Program Review Report

Program Reviews - 2018

BSc Operations and Technology Management (Honours)

Department of Decision Science

Faculty of Management Studies and Commerce

University of Sri Jayewardenapura

9th -13th December 2018

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University Grants Commission

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Section 1: Brief Introduction to the Programme

University of Sri Jayewardenepura

University of Sri Jayewardenepura (UoSJP) has a long history, dating back to 1873 when *Vidyodaya Perivena* at Maligawatta was established as a center of Buddhist learning. In 1958, it was elevated to university status, and named as *Vidyodaya* University of Ceylon, and shifted subsequently, to its present location of Gangodawila, Nugegoda. It is a national university dedicated to pursuit and transmit knowledge through teaching, scholarship and research and active service to the community in an environment which values creativity, freedom of intellectual thought and expression, equal opportunity, fairness and professional growth. At present, the University has seven faculties, namely Faculties of Humanities and Social Sciences, Applied Sciences, Management Studies and Commerce, Technology, Engineering, and Post-Graduate Studies.

Faculty of Management Studies and Commerce

Faculty of Management Studies and Commerce (FMSC) of UoSJP is one of the pioneering management faculties in the University system in Sri Lanka. FMSC has a reputation as one of the most sought-after faculty by GCE'AL qualifiers in commerce stream. Faculty consists of 12 academic departments (i.e. *Accounting, Business Administration, Business Economics, Commerce, Decision Science, Entrepreneurship, Estate Management and Valuation, Finance, Human Resource Management, Marketing Information Technology, and Public Administration*), 2 academic units ((i.e. *Business Communication Unit and Legal Education Unit),* and one academic support unit (*i.e. Information Technology Resource Centre ITRC).* And it offers 12 undergraduate study programmes and several postgraduate study programmes.

Faculty is well resourced with competent academic staff. There are 170 permanent academic members including 72 PhD holders. Current student population in the Faculty is around 5000. The physical and human resources in the Faculty are shared among the 12 departments optimally and efficiently.

Department of Decision Sciences

The Department of Decision Science (DDS) is one of the relatively younger department of the FMSC of the UoSJP, which offers the Bachelor of Sciences (Honours) study programme in Operations and Technology Management (BSC in Operations and Technology Management). DDS at present has 17 academic staff of which one is a Senior Professor and 10 are Senior Lecturers. There are five PhD holders at the Department specialized in difference disciplines related to the study programmes and courses offered. The study programme has been designed to produce employable graduates with managerial knowledge in the field of operations and technology management. Further, it provides training to achieve excellence in operations and technology management skills and also to produce graduates with appropriate entrepreneurial ability of national and international relevance in the field of operations and technology management.

The BSc in Operation and Technology Management honours study programme extends over four-academic years of study with a learning volume of 121 credits, and the qualification is equivalent to the level 6 of the SLQF. Study programme has been designed to groom students into thriving managers with problem solving skills, analytical thinking, communication skills, and ability to implement cutting-edge management principles and technologies. These skills are vital in dealing with operational problems faced by managers in manufacturing, service and public organizations in the corporate world. In order to create a graduate with adequate knowledge, skills, correct attitudes, and positive mind-set in the field of Operations and Technology Management, the programme is designed to achieve 12 specific programme learning outcomes (PLO).

The structure of the study program is such that the first year is a common programme for all the students of the Faculty, and by end of the common programme, each student should complete 31 credits. All undergraduates in the Faculty, except in some study programmes, are required to follow the common programme in the first year of study. The second, third and fourth years of the study programme contains the courses specific to operational and technology management.

The following table provides the curriculum layout and the courses of the BSc in Operations and Technology Management study programme.

Table 1.2 Programme Curriculum (the course modules offered during the four academic years)

Course Code	Course Title	Status	Credit Hours	Credits
Year I – Semester I				
BUS 1340	Principles of management	Core	45	03
DCS 1340	Business Mathematics	Core	45	03
ITC 1340	Introduction to Information Technology	Core	45	03
PUB 1240	Sociopolitical Environment	Core	45	02
COM 1240	Legal Environment	Core	45	02
BCC 1340	Business Communication I	Core	45	03
Total No. of Credits – Semester I				**16**
Year I – Semester II				
HRM 1340	Human Resource Management	Core	45	03
DSC 1341	Business Statistics	Core	45	03
BEC 1340	Microeconomics	Core	45	03
ACC 1340	Financial Accounting	Core	45	03
BCC 1341	Business Communication II	Core	45	03
Total No. of Credits – Semester II				**15**
Total Credits for the First Year				31
Year II – Semester I				
BEC 2340	Macroeconomics	Core	45	03
FIN 2340	Financial Management	Core	45	03
MAR 2340	Marketing Management	Core	45	03
DSC 2340	Operations Management	Core	45	03
ACC 2340	Management Accounting	Core	45	03
CDB 2001	Certificate in Professional Communication	Optional	45	00
Total No. of Credits – Semester I				**15**
Year II – Semester II				
ITC 2340	Computer Applications for Managers	Core	45	03
ENT 2341	Introduction to Entrepreneurship and SMEs	Core	45	03
BUS 2341	Organizational Behaviour	Core	45	03
DSC 2342	Supply Chain Management	Core	45	03
DSC 2343	Technology Management	Core	45	03
Total No. of Credits – Semester II				15
Total Credits for the Second Year				**30**

