: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Reviewers were very much impressed with the qualifications and competence profile of the academic staff responsible for the study programme. Department of Business Economics has 19 permanent academic staff which includes one professor and eight PhD holders. Eleven of them are senior lecturers. Department may need to encourage non-PhD holders to raise their academic qualification to PhD level. Academic members appear to be having adequate competencies in design and development and delivery of academic programmes as well as in conducting research and innovations. However, the review team observed that the Faculty does not have sufficient number of non-academic support staff to assist in its teaching programmes.

Induction programme is compulsory for all newly recruited academic staff members, and the SDC provides continuing professional development programmes in regular basis for both academic and non-academic staff. Functions of SDC is at a satisfactory level and it provides programmes to academic and non-academic staff members to enhance knowledge on their key functions and duties, and impart competencies required to perform the assigned tasks.

However, systematic need analysis has not been done on regular basis to identify the trainings needs of the university staff.

Semester calendar is prepared by the Faculty, listing commencement and conclusion of semester academic programme, mid-term and end-semester examination dates, other relevant events, and the deadlines, and it is indeed a good practice to ensure the staff is well-prepared to complete the courses and examinations and allied activities in time as planned. Central library of the University provides a commendable service to the staff and students. Department also has its own Resource Centre with collections relevant to the programmes and courses offered and other material relevant to its mandatory functions. Facilities such as lecture rooms, sports complex, canteen, study areas, etc., are available for students. Common room facilities for staff is also available. In terms of OBE-SCL, no sufficient evidences were made available to prove that the staff members are provided with sufficient opportunities to acquire knowledge and competencies to adopt OBE-SCL approach in academic planning, teaching and learning and assessments.

Students attached to the Faculty have access to a faculty-based ITRC but, there is no sufficient evidence for implementation of bring-your-own (BYO) concepts in the computer facility. Faculty has a good practice of providing three months intensive English language training for the students who scored very low marks in English in their A/L. Faculty has a number of cultural events aiming at building social cohesion and ethnic harmony among students coming from different social and ethnic backgrounds. Career Guidance Unit provides adequate training opportunities to students facilitating soft skills development. Faculty is also engaged in several outreach activities such as cultural, aesthetic and community level programmes.

Following specific strengths and weaknesses have been identified in human and physical resources:

**Strengths:**

- Well-qualified, high profile academic staff with collaborative links with industry.

- Well-managed central library with many e-resources.
- Effective usage of e-resources by the students and the staff members.
- Well-maintained infrastructure facilities such as faculty-level library, ITRC, Business Economics Resource Centre, Business Communication Unit, gymnasium, and swimming pool.
- Effective Business Communication Unit.

### **Weaknesses:**

- Absence of proper human resource development plan.
- Absence of effective staff appraisal and reward system.
- Inadequate number of academic and non-academic staff members in terms of student-staff ratio

### **Criteria 3: Programme Design and Development**

In relation to programme design and development, of the 24 standards, 7 achieved a score of 3 and 15 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards, and 2 standards achieved a score of 1, indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided (Fig. 5.3.). Accordingly, the criterion achieved a raw criterion-wise score of 53, and hence an actual criterion-wise score of 110 out of 150.

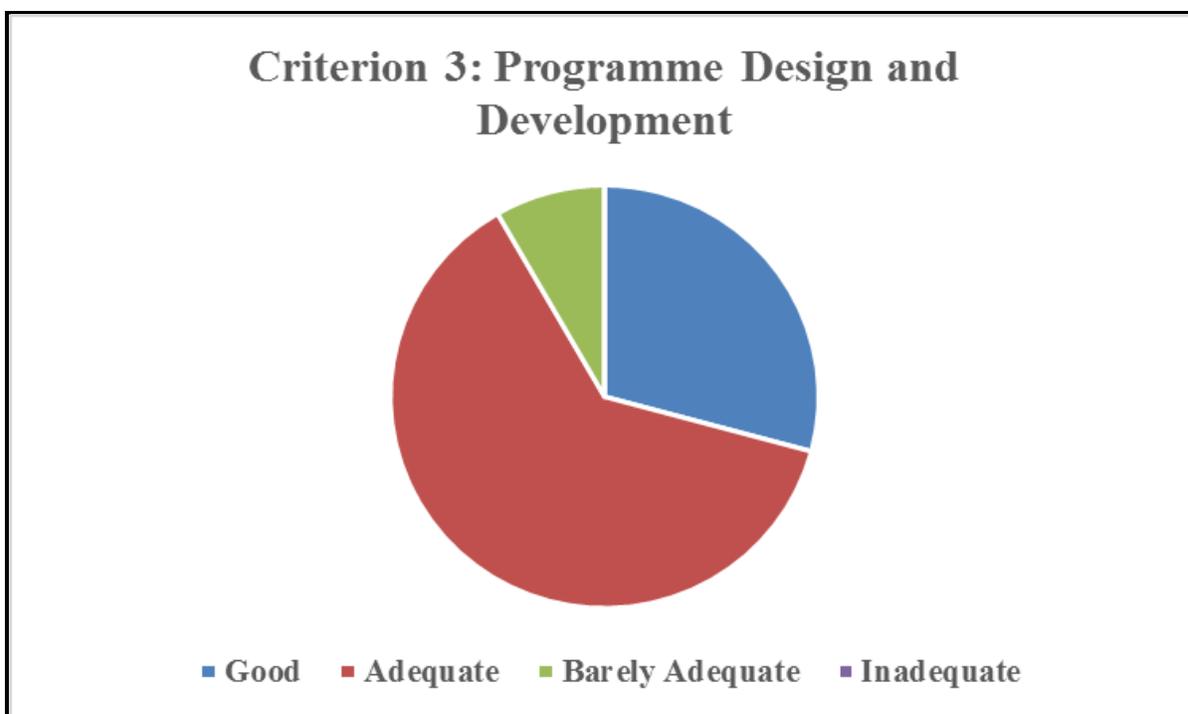


Fig 5.3: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The study programme is aligned with the mission, strategic goals and objectives of the University. Course structure of the study programme is logically designed and is clearly described in the Study Programme Prospectus. However, details and structure of first year courses are not included in the prospectus. The first year of the degree programme is designed to provide common courses which lay the foundation of the honours study programme. In the second year, students proceed to follow the courses prescribed for the honours study programme. At the beginning of the second semester of the third year, the students following the BSc in Business Administration (Business Economics) are required to select one specialization area out of two options - development studies or banking studies. Development studies is an interdisciplinary study area which trains the students to understand the complex processes of economic development and to solve development problems, and the banking studies area encompasses a range of disciplines in bank management, central banking, monetary policy analysis, financial system analysis, etc.