Year III – Semester I				
DSC 3340	Operations Research	Core	45	03
ITC 3340	Management Information Systems	Core	45	03
BEC 3340	Managerial Economics	Core	45	03
DSC 3341	Statistical Data Analysis for Managers	Core	45	03
DSC 3342	Total Quality Management	Core	45	03
HRM 3343	Employee Health and Safety Management OR	Elective	45	03
DSC 3343	Project Management	Elective	45	
Total No. of Credits – Semester I				**18**
Year III – Semester II				
DSC 3344	Research Methods for Operations	Core	45	03
BUS 3345	International Business Management	Core	45	03
DSC 3345	Logistics and Distribution Management	Core	45	03
ITC 3347	Digital Business	Core	45	03
DSC 3346	Advanced Operations research	Core	45	03
DSC 3347	Operations System Design and Management	Core	45	03
Total No. of Credits – Semester II				**18**
Total Credits for the Third Year				36
Year VI – Semester I				
BUS 4340	Strategic Management	Core	45	03
DSC 4340	Service management	Core	45	03
DSC 4341	Operations Planning and Control	Core	45	03
DSC 4342	Personality and Skill Development	Core	45	03
Total No. of Credits – Semester I				**12**
Year VI – Semester II				
DSC 4643	Independent Study in Operations Management OR	Core	90	06
DSC 4644	Project in Operations Management			
DSC 4645	Internship	Core	90	06
Total No. of Credits – Semester II				12
Total Credits for the Fourth Year				**24**
Total Credit Value for the Program				121

The credit volumes of two courses, namely PUB 1240 Sociopolitical Environment and COM 1240 Legal Environment are not in consistent with the number of hours of lecture-discussion and practical class hours; i.e. 3 credits for 45 hours.

Student enrollment into the study programme is approximately 50 students per year. And the demand and the popularity of the study programme appear to be gradually increasing among the students over the past years as depicted by the following table.

Table 1.3 Student Enrollment by the year 2011/2012 to 2016/2017

Year	Gender		Total No. of students	Total No. of Staff	Student/Staff Ratio
	Male	Female			
2011/2012	10	37	47	13	3.62:1
2012/2013	15	33	48	13	3.69:1
2013/2014	13	43	56	13	4.30:1
2014/2015	21	32	53	13	4.08:1
2015/2016	18	24	42	14	3.00:1
2016/2017	20	36	56	17	3.29:1

The DDS provides multitude of facilities and support services for the students – such as ICT facilities, library facilities, career guidance, extra-curricular activities, mentoring and counselling, financial support and medical facilities. Besides that, the student are provided opportunities get involved in co-curricular activities and business communication, and attend guest lectures and workshops.

Section 2: Review Team's Observation on SER

The SER submitted by the DDS consists with 130 pages arranged into four sections namely introduction to the study programme, self-evaluation report preparation, compliance with criteria and standards, and summary. Review team noted that the SER on the BSc in Operations and Technology Management was prepared by adhering to the guidelines prescribed by 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).

The following table shows the level of the compliance of SER with the guidelines prescribed by the PR Manual.

Table 2.1 Comparative Analysis of the compliance of the SER with those guidelines prescribed by the PR Manual

Guidelines given in the Manual for Review of Undergraduate Study Programs	Relevant sections included in the SER	Relevant sub sections of SER	Whether guidelines are followed
Section 1: Introduction to the study programme	Section 1: Introduction to the study programme	History, Operating Environment, Graduate Profile, Programme Learning Outcomes (PROs), Departments' Contribution, Students Enrolled, Staff, Learning Resource System, Student Support System, SWOT Analysis, Improvements since the Previous Review. Relevant Data and Appendices are Attached	Yes
Section 2: Process of preparing the SER	Section2: Self-Evaluation Report preparation	Building Awareness among Staff Members, Self-evaluation Report Writing Process Relevant Appendices are attached.	Yes
Section 3: Compliance with criteria and standards	Section 3: Compliance with the criteria and	This section includes eight sub sections under eight criteria giving requested information in tabular form. Summary for each criterion was also provided. The relevant documents were made available in a soft copy.	Yes

	standards		
Section 4: Summary	Section 4: Summary	Study Programme Management System, Availability of Human and Physical Resources, Training Received, Stakeholder Feedback, Designing of Pgramme Leraning Outcomes, Aligning of Teaching and Learning Strategies, Available Learner Support System, Internalization of Best Practices and Areas Requiring Further Improvements.	Yes

The SER was compiled by a team appointed by the Head of Department, and in addition, several committees had been appointed, one for each criterion, for drafting the status reviews with regard to respective criteria and standards, and collect and collate evidences for the claims made. Participatory approach was adopted in the preparation of SER and the involvement of all staff members of the Department in the process was evident.

Section 3 of the SER was structured in accordance with template prescribed in the PR Manual. Information was provided in tabulated form in four columns: serial number of the standard, statement on the level of achievement of the standard, documentary evidences to support the claim (s) made, and codes of the evidence cited. Documentary evidence was presented in the soft copy format which was easy for scrutiny by the review team. Most of the claims made were supported by sufficient documentary evidences. A summary statement for each criterion was also given at the end of the description.

It was noted that a commendable effort has been made in analyzing the Strengths, Weaknesses, Opportunities and Threats (SWOT analysis) of study programme, and the result were provided as as an annex in the SER repot. Comments of the review team on SWOT profile is summarized in the following table.

Table 2.2 Comment on SWOT Profile presented in the SER

SWOT category	Comment
Strengths	12 strengths were identified. • A majority of strengths, except a few, are relevant to the

	study programme.
Weaknesses	4 weaknesses were identified. • Weakness of "heavy work load" is not consistent with the student/staff ratio. • Weakness of "location", 10 km away from Colombo compared with other universities is not justifiable.
Opportunities	5 opportunities were identified. • A majority is relevant to the study programme.
Threats	5 threats were identified. • Two threats are relevant to the competition from other higher educational institutes and justifiable.

As outlined in the Student Handbook, the DDS has identified seven aims of the study programme, and these aims are compatible with the vision and mission of the University and mission and objectives of FMSC. List of evidence documents cited in the SER, and made available for the scrutiny of review team is given below.

Table 2.3 Documents referred in SER and made available to Review Team for scrutiny

University Strategic/Corporate Plan	Staff Induction Programme Agenda
Faculty Action Plan	Staff Duties & Responsibilities List
Department Action Plan	Instructions for Examinations Duties
Senate Meeting Minutes	Department Inventory Records
Faculty Board Meeting Minutes	Course Specifications
Internal Audit Reports/Records	Internship Training Guidelines
Examination By-laws	Library Usage Records
Student Handbook	LMS Usage Records
Faculty Prospectus	BCU Web Site Link
Department Meeting Minutes	Language Lab Usage Records
HODs Meeting Minutes	Cultural Centre Web Site Link
Website Links	Curriculum Review Committee Minutes
Orientation Programme Agenda	Convocation Booklet
Examination Guidelines	Internship Guidelines
Disciplinary Committee Reports	Field Visit Records
Annual Increment Form	Student Presentations
List of SDC Programmes	Individual Assignments
IQAC Committee Meeting Minutes	Dissertations
IQAU Policy Manual and By-laws	Industry Forum Records

Graduate Employability Survey Reports	Department Alumni Database
New Programme Management Committee Minutes	Minutes of Course/ Module Design and Development Committes
Student Feedback Reports	Course Manuals
Peer Evaluation Reports	Lecture Record Book
List of Internship Training Providers	Course Evaluation Reports
Memoranda of Understandings (MoUs) signed with external collaborators	List of Online Resources
Hardship Fund Records	Budget Allocation Documents
Web Site Links to the Student Services	Internship Logbook
Hostel Rules and Regulations	Journal Articles
Universities Act, No. 16, 1978	Tutorial Guides
Disciplinary Committee Reports	Department Notices for Students
UGC Policy on Differently Abled Students	Faculty Work Norm Policy
UGC Policy of Gender Equity and Equality	Individual Time Tables
UGC Circular 919 on Ragging	Annual Increment Form
Council Meeting Minutes	Examination By-laws and Guidelines
Carder Committee Meeting Reports and Commission Recommendations	Records of *"Mahapola"/*Bursary
Student Counselor List	List of Proctors
LMS Training Records	Staff Participation in Workshops/Training Programmes
Past Question Papers	Moderator Reports
Results Board Records	Invitation to External Examiners
Records on Issuing and Receiving Answer Scripts and Marks	Second Marking Result Sheets
Department Staff Profile	Marking Schemes
Form for Appeal of Results Re-scrutinization	Past Records of Disciplinary Actions taken
Plagiarism Policy	Appeal Board Records
Records of Research Grants Received by Staff	Faculty Research Sessions Proceedings
Annual Research Awards	Academic Promotion Criteria
Student Research Publications	Request Letters for Faculty Funds

The SER contains the description of well-developed graduate profile of the study programme. The graduate profile of the degree program is in consistent with the main domains of learning outcomes prescribed by the SLQF, namely the knowledge, skills, attitudes and mindset. Study programme, fulfils the requirements of the Level 6 of SLQF, with 121 credits of teaching and learning.

Adoption of outcome-based education and student-centered learning (OBE-SCL) elements is evident to a satisfactory level in the study programme. However, the first year of the study programme which is common to a majority of the study programmes of the Faculty adopts mainly a teacher-centered approach, and this may be most likely due to large class sizes, accommodating around 1,200 students. From the second year onwards, core courses of the study programme are administered, and some of these courses are offered by other departments as well, particularly in supportive and skill-based disciplines. Course materials for certain courses are made available in the Learning Management System (LMS), and continuous assessments and mid semester examinations are also conducted through LMS. Students are also expected to allocate a required amount of time for each course for self-learning. In the fourth year, students are expected to do a research study under the guidance of an assigned supervisor. Further, the students are also expected undergo in an internship training at an industrial organization to gain exposure to 'world of work'.

According to the SER, several weaknesses in the study programme have been identified, the DSS appears to have taken appropriate measures to address those deficiencies. The Table given below provides a summary of the weaknesses and steps taken to address the weaknesses.

Table 2.4 Summary of weaknesses and steps taken as reported in the SER

Weakness	Remedial Measures Initiated
Internship training and research project were optional.	Both are made compulsory.
No industry participation in curriculum development/revision process.	Industry participation is planned for 2020 curriculum revision process.