Study programme spans over a total of 121 credits and aligns with the SLQF credit requirement of an Honours Degree. However, the programme design and development is not fully compliant with the stipulated guidelines of SLQF level 6. Programme has included industrial training and sufficient student research activities. However, there is no clear and appropriate ILOs for this training and there is no evidence of approved assessment strategy for industrial training. Review team observed that the curriculum revision was made just before the release of the second version SLQF guidelines (which was issued in September 2015). Therefore, they were not able to fully comply with the all the guidelines prescribed by the current version of SLQF. The Intended learning outcomes (ILOs) of the programme are based on the graduate profile and they are somewhat aligned with the programme objectives. However, proper alignment among graduate profile, study programme ILOs, course ILOs and teaching learning and assessment strategies was not clearly apparent in the documents provided. Further, the information on University approved curriculum design and development policy and associated guidelines and programme specification templates were not available for observation.

Department has obtained views of all stakeholders including the professionals, industry, students, alumni, all levels of academic staff in the process of programme design and development. However, there was no adequate evidence to indicate the adherence to approved Subject Benchmark Statement or benchmarking the programme against a reputed national or international study programme of the same subject discipline. Programme design and development procedures include specific information on entry and exit pathways related to the programme. The only fallback option available for students is to follow the external degree programme offered by the Faculty. Active involvement of F/IQAC in programme monitoring was not apparent. Faculty has never conducted tracer studies on graduate employability and career mobility/advancements, and therefore, no survey data or annual reports regarding the students' destination after graduation were available.

Following specific strengths and weaknesses have been identified in programme design and development:

**Strengths:**

- Forthcoming curriculum revision to align the study programme with current SLQF guidelines and adopt OBE-SCL approach in programme design and development and delivery.
- Faculty-level Curriculum Development Committee with the mandate to deal with curriculum matters.
- Graduate Profile that is in conformity with required academic standards and employment market requirements.
- Alignment of programme ILOs with the graduate profile.
- Programme is logically structured and the students are offered a wide spectrum of optional courses.
- Programme includes sufficient research and industrial training components.

**Weaknesses:**

- Insufficient compliance of systematic curriculum matrix with the prescribed SLQF guidelines
- Absence of evidence of adoption university approved policy and associated guidelines on curriculum development and approval, and allied matters
- Inadequate use of feedback from employers, alumni, current students and other stakeholders.
- Absence of evidence to indicate study programmes' compliance with prescribed SBS or benchmarking the study programme against any external reference points.
- Inadequate documentation of programme specifications and absence of approved programme specification template(s).
- Failure to conduct tracer studies on graduate employability and career mobility/advancements.

- Failure to compile and properly document the programme and course specifications.

### Criteria 4: Course / Module Design and Development

In relation to course / module design and development, out of 19 standards, 8 standards achieved a score of 3, 11 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards or the strength of evidences provided (Fig. 5.4). Accordingly, the criterion has achieved a raw criterion-wise score of 48, and hence an actual criterion-wise score of 126 out of 150.

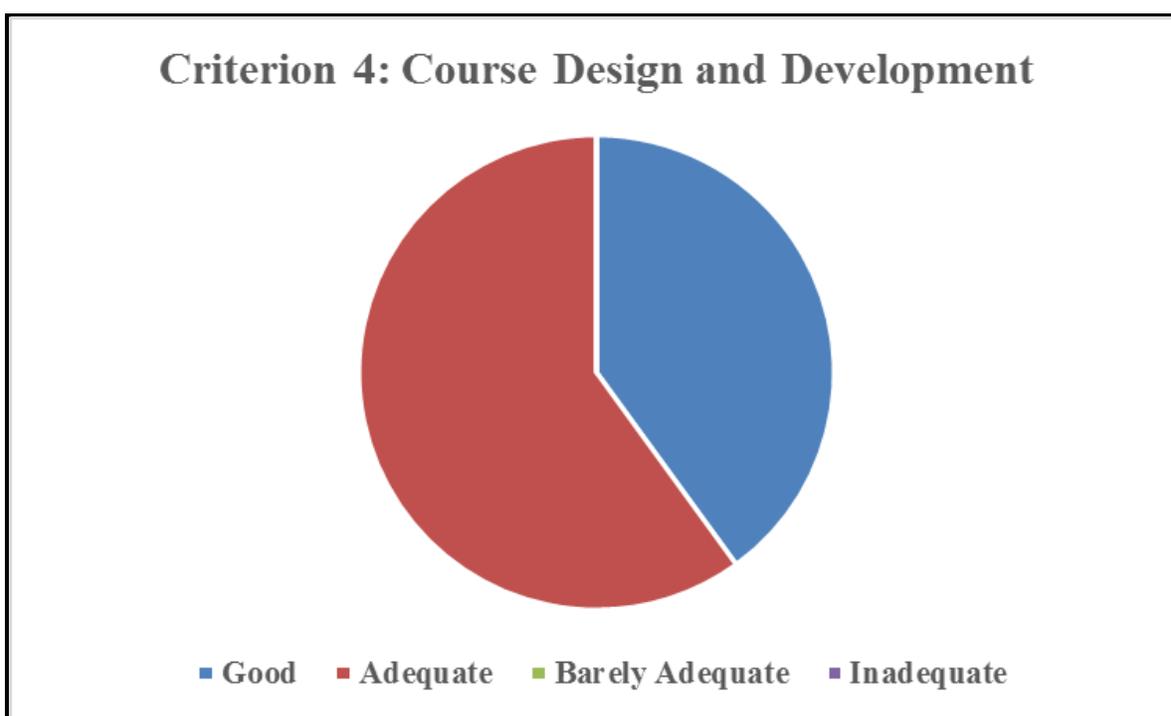


Fig 5.4: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The volume of learning of courses offered ranged from 2 to 3 credits. Programme Prospectus gives details about the core courses, elective courses, non-credit compulsory courses, non-credit elective courses, and also on the practical training and social development project

components. Sufficient credit weight is given for the student research component which includes a course on research methodology and independent study assignment on business economics.