No proper documentation on the previous curriculum development process	Strengthen the coordination and documentation by Curriculum Development Committee.
No proper system to assess industry needs and new developments.	Accreditation was obtained from Association to Advance Collegiate Schools of Business.
Insufficient overseas exposure of academic staff.	Gradual improvement in overseas exposure and collaboration.
Several academic staff positions remain vacant.	Many cadre positions have been filled; only one vacancy remains open.
No external examiners.	Some courses have already included external examiners.
Difficulties in recruiting visiting lecturers.	Alternatively, guest lectures are organized.
Inconsistencies in the quality of lectures.	Subject meetings are held to rectify these inconsistencies. Prepared course material are posted in LMS to facilitate self-learning.
Heavy dependency only on course materials.	Students are encouraged to use library.
Poor English literacy of some students.	Compulsory Business Communication courses offered by Business Communication Unit.
Absence of minimum pass mark.	Minimum has been set; pass mark now stands as 40%.
Inadequate computer facilities.	Installing more computers in the ITRC, and provision Wi-Fi access and laptops in library.
Few tutorials are given in a semester.	Assignments/tutorials are given once a fortnight.
Weak quantitative skills of students	One-week intensive training course on mathematics has been introduced.
Unfavorable impressions of students on the study programme	Awareness programmes on the employment prospects of graduates; students' opinions are gradually improving.
No awards for best performers.	Gold Medal is awarded for best performing students at the Convocation.
Heavy workload hindering research by staff.	Gradual reduction of heavy workload.
Limited independence granted to the Department.	Planning to make changes in next revision.
No transparency on actions taken to redress issued received through student feedback.	Head of the Department make discussions with staff members on the issues raised and actions taken / to be taken.
Lack of articles published in peer reviewed journal articles.	Encourage the staff to publish their research in peer reviewed journal articles.
Absence of consultation with academic and industry.	Holding industry forums and obtaining regular feedback from internship training providers.

Absence of research students in the department	Department now has research students. Research symposium is held annually.
Good practices observed are not often shared among staff members.	Experience Sharing Sessions are held regularly in the Department.
Teaching materials are not peer-reviewed.	Teaching materials are made available in Dropbox and could be accessed by all staff members.
Minimum participation of external academics/experts in the moderation process.	Department plans to increase the external participation in the future.
Absence of a Departmental Handbook.	Department Student Handbook is now available to the students.
Academic staff is reluctant to serve as counsellors.	Several academic staff members were appointed as mentors and Student Counsellors.

Nonetheless, the information on the steps taken to address the recommendations made by previous reviews or difficulties or constraints encountered in implementation of those recommendations were not cited in the SER. Further. during the site visit, the review team has also observed some limitations pertaining to implementation of the study programme under review; Faculty is handing well over 5,000 students and the DDS is dealing with approximately 200 students; lecture halls are occupied 7 days a week from 8.00 am to 9.00 pm; some lectures are held in the afternoon, since students are involved in the daytime in their internship. And hence all the academic activities and student services pertaining to the study programmes offered by the Faculty, including the study programme under review are constrained financially and administratively to some extent.

Section 3: A Brief Description of Review Process

Review team completed the desk review of SER individually, and submitted the evaluations reports to the QAAC of the UGC. Tentative programme for the site visit was prepared according to the guidelines provided by the Director of QAAC, and was finalized in consultation with the DDS. However, several adjustments were made on the first day of the site visit according to the requirements of both parties (Annex I).

The site visit of the study programme review was conducted during the period from 09th to 13th December 2018.

Upon arrival at the University, the review team was received by the Director of the Internal Quality Assurance Unit (IQAU) of the University. Director made a descriptive presentation providing the history and progress of the quality assurance work of the whole University, with special reference to the Faculty of Management Studies and Commerce (FMSC) and the study programme under review. She also explained the activities related to SER writing process that also included an awareness session conducted by a quality assurance consultant.

The next meeting of the review team was held with the Vice-Chancellor of the University. He provided a brief account on the University - history of the University, unique features of university governance and management, and its academic programmes, research and development efforts, work force strength and human resource development plans, present challenges and the way forward. He further explained the strengths of the undergraduate education provided, particularly the quality of the study programmes offered by FMSC, and the conducive learning environment provided for them in the University premises. He also described the follow up activities done on the quality assurance work of the University and about the regular monthly meetings held with the Director and Assistant Director of the IQAU, coordinators and assistant coordinators of the Internal Quality Assurance Cells of faculties (F/IQACs) and faculty representatives.

The review team then met the Dean of the FMSC. He made very comprehensive presentation about the Faculty and its academic programmes - 12 academic departments and 12 degree programmes, staff strengths, management system, and examination system, and employability

rates of graduates and future trends in employment market. He stressed on the research culture prevailing in the University and also the steps initiated to foster research culture of Faculty. He further explained the human resource development plan of the Faculty and proceeded to elaborate on the challenges faced in managing a large faculty with 12 departments, and 12-degree programmes. He further stressed the need of a deputy to assist the Dean of the Faculty, though provision for such position is not provided in the current Universities Act.

The review team then met the Coordinator and Assistant Coordinator of F/IQAC of the Faculty. They explained the quality assurance work carried out in the Faculty and how the SER writing process was initiated, planned and coordinated. The next meeting was held with the, administrative staff of the Faculty and Department, and Senior Assistant Registrar, Deputy Bursar, Senior Assistant Bursar of the University, technical officers and other relevant non-academic support staff attended the meeting. They mentioned that they are happy with the working environment prevailing in the University. They appreciated the contribution made by the Staff Development Centre for their career development activities. They also mentioned few inadequacies prevailing, such as shortage of technical officers and inadequacy of infrastructure facilities.

The review team next visited the library and met the with library staff. After the brief introduction done by one of the assistant librarians about the library facilities and services offered, the team visited all the facilities in the library including, lending section, Ceylon Room, permanent reference section, Open Public Resources Center (OPRC), Computer lending section and reading section. The team also observed the automated systems in the library. Environment prevailing in the library was pleasing, and it was indeed student- and user-friendly.

The review team next visited the Information Technology Resources Center (ITRC) of the Faculty, and had a short meeting with the coordinator of the ITRC and computer instructors. ITRC is well equipped with 700 computers and 6 teaching laboratories and one student laboratory. Coordinator mentioned that there are adequate number of IT instructors (20) in the center and the number is adequate for meeting the demand of students and the staff. Further, the instructors mentioned that they are pleased with working environment of the University. Review team also observed the laboratories and an instruction session conducted in one of the laboratories for the students.

On the day 2, the review team visited the Career Guidance Unit (CGU) and had a meeting with the Director and the career advisors in the unit. One of the career advisers made a presentation on the activities conducted by the Unit for students - career skill development society activities, Gavel Club activities, job fairs, Corporate Social Responsibility (CSR) activities, etc . Review team was also provided with evidences relating to these activities. Review team was indeed impressed by the appraisal scheme in operation for rewarding students who excel in career skill development training programmes (such as *Japura Employability Skill Award – JESA* - awarded for the qualified students).

Review team then visited the Staff Development Centre (SDC). Through, the Director of the Centre was not available, they observed the details of SDC activities conducted for the academics, non-academics and administrative staff of the University. Facilities and corroborative evidences were also observed by the team. Following that, the review team visited the Department of Physical Education. Although, the Director of the Department was not available, the reviewers had a discussion with the sports instructors. Adequate facilities were available for the students for sports activities. There was a gender balance in the team of instructors so that both male and female students evenly encouraged to attend sports activities.

The next visit was made to the Business Communication Unit (BCU) of the Faculty which caters for English language training needs of students. A meeting was held with English lecturers and instructors. They explained the facilities and services available at the Unit for students. They also explained the efforts that they are taking to improve the English language skills of students, particularly of those who ae performing poorly in English. Review team observed the facilities available in the Unit and scrutinized documents related to the English teaching activities conducted by the Unit. Review team noted that the Unit also conduct two fee-levying certificate courses - Certificate Course on Professional Education and Certificate Course on Academic Writing..

Review team also visited the Student Support Center (SSC) together with the Head of Department of Decision Sciences. There were counsellors available at the Centre, and the team had a discussion with them. It appears that the SSC is doing a satisfactory service for the students who are in need of assistance and guidance.

Review team also had a discussion with junior lecturers in the Department including probationary lecturers and the temporary lecturers. They mentioned that they are very complacent with the working environment, and also with the support and guidance that they are getting form senior staff in their academic and career development.

Review team next had a meeting with students of the study programme under review. Students representing both genders and all four years of the study programme attended the meeting. They expressed their views on the study programme, and they appear to be satisfied with teaching-learning process, extracurricular activities, industrial training programme and other co-curricular activities offered by the Department.

The next meeting was held with the Director of Gender Equity and Equality Center (GEEC). It appears that the GEEC is conducting activities with respect to its mandate. However, the University is yet to adopt a policy prescription on gender equity and equality.

The last meeting for the second day was held with Alumni of the Department. Alumni are highly satisfied with the knowledge and skills that they have gained through the study programme and life experiences that they accrued during undergraduate days in the University. They further mentioned that all these had collectively helped them to succeed at their work places.

On the day 3, the review team observed several randomly selected classroom lecture-discussion sessions. Classrooms were equipped with required teaching facilities. And lecturers appear to adopt appropriate techniques in the teaching and learning process. Then the team visited the Examination Unit of the University. Most of the work (>70%) of the Unit has been automated and the Unit offers a user-friendly environment for authorized persons. Following that, the review team visited the Medical Center and observed the facilities at the Centre and medical services provided. Review team also visited Cultural Center and met the staff. Facilities at the Center are satisfactory, and it appears to offer a variety of cultural programmes for the students. Also, the staff of the Center mentioned that due to the busy time tables, students don't have time to come to the center frequently and use the available facilities and services.

Section 4: Overview of the Faculty's approach to Quality and Standards

The Faculty's approach for the enhancement and maintenance of quality and standards of study programmes is highly satisfactory. Faculty has taken many steps in this regard.

The Faculty has a functioning F/IQAC which works in close liaison with IQAU of the University. They have initiated many activities to foster internalizing the quality culture in teaching and learning. F/IQAC is headed by a coordinator and conducts regular meetings with the relevant authorities and the staff of the Faculty to discuss the quality related matters. F/IQAC coordinator regularly update the Faculty Board on the quality related activities conducted and progress achieved. And the F/IQAC is provided with required facilities.