Review team noticed that the course design and development template was not made available for observation. Further, the alignment of ILOs with the content, teaching and learning and assessment tasks could not be observed for all courses due to unavailability of adequate documentary evidences. Course design specifies credit values but the distribution of teaching and learning hours is not detailed out as face-to-face contact hours, field-work, self-learning hours, etc. Courses provide a variety of learning strategies such as collaborative learning, creative and critical learning, self-directed learning, etc. Academic staff uses multi-media and ICT-based technologies in programme delivery.

Review team noticed that there were no evidences for having a written formats and guidelines on course design and development, and also on the existence of faculty level committees assigned with the tasks of development of specifications of respective courses. Nonetheless, the course specifications of courses offered are issued to the students at the commencement of the respective courses. Course contents have adequate breadth and depth, and the essential information are provided in course specifications. However, some course specifications (e.g. practical training component) do not give information on assessment strategy of the course. Practical training is given a higher weight of six credits which may have influence on the overall GPA of students.

Student feedback appears to be obtained on regular basis. However, the documentary evidence was not made available in this regard. Credit weight and volume of learning of courses are structured as per the SLQF guidelines. Nonetheless, no proper curriculum map was made available as evidence to the review team. Although the SDC appears to provide regular training programme on modern educational technologies and applications, more emphasis must be given in imparting adequate knowledge and skills in application of SLQF guidelines, relevant SBSs and OBE-SCL approach in curriculum design and development and delivery. Review and monitoring on course design seem to have been done wherever

necessary. However, systematic documentation in this regard was not made available as evidence. Although the F/IQAC is available, there was no evidence of adopting systematic monitoring strategies in relation to course design and development and delivery. Feedback from students and staff are obtained in every semester. However, there was no evidence made available as regard to the use of student and staff feedback in course design and development process. It was evident that the curriculum of the programme was approved by the Faculty Curriculum Development Committee, Faculty Board, and the Senate before its implementation. However, the review team was not made aware of existence of any university level committee to oversee academic development and planning matters and the university approved policy and policy guidelines to this effect.

Following specific strengths and weaknesses have been identified in course design and development:

### **Strengths:**

- Courses are designed to meet the programme ILOs.
- Most of the courses were designed properly and the course specifications provide adequate information on course contents, teaching and learning strategies and assessment methods except for some courses.
- Courses were designed to promote student-centred teaching and learning approach.
- Courses were developed to promote the use of appropriate learning strategies such as self-directed learning, collaborative learning, creative thinking, interpersonal communication and teamwork.
- Courses were delivered through appropriate media and technology.
- Teaching and learning methods/process are geared towards achieving the pre-determined graduate attributes.

### **Weaknesses:**

- Lack of proper alignment of programme specifications of the existing study programme with the guidelines prescribed by the current version SLQF.
- Absence of courses to address the emerging topics and global issues, such as Energy Economics, Environmental Economics, Food Economics, etc.
- Absence of evidence to indicate wider stakeholder participation in course design and development.
- Absence of evidence to imply the involvement of the Alumni Association in course design and development and their implementation.

### Criteria 5: Teaching and Learning

In relation to teaching and learning, of the 19 standards, 10 standards achieved a score of 3 and 8 standards achieved a score of 2, indicating adequate quality with few issues about the quality in relation to those standards. And only 3 standards achieved a score of 1 indicating only minor issue in either the quality maintained in relation to those standard or the strength of evidence provided (Fig. 5.5). Accordingly, the criterion has achieved a raw criterion-wise score of 49, and hence an actual criterion-wise score of 129 out of 150.

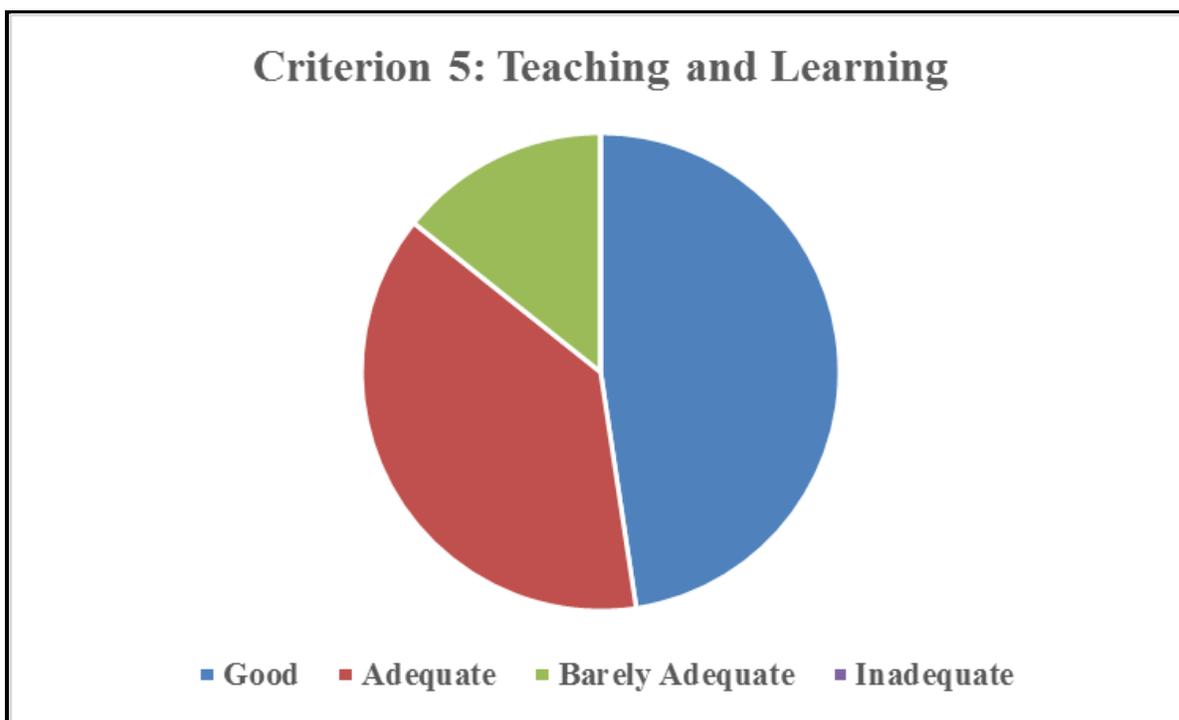


Fig 5.5: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Student Handbook and the Faculty Prospectus are distributed among each student at the beginning of their programme. Timetables are also provided before the commencement of courses in each semester. Course specifications and lecture schedules for each course are also distributed on the very first day of the course commencement.