The DDS has taken necessary steps to internalize the prescribed best practices with the view to enhance the quality standards in their teaching and learning process. It follows the conventional practices in programme management while adopting the prescribed best practices in programme and course design and development and delivery process. It gives due consideration to the views of major stakeholders and makes the necessary revision to courses as and when appropriate in regular manner. DDS uses appropriate tools to obtain regular feedback on the effectiveness and quality of teaching and learning from students and peer assessments on teachers. One of the noteworthy activities initiated in this regard is the provision supplementary teaching programme offered to incoming students with a view to prepare them for the core programme. Nonethless, it is noted that further efforts are needed to promote adoption of innovative and healthy practices at the Department and Faculty level.

Further, the Faculty has shown their keen interest in participating in the programme review process. It has indeed sought the service of consultant for advising and guiding each department on quality related matters and also on preparing the SERs. And the Dean of the Faculty has encouraged every department to expedite the programme review process by preparing the SERs in timely manner, thus complying with UGC deadlines.

Section 5: Judgment on the Eight Criteria of the Program Review

Criteria 1: Program Management

Strengths:

- FMSC is the pioneering and largest management faculty in the university system with a student population of around 5000.
- FMSC has an organizational structure (*i.e. twelve departments and seven units/centers such as Business Communication Unit, Legal Education Unit, Information Technology Resource Centre, Examination Unit, Finance division, Supply division, and Technical unit, Student Counselling Centre*) appropriate to perform its core functions; offering 12 study programmes, managing numerous learning resource centers, provision of student support services, and engaging in research and innovations and outreach activities.
- High demand for the study programmes offered by the Faculty among GCE'AL qualifiers, and only those students with highest Z-scores at the G.C.E (A/L) Commerce stream gain entrance into the Faculty.
- Faculty adopts an Strategic Action Plan prepared in compliance with the Strategic Plan of the University.
- Faculty is resourced with 170 permanent academic staff members including 72 with PhD level qualifications.
- Obtaining the services from the academic staff attached to other departments and sharing the expertise of them for imparting theoretical knowledge and practical skills to students.
- Greater coordination and team spirit among the staff of the Department and Faculty.
- Faculty commences its academic programmes well ahead of other management faculties of the university system and conducts the orientation programme soon after obtaining the list from UGC.
- Faculty has taken an initiative to contact the students over the phone to invite the students for the English language examination and categorize the students based on the results of the test, and offer supplementary TESL courses for those students with inadequate language competencies.

- Business Communication Unit (BCU) and Information Technology Resource Centre (ITRC) are two vital resource canters of the FMSC, and these centers offer complementary training programmes and learner support services to students.

- English language proficiency of the students is enhanced through regular courses on Teaching English as a Second Language (TESL courses) and other supplementary training courses.

- Functions of sub committees such as Faculty Research Committee, Curriculum Review and Development Committee, Faculty Development Fund Committee, LMS Committee, Library Committee, etc., and also the matters relating to student counselling and mentoring are reviewed regularly at the Faculty Board Meetings.

- Faculty has a well-staffed administrative unit comprising of SAR, AR, SAB and AB and other clerical staff which provides all administrative inputs into the academic and allied activities efficiently, including the procurement of equipment and supplies in timely manner.

- Well-established internal quality assurance system comprising of an IQAU at university level and F/IQACs at fault level overseeing and coordinating quality related matters.

- Students have the access to adequate library facilities with online search for reading and reference material.

- Examination Unit of the Faculty provides an excellent service through computerized data management system to facilitate students obtaining their results sheet on their own, as and when required.

- DSS maintains a close liaison with Alumni association and with other external stakeholders to receive regular inputs and feedbacks on the study programme and also during curriculum revision.

- Staff development programmes conducted at Faculty level in addition to the programmes offered by SDC of the University.

- Students have the access to very resourceful sports complex – gymnasium for indoor sports and games, 2 large playgrounds with facilities for outdoor sports and games, large swimming pool, etc.

- Students have access to various career guidance programmes conducted by Career Guidance Unit.

- Faculty and departments strictly adhere meticulously to the approved academic calendar on annual basis and ensure completion of all study programmes in timely manner.
- University is situated in a location that is convenient for the staff and students as well as corporate sector.
- Department utilizes an effective combination of different tools of information dissemination, namely the Faculty Prospectus, Student Handbook, Web Site, Induction Programme, and Learning Management System (LMS) in order to facilitate and promote student participation in the learning process throughout the study programme.

Weaknesses:

- Though the Faculty has established an F/IQAC, its functions are limited.
- Though the Faculty conducts orientation programme for the new entrants, there is no evidence to see the existence of a feedback mechanism to seek views of the beneficiaries that would be of an immense value for further improvement of the quality and relevance of the orientation programme.
- University has neither adopted the UGC prescribed Student Charter nor formulated one on their own.
- Duty list has not been given to non-academic staff except issuing the appointment letters.
- Though the Department has obtained the students' feedback using a prescribed format on the courses offered, no evidence was found on the follow up action taken based on the feedback received.
- Though the GEEC is established at the University, the impact of activities of GEEC at Faculty- and Department-level appears to be limited.
- Relatively smaller student population, with the annual student intake of 50, may come across with tough competition in the future for financial and physical resources.
- Information on student involvement in extra-curricular activities such as career guidance related activities, sports and cultural events has not been maintained in a database in the department.

Criteria 2: Human and Physical Resources

Strengths

- Department has a well-qualified team of academics; total of 17 with one Senior Professor and 12 Senior Lecturers; five of them had PhD level qualifications.

- Diverse staff profiles, ranging from disciplines of mathematics and statistics to operations management, technology management and decision sciences.

- Enthusiastic and committed academic and non-academic staff and prevalence of 'high-trust' internal work culture within the department.

- Availability of adequate and quality of academic staff within the Department through timely recruitment and appropriate training provisions.

- Upgrading the staff competencies periodically through continuing professional development programmes; newly recruited academics are encouraged to follow the compulsory Certificate Training in Higher Education (CTHE) plus the other periodical Career Development Programmes.

- Availability of adequate infrastructure for teaching and learning process and for administration.

- Provision of adequate resource centers – well-resourced library facility and IT facility. Department shares the Faculty ITRC which consists of 9 computer labs equipped with more than 700 computers.

- Business Communication Unit of the Faculty which caters for English language training needs of students, including those of the Department of Decision Science as well.

- Department is conducting various programmes with the involvement of Student Associations and Alumni for improving the soft skills of the students.

- University/Faculty promotes and facilitates the students' involvement in organizing social, cultural and religious events.

Weaknesses

- Absence of a clearly formulated human resource development plan; probationary lecturers should be guided in selecting the specialization areas by giving due consideration to the present and future human resource requirements of the Department.

- Nonexistence of tracer studies to assess staff training needs and the quality and relevance of the CPD programmes offered; staff training needs must be assessed and CPD programmes must be updated periodically so as to ensure that the staff is equipped with up to date competencies required to excel in their core functions.

- Teaching process appears to rely heavily on conventional teacher-centered teaching and learning approach. Adoption of OBE-SCL approach must be promoted through training and resource allocation.

- Tendency to recruit academic staff from among potential applicants from the same university; this may cause high degree of inbreeding thus making the department less extroverted.

- Young and mid-career academics appear to be overloaded with teaching work thus depriving them the opportunities to engage in postgraduate studies and also in joint research efforts with senior academics.

- Fewer PhD level qualified staff; only five PhDs and one professorship for seventeen academic positions.

Criterion 3: Program Design and Development

Strengths:

- BSc in Operations and Technology Management honours study programme is designed and developed in compliance with the Vision and Mission of the University to address the national needs, and it reflects the global trends and current knowledge and practices in the field of financial management.

- Study programme curriculum has been developed based on a comprehensive graduate profile, constructed by taking into consideration of current and emerging employment market needs

- Study programme curriculum has been designed based on comprehensive curriculum matrix constructed by mapping the programme learning outcomes, derived from graduate profile with the ILOs of the courses listed in the curriculum layout.

- External stakeholder participation at key stages of curriculum design and development and review process.

- Study programme offers satisfactory number courses identified under core functional zone, supportive zone and skill development zone.

- Study programme is integrated with sufficient number of courses in Business Communication, ICT Applications and Management.

- Study programme is well focused on its core areas, namely operation management, QT and digital business.

- Programme learning outcomes have been clearly formulated for the study programme.

- Study programme is well-structured and adopted a logical sequence for ensuring the students progression from lower to higher order learning outcomes.

- Study programme contains a short-term internship training programme that aims to exposure students to 'world of work'.

- Higher level of self-directed, collaborative learning elements have been integrated into the study programme.

- Compulsory student research project and internship training have been made a part of the study programme.

- Programme is periodically monitored through the feedbacks of students, employers, and Alumni.

Weaknesses:

- Study programme does not offer sufficient fall back options for those students who may fail to complete the programme successfully or who may to opt to leave the programme before completion.

- Student number admitted to the study programme has not been decided on the basis of a need assessment.

- Curriculum of the study programme does not offer any multi-disciplinary courses which could have contributed to broadening the socio-cultural understanding of students.

- Study programme curriculum does not offer enough optional courses, and hence the programme does not offer much flexibility.

- Low level of F/IQAC involvement in programme management.

Criterion 4: Course / Module Design and Development

Strengths:

- Involvement qualified academic staff and subject matter experts in course design and development.
- Course curricula are designed to meet the study programme learning outcomes and the contents reflect the current knowledge and future developments of the study field.
- Well-designed university approved guidelines and standard templates were used for the development of course specifications.
- Course specifications were well-developed and contain course aims and objectives, ILOs, course contents/synopses, teaching and learning, and assessment methods.
- Teaching and learning and assessments of the courses are systematically aligned with the course learning outcomes.
- Student centered teaching strategies are incorporated into the courses to some extent to get students actively involved in the learning process. In addition, opportunities for self-directed, collaborative, creative and teamwork aspects of learning are also well provided.
- Course delivery incorporates appropriate technology and teaching learning methods to a satisfactory level.

Weaknesses:

- Insufficient evidence for the use of student feedback for improvement of course assessment / evaluation.
- Though peer observation and evaluation mechanism at the Department has been established, it needs further improvements.
- Course evaluation mechanism by internal and external examiners at Department level needs further improvement.
- Low involvement of F/IQAC in course design and development.