A new template for course specifications has been used since the last semester by the Faculty. Blended learning with a mixture of a variety of teaching learning activities is facilitated especially in courses such as Macroeconomics, Managerial Economics, Developmental Economics and Project Management. Soft skills development is facilitated through Corporate Social Responsibility (CSR) projects and Community Development Projects (CDP), co-curricular activities such as annual drama festival, and through non-credit courses. Furthermore, the Business Economics Students' Association (BIZCON) also conducts various activities that facilitate development of soft-skills among students. Further, the use of LMS by both staff and students in teaching, learning and assessment is widespread.

The Department of Business Economics publishes a bi-annual journal called Sri Lanka Journal of Business Economics (SLJBE) and a few students have collaborated with their supervisors to publish articles in the SLJBE. There were evidences to support the claim that teachers integrate scholarly and research activities of their own and others' to teaching. The use of technology, self-directed learning and collaborative learning were evident in the curriculum, teaching and learning in some courses. Students have the opportunities to engage in self-reflection and maintain records of their activities, progression, thoughts, etc., for some courses such as project management and community development programmes.

Study programme provides opportunities for the students to engage in scholarly and research work, creative work and discovery of knowledge. Final year dissertation is compulsory and there were evidences to indicate students' participation in national and international conferences organized by the Faculty and other events organized by national and international

organizations. One student had won the first place in South Asian Economics Students Meeting in 2013.

Student feedback is collected by individual lecturers through LMS. However, Students satisfaction survey has been carried out only recently and the data were not yet analyzed. Samples of peer review reports were available for scrutiny but they were without any written comments by the reviewers. Classroom observations and students' responses at the meeting with the students indicated that that the teachers use both teacher-centered and student-centered methods in teaching. However, course evaluation reports were not made available for scrutiny. Oral or written feedback other than the grade is not provided to the individual students in most of the courses. Use of multimedia facilities in lecture-discussions was observed by the review team.

Following specific strengths and weaknesses have been identified in teaching and learning:

### **Strengths:**

- Course specifications are issued to students
- Faculty encourages blended learning methods.
- Faculty encourages students' scholarly and creative work.
- Teaching and learning activities are routinely monitored.
- Application of both teacher-centred and student-centred teaching strategies in course delivery.
- Programme integrates a variety of teaching learning strategies to promote self-directed learning, group activities, collaborative learning and creativity.
- Effective use of LMS by the staff and students
- Fair allocation of workload among the staff members.
- Presence of a resourceful CGU.

### **Weaknesses:**

- Presence of a resourceful CGU.

- Course specifications of should be completed with inclusion of assessment strategies, wherever necessary.
- Peer evaluation system should be institutionalized and regularized.
- Regular monitoring of the study programme by F/IQAC needs to be ensured.
- Lack of proper teacher appraisal system with University approved indicators for evaluating and rewarding teachers for excellence in teaching and allied activities.

### **Criteria 6: Learning Environment, Student Support and Progression**

In relation to learning environment, student support and progression, of the 24 standards, 18 standards achieved a score of 3 and 6 standards achieved a score of 2, indicating adequate quality with few issues about the quality in relation to those standards. Study programme has achieved a raw criterion-wise score of 66, and hence an actual criterion-wise score of 92 out of 100.

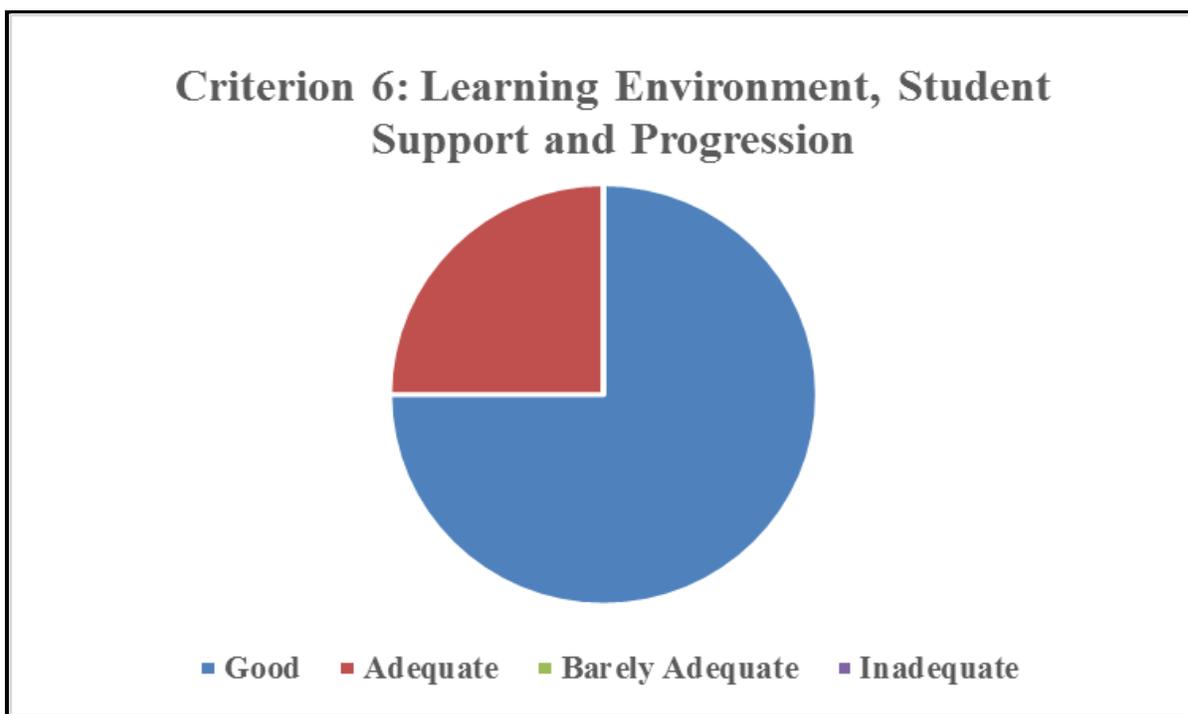


Fig 5. 6: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Department of Business Economics provides a student friendly administrative system and a technology enriched learning environment that enables the students to achieve the prescribed ILOs successfully. Review team found that the facilities available in lecture halls/ theatres are conducive for effective teaching and learning. Moreover, the administrative arrangements and procedures of the Faculty and Departmental appear to facilitate greater interaction between students and staff.

Students in the study programme are clearly informed of their rights and responsibilities, and the codes of conduct through the Student Handbook and Faculty Prospectus. The evidences presented to the review confirms the provision of student and learner support services and opportunities which are communicated and accessible. However, no appraisal has been conducted to assess the status of the services provided and identify additional needs of the students. Although a suggestion box is placed prominently in the Department, it doesn't seem to be an effective strategy to get the views of the silent majority.

Majority of the students, except a very few, appear to complete their degree programme successfully within the stipulated time period. A maximum of 7 years are given to complete the programme from the first registration. Those who fail to complete in 7 years are given an opportunity as a fallback option to register for the BBA (General Degree) as an external candidate.

Student disciplinary by-laws are communicated to the students during the orientation programme, and through the Student Handbook and Departmental website. FMSC has a Student Counseling Centre staffed with three professional counselors. Team of academic counselors at the Department provides necessary support for the students to resolve any academic issues that they have. Main Library of the University provides internet and Wi-Fi facilities for the students to gain access to databases and e-resources. Department has gathered student satisfaction data recently. However, the data were not yet analyzed. Faculty has an up-to-date database of students' assessment records which provides electronic access by the students. Students' progression is followed up to give necessary feedback, as and when required. Department promotes students and staff interactions

through field visits, annual 'Avurudu' festival, CDPs, university *Sports Day* and through activities of BIZCON. Closer interaction between the academic staff and students takes place in scheduled meetings during dissertation supervision.

Co-curricular activities such as sport and recreational activities conform to the missions of the University and Faculty, and contribute to enhance the social and cultural aspects of educational experience of students. Faculty has a resourceful CGU which provides training on career management and soft-skills. Department uses different strategies to increase the employability of their graduates. Employability surveys have been carried out and a recent survey indicated that 88% of the recent graduates are employed by the time of their Convocation. Students' learning experiences are enhanced through internships, industry visits, and workshops/seminars organized through department-industry partnerships.

The strengths and weaknesses of the learning environment, student support and progression are as follows:

### **Strengths:**

- Faculty adopts a student-friendly administrative, academic and technical support system.
- Provision of required infrastructure facilities and conducive learning environment.
- Availability of student and learner support systems.
- Well-resourced library and provision of access to resourceful ICT facilities.
- Student engagement in co-curricular activities such as BIZCON, annual drama festival, ECON insight, sports fiesta, etc.
- Availability of an effective student grievance handling system.

### **Weaknesses:**

- Lack of implementation of GEE policies and awareness programmes.
- Absence of university approved policy and guidelines on fall-back options.
- Absence of tracer studies on career progression and mobility of graduates

### Criteria 7: Student Assessment and Awards

In relation to student assessment and awards, of the 17 standards, 15 standards achieved the score of 3, 1 standard achieved the score of 2, indicating adequate quality with few issues about the quality in relation to those standards. And 1 standard achieved the score of 1, indicating major issues in either the quality maintained in relation to the standards or the strength of evidence provided (Fig.5.7). Accordingly, the criterion has achieved a raw score of 48 and hence an actual score of 141 out of 150.

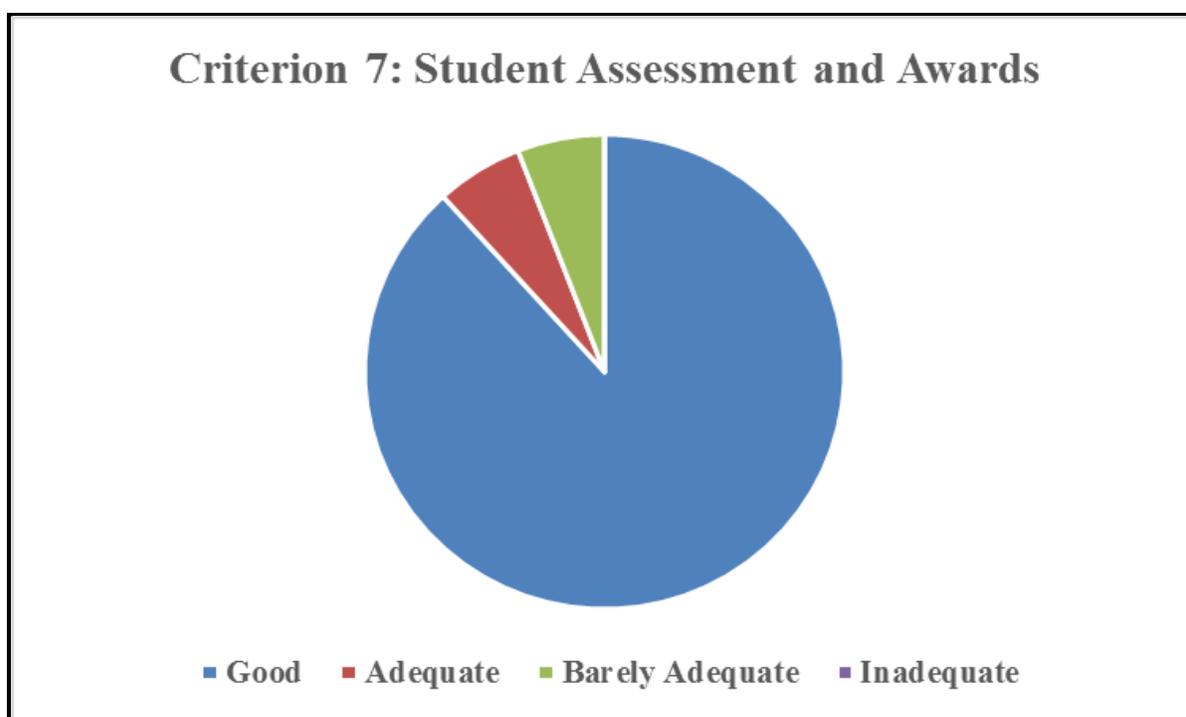


Fig 5.7: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Faculty has developed a credible mechanism to ensure a fair student assessment and award scheme. Accordingly, the Faculty had developed and adopted well formulated examination

by-laws to ensure the transparency and fairness of the examination process. If the students are not satisfied with the given marks/grades, they are given the option to request for verification of marks/grades. Graduate profile and course ILOs were well developed, and are up to the required standards. Teaching learning methods appear to be appropriate and highly effective. Faculty has taken steps to conduct Web-based examinations using LMS. Faculty policy on differently-abled students is highly commendable. Review team observed adequate evidence to prove that all the examination papers are marked by two examiners (first examiner and second examiner), and if there is a discrepancy of marks between first and second examiners, the answer scripts are sent to a third examiner. All the documents are well maintained at the examination branch of the Faculty. After semester examinations, students have the facility to obtain a semester-results sheet by producing their student ID card at a dedicated counter established at the examination branch. Moreover, the review team observed that the Faculty has adopted a policy to notify the date of releasing the results at the last date of respective examination, and to strictly adheres to the given deadlines.

Nonetheless, the review team observed certain areas that need to be improved in order to further enhance the quality of the assessment procedures. An appropriate evaluation method for the Industrial Training/Internship Programme component needs to be developed and adopted. Results of continuous assessments should be made available to students in time.

The strengths and weaknesses of the student assessment and award are as follows:

### **Strengths:**

- Well-structured and well-formulated examination by-laws
- Exam paper moderation and second marking of answer scripts
- Re-scrutinization of answer scripts, as and when requests are made by the students.
- Use of Web-based examinations.
- Use of a variety of assessment methods.

### **Weaknesses:**

- Delays in releasing the results of the continuous assessments.
- Absence of clarity in the assessment strategy used for Internship/Industrial training component.

### Criteria 8: Innovative and Healthy Practices

In relation to innovative and healthy practices, of the 14 standards, 10 standards achieved a score of 3 and 4 standards achieved a score of 2, indicating adequate quality with few issues about the quality in relation to those standards. (Fig. 5.8) Accordingly, the criterion has achieved a raw criterion-wise score of 38 and hence an actual criterion-wise score of 45 out of 50.

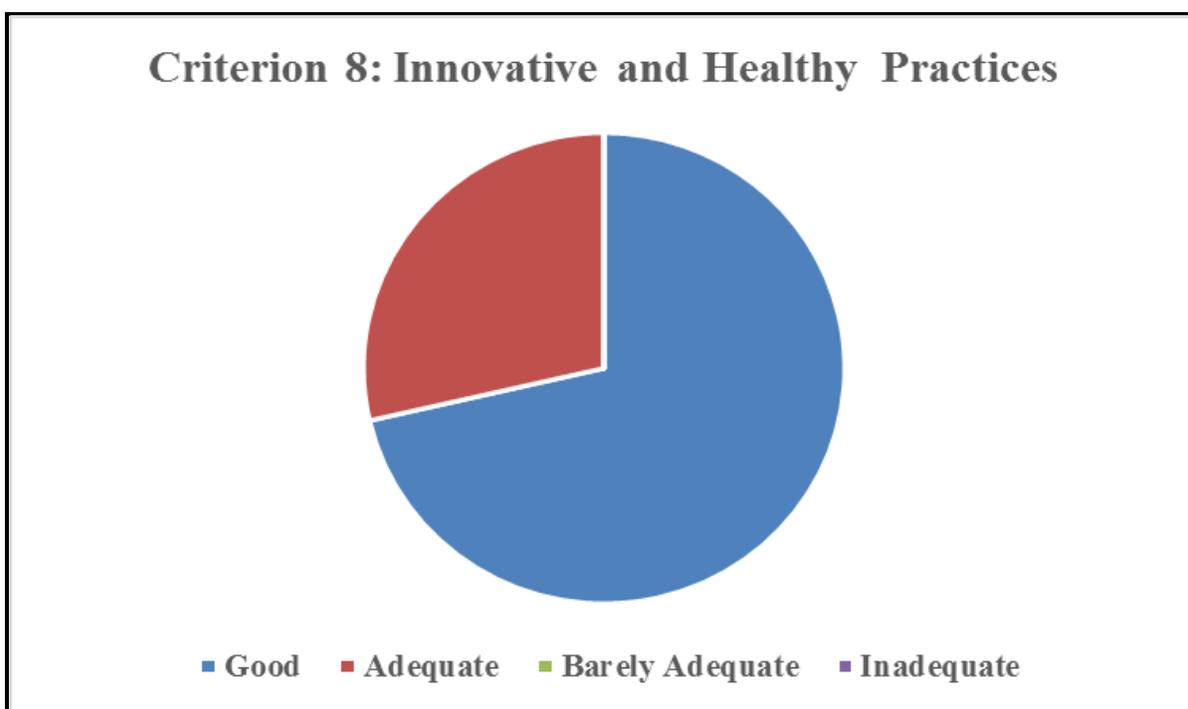


Fig 5.8: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Review team observed many innovative and healthy practices adopted by the Faculty. Faculty has its own external income sources such as the bachelor's degree programme offered through open and distance learning (ODL) mode, postgraduate degree programmes (MSc, MBA and PhD), and diploma and certificate courses. Faculty has established many links and collaborative projects with local and foreign institutions, and also with the industry. Faculty has developed an effective ICT-platform to facilitate multi-mode course delivery and student-centered teaching and learning. Further, the Faculty has incorporated undergraduate research project and industrial training component into the study programme curriculum. Further, the introduction of corporate social responsibility (CSR) projects is an innovative practice. Students are actively engaged in student-centered learning under the expert guidance of the academic staff members.

Nonetheless, the review team observed several areas that need urgent attention by the Faculty in order to ensure quality of the study programme. A proper credit-transfer policy needs to be developed to facilitate lateral and vertical mobility of the students. Further, lateral entry and multiple exit points need to be identified and introduced to the study programme. Moreover, the fallback options available for the students should be widened. Use of open educational resources (OER) and services for undergraduate and postgraduate learning must also be promoted and facilitated. An effective staff appraisal and reward system must be introduced in order to encourage the staff members. Active participation of the Alumni Association in all the development activities needs to be encouraged.

The strengths and weaknesses of the innovative and healthy practices are as follows:

### **Strengths:**

- Income generation through the bachelor's study programmes through ODL mod, postgraduate study programmes and diploma and certificate courses..
- Undergraduate research project and industrial training component in the curriculum.

- Student co-curricular activities - CSR projects, community-based programmes, participation in national competitions, etc.

### **Weaknesses:**

- Inadequate use of OER learning materials and ICT-based services.
- Lack of appropriate credit transfer policy to facilitate mobility of students – lateral and vertical mobility, student exchange programmes, scholarship programmes, etc.
- Lack of sufficient fall-back options.

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

The assessment made by the review team based on the criteria and standards prescribed by the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, on the level of accomplishment of quality of the BSc in Business Administration (Business Economics) honours study programme is given in the table below.

**Table 6.1:** Grading of Overall Performance of the Study Programme.

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	131
02	Human and Physical Resources	50	89
03	Programme Design and Development	75	110
04	Course / Module Design and Development	75	126
05	Teaching and Learning	75	129
06	Learning Environment, Student Support and Progression	50	92
07	Student Assessment and Awards	75	141
08	Innovative and Healthy Practices	25	45
Total on a thousand scale			864
Total score as a percentage			<b>86%</b>

## Summary Results

Grade	A
Performance Descriptor	Very Good
Interpretation of Descriptor	<i>“High level of accomplishment of quality expected of a programme of study; should move towards excellence”</i>

Based on the above evaluation made, the review team recommends that the BSc in Business Administration (Business Economics) honours study programme of the Faculty of Management and Commerce of the University of Sri Jayawardenapura is awarded the grade of ‘A’, which is interpreted as *“high level of accomplishment of quality expected of a programme of study; should move towards excellence”*.

## Section 7: Commendations and Recommendations

### Commendations

- Strong commitment of the Vice Chancellor, Dean, and Head of Departments in adopting best practices and fostering the quality culture within the Faculty and its programmes.
- Arrangements made for the programme review process and site visit by the Faculty.
- Commitment of the faculty administration and staff to promote quality culture within the Faculty, and the efforts taken to internalize best practices prescribed by the PR Manual.
- Presence of a well composed Action Plan formulated in line with the University Strategic Plan and strategic goals.
- Staff engagement in research and development activities and research communication through national and international forums and journals.
- Recognition earned from professional bodies and collaboration with local and international partners through agreed MOUs.
- Excellent teaching and learning environment.
- Sharing of responsibilities through a number of statutory and ad-hoc committees, thus facilitating the governance and management of the Faculty.
- High quality and high profile academic staff.
- Most sought Faculty and study programmes in the fields of management and commerce by the GCE'AL commerce stream students in Sri Lanka.
- Special training programme on English language skills for students who do not score sufficient marks in GCE'AL examination.
- Higher rate of graduate employability.
- Adoption of student-centered teaching and learning approach in programme delivery.
- Provision of information to students on the academic programmes, learning resources and learner support system through the Student Handbook, Faculty Prospectus, and Orientation Programme.

- Student friendly academic, administrative and social environments.
- Presence of a very well composed Students Hand Book and Faculty Prospectus.
- Presence of very efficient and automated Examination Branch/Unit at the Faculty.
- Use of LMS that promotes student-centred teaching and learning approach.
- Income generation through Bachelor's study programme through ODL mode, postgraduate programmes, and Diploma and Certificate courses.
- Undergraduate research project and industrial training component in the curriculum.
- Teacher-student collaborative research projects and publications.
- Release of examination results in time - announcing the exact date of release of the results on the last date of examination and complying with date announced.

## **Recommendations**

- Adopt full range of guidelines and reference points prescribed by the current version of SLQF and respective SBS.
- Adopt OBE-approach fully in future revisions of curriculum of the study programme.
- Continue with the efforts in adopting and internalizing all best practices prescribed in the PR Manual in all spheres of the faculty activities.
- Update the Faculty Prospectus with inclusion of criteria and methods of assessment for industrial training component as the current version does not provide sufficient details on this aspect
- Introduce an awareness programme on the GEE Centre and its activities
- Revise all course specifications with inclusion of facilities required for teaching and learning, and include assessment strategy in the course specification for practical training and industrial training components in line with SLQF guidelines.
- Consider introducing wider choices in fallback and exist options for the students those who fail to complete the study programme successfully.
- Revise the programme level graduate competency profile and the ILOs to fully comply with current version of SLQF level 6 guidelines.

- Take steps to increase the cadre of technical staff to ensure provision technical support for smooth functioning of academic activities.
- Design and introduce a comprehensive formal staff appraisal system covering teaching, research and other contributions for enhancing motivation of staff members.
- Conduct regular tracer studies on career progression and academic advancement of graduates.
- Benchmark the study programme against the national and international standards/reference points.
- Establish a university level committee for academic development and planning and formulate and adopt policies and policy guidelines on curriculum development, review and approval, and delivery and assessments.
- Develop and maintain comprehensive data base on all important activities related to the study programme (i.e. student registration, examination, and graduation data; information relating to grant and incomes and disbursement; student satisfaction, employability and employer feedback survey data, etc.).

## Section 8: Summary

The Faculty of Management Studies and Commerce (FMSC) in 2018 has invited the QAAC of the UGC to review the BSc in Business Administration (Business Economics) honours study programme offered by the Department of Business Economics. The UGC, in agreement with the FMSC has entrusted the review task to a team of three members. Review team have successfully conducted desk review and site visit evaluation. Schedule for the site visit was prepared by the review team chair and was finalized in consultation with the team members and the Faculty. According to the schedule, the site visit was conducted from 12<sup>th</sup> to 15<sup>th</sup> November, 2018.

Review team noticed that the FMSC has a very proud image of being the pioneer in management education in Sri Lankan university system. It has assimilated well over 50 years of experience and aspired to reach excellence in its core functions. It is the most sought faculty among all the management faculties in Sri Lanka. It also enjoys a location specific advantage which has made it to have easy access to industry and practical training opportunities for students. The location also provides an excellent environment that is conducive for academic pursuits, scholarly work, socio-cultural activities, innovative thinking and research. Further, it is blessed with a large number of well-qualified, high profiled, experienced and committed academic staff. Review team observed that the University adopts participatory approach in all spheres of its management. Academic staff of the Faculty has earned the due respect and is treated with highest moral support by the dedicated leadership of the Dean of the Faculty.

Review team observed that FMSC has implemented several good practices as described in the PR Manual to enhance the quality and standards of academic programmes and allied activities. Faculty has shown a keen interest in internalizing quality culture within the domains of academic, research and outreach activities. The institutional arrangements required for improving governance and management of the University and Faculties are in place and most academic and allied activities are programmed through statutory and ad-hoc

committees. It is indeed imperative that these committees should be empowered with clear ToRs.

Review team observed that the Faculty is having well qualified academic staff, equipped with competencies required for design, development and delivery of academic programmes. Nonetheless, the competencies of academic staff in the application of SBSs, SLQF and OBE-SCL approach in programme design and development and delivery needs further enhancement. Academic staff involvement in research and development is commendable and the University has implemented a very good appraisal and reward system for promoting research and innovation activities. However, a comprehensive performance appraisal system which covers all aspects of staff contribution needs to be introduced so as to encourage staff to involvement in other activities which are not coming directly under the teaching and research.

Review team had shared the review findings and exchange views on perceived strengths and weaknesses of the study programme with the higher administration of the Faculty and staff at the final wrap-up session. Review team wishes to place on record of its appreciation of the cooperation extended and support given by the UGC, QAAC, and especially by the FMSC and the University for successful completion of the study programme review. Also, the review team wishes to draw the attention of the Faculty and Department on specific concerns listed under the commendations and recommendations. These concerns will no doubt help to improve further the quality and standards of the study programme.

In conclusion, the study programme offered by the FMSC have shown high degree of compliance with best practices prescribed and achieved adequate or good scores for most of the standards listed under 8 quality criteria of the PR Manual of the QAAC/UGC. Therefore, the review team, based on the overall performance score of 86% and recommends to award the Grade of “A” for BSc in Business Administration (Business Economics) honours study programme, which is interpreted as *“high level of performance of quality expected of a programme of study; should move towards excellence”*.



## Appendix

Annex 01

### Programme Review Schedule

#### Programme Review- 2018

**University** : University of Sri Jayawardenepura  
**Faculty** : Faculty of Management Studies & Commerce  
**Study Programme:** B.Sc In Business Administration (Business Economics) (Honours)  
**Site Visit Dates** : 11<sup>th</sup> – 15<sup>th</sup> November 2018

11.11.2018 Arriving to Colombo and Residing in a Hotel		
<b>Day 1: 12. 11. 2018</b>		
Please provide a private area with a computer with internet facilities, printer and a discussion table (closer to the place where documents are available would be preferable)		
Time	Schedule	Venue/ Facilitator
8.00-8.30 am	Meeting with IQAU Director	IQAU Director's office
8.30-9.00 am	Meeting with Vice Chancellor/ Deputy Vice Chancellor	Board Room
9.00-9.30 am	Meeting with Dean of the Faculty	Faculty Board Room
9.30-10.00 am	Meeting with Academic Heads of Departments (Please provide a faculty prospectus/Student Hand Book for each member of the review team)	Faculty Board Room
10.00-10.30 am	Meeting with IQAC faculty coordinator and Power point presentation by SER writing team (Tea will be served while discussion is going on)	Faculty Board Room
10.30-11.30 am	Meeting with the academic members of Departments (members involved in the teaching/learning process of the study programme must be	Faculty Board Room

	present. These members should preferably not be members of the SER writing team)	
11.30-12.00	Meeting with administrative staff of the Faculty and programme	Faculty Board Room
12.00-1.00 pm	Lunch	
1.00-4.30 pm	Observing documentation of evidence (A neat filing system for all documents would be helpful and appreciated) (Tea will be served while discussion is going on)	
4. 30 pm	Returning to the Hotel	
6.30-7.30 pm	Team discussion on day one tasks performed and mind mapping exercise on day two	At hotel (Prefer to have a place with internet facilities and power source for working on the computer and to have a discussion)
<b>Day 2: 13. 11. 2018</b>		
8.00-8.30 am	Meeting with technical officers and support staff (Those who involved assisting in the study programme)	Faculty Board Room
8.30-9.00 am	Meeting with non-academic staff	Faculty Board Room
9.00-10.30 am	Observing teaching/learning sessions relevant to the program (Tea will be served while discussion is going on)	Please provide scheduled lectures to enable the team to select few lectures
10.30-12.00	Reviewers private meeting	Private area provided by you
12.00- 1.00 pm	Lunch	
1.00- 4.30 pm	Observing documentation of evidence (Tea will be served while discussion is going on)	

4.30 pm	Returning to the Hotel	
6.30-7.30 pm	Team discussion on day two tasks performed and mind mapping exercise on day three	
<b>Day 3: 14. 11. 2018</b>		
8.00-8.30 am	Team discussion	Private area provided by you
8.30-9.30 am	Observing teaching/learning sessions relevant to the program	Please provide scheduled lectures to enable the team to select few lectures
9.30-10.30 am	Meeting with students (Students from all years, ethnic groups and gender, few physically challenged students should be represented) (Tea will be served while discussion is going on)	
10.30-12.00 am	Tour to observing other units/facilities relevant to program (examination unit; student welfare unit; career guidance unit; staff development center; physical education unit; health center; business economics resource center; office of the head of the department and staff rooms; center for GEE; Internal quality assurance unit; registrar; Bursar; Canteen; Hostels (male & Female); Student Support Center; Meeting with industry link coordinator; Meeting with students counselor; Meeting with Alumni- few alumni)	Please assign someone to escort to these facilities
12.00-1.00 pm	Lunch	
1.00 -2.00 pm	Meeting/observing Library,	Please assign someone to

	ELTU and ICT facilities relevant to the study program (Business communication unit; IT resource center)	escort to these facilities
2.00-4.30 pm	Observing documentation of evidence (Tea will be served while discussion is going on)	
4.30 pm	Returning to the Hotel	
6.30-7.30 pm	Team discussion	
<b>Day 4: 15. 11. 2018</b>		
8.00-8.30 am	Team discussion	Private area provided by you
8.30- 10.00 am	Observing documentation of evidence (Tea will be served while discussion is going on)	
10.00- 11.00 am	Report writing on key findings	Private area provided by you
11.00-11.30 am	Meeting with the Dean of the Faculty and other meeting deemed to be important for the program review	
11.30-12.00	Wrap-up meeting (Debriefing) with the senior management of the programme	
12.00-1.00 pm	Lunch	
1.00 pm onwards	Returning to Hotel/ Residence & Report writing	