Criterion 5: Teaching and Learning

Strengths:

- Timely communication of the teaching schedules and the course outlines to the students.
- Academic staff adopt both teacher-directed and student-centered teaching and learning methodologies effectively.
- Teaching learning strategies include providing opportunities for students to work in study groups which facilitates collaborative learning.
- Availability of free Wi-Fi facilities to the students at the Faculty premises and hostels.
- Subject coordinators are appointed for each subject of the programme, and monthly meetings of subject coordinators are conducted to discuss the teaching and learning matters.
- Teaching and learning strategies are well designed to meet the curriculum requirements.
- Blended teaching and learning are used to a satisfactory level.
- Good alignment between teaching and learning and assessment strategies.
- Programme delivery offers room for self-directed learning and team learning, and instructional aides are provided to facilitate learner-centered learning.
- Annual student research conference is conducted as a forum for students to present the research communications.
- Industry exposure programmes, internships and student research encourage students in adopting new practices and discovery of new knowledge.
- Teachers adopt appropriate technologies, particularly the of ICT-based applications in teaching and learning process.
- Well design feedback sessions are used for assessing the teaching and learning

Weaknesses

- Low integration of research and scholarly knowledge in teaching other than use of few text books.

- Absence of Journal dedicated for publishing students' research.
- Absence of approved guidelines for implementing gender equity and equality measures applicable in teaching and learning.
- No student satisfaction survey has been conducted.
- Absence of teacher appraisal and rewards mechanism for promoting internalization of best practices and excellence in teaching and learning practices.

Criteria 6: Learning Environment, Student Support and Progression

Strengths:

- Department adopts student friendly academic, administrative and technical support system.
- Faculty has established a separate technical unit for handling the technical matters of teaching and learning process.
- Department guides the students for optimal use of learning resources well. They assess the usage of these facilities by the students periodically.
- Library uses ICT -led tools to facilitate students' learning.
- Department maintains good interaction with students continuously. Each staff member has allocated specific time slot in their daily schedules for this purpose.
- Department has well-designed student mentoring programme and appointed the staff members as academic mentors / counsellors for students.
- Faculty includes students' grievances as a separate item in the agenda of the Faculty Board meetings. It is evident that they take prompt action for resolving the students' grievances. Further, the Faculty maintains a 'student fund' for meeting the needs of needy students.
- Students are given well organized orientation programme.
- There is a very active Business Communication Unit in the Faculty which caters for enhancing English language competencies of students through innovative approaches.
- Students with low competency levels in English are given three-week pre-orientation English language training programme.

- Well informed academic mentoring and personal counselling services are available for students.

- Department maintains 'Student Hardship Fund' to assist students those who are having financial difficulties.

- Library facilities are satisfactory; it is kept open for long hours both in week days (5.00m to 10 pm) and ends (8.00-6.00pm); library catalogue is automated; it offers 'per day laptop' lending service for students

- Open public access centre is kept open throughout the day for students.

- Well maintained students' online information desk; students can raise their problems/grievances and suggestions via it.

- Grievance addressing mechanism is operated through the Faculty Board discussions to a certain extent.

- CGU conducts well-organized career development programmes such as career fairs and business forums on annual basis.

- Students are offered opportunities for development of life and professional skills while working through OMSA (Operational Management Student Association), Gavel Club and Career Sills Development Society

- Well-supervised internship programme is offered to all students. Department has signed agreements with the industry for implementing the programme and these collaborations are active in providing students internship training, and even employments, upon graduation in some instances.

- Students have access to Wi-Fi facility throughout the University in order to facilitate independent learning, self-learning and collaborative learning.

- Well-resourced Information Technology Resource Centre (ITRC) provides the students with needed technical assistance and it is kept open for extended hours both in week days and weekends.

- Advanced automated academic and examination information system provides the access to students with proper authentication.

- Surrounding environment is well maintained and kept very clean and it is very conducive for academic pursuits and also for coping up with stress.

- Students are provided with ample opportunities to engage in numerous co-curricular activities within the university premises.

Weaknesses:

- Though the Department offers an induction programme for students, it doesn't include any component to create awareness among incoming students on OBE-SCL approach adopted in teaching and learning.
- No student Charter was available for the students. As a result, students are not aware of their rights, duties and responsibilities while being an undergraduate in the University.
- No periodical evaluation of student support services is carried out.
- Limited fallback options given to students; the only option given is the provision granted for students who do not complete the study programme to register with the external degree programme offered by the Department with some exemptions grated for the subjects they have already completed internally.
- Absence of student surveys on students' feedback assessment on learning environment, and their satisfaction.
- Absence of Gender Equity and Equality Policy and Guidelines in the University although a unit dedicated for GEE aspects is functioning.

Criteria 7: Student Assessment and Awards

Strengths

- Good assessment scheme for industrial training is adopted. Both the internal and industry supervisor assessment inputs are taken for the overall assessment of the internship training component.
- Assessment plan is given prior to the commencement of each course so that the students are aware of the types of assessments used in each course. Further, the pre-determined weightages relating to different components of assessment are available in each course unit.

- Making schemes are prepared for evaluation process. Marking schemes are used for both internal and external assessments.
- Well-developed examination data processing, storage and retrieval system is operated by the examination unit of the Faculty.
- Students are provided with an ICT-based facility to get their result sheets and transcripts easily.
- Infrastructure facilities are available for differently-abled students, though such students have not yet been enrolled so far in the study programme.
- Feedback on formative assessments are timely communicated to the students
- Complete and adequately descriptive transcripts were made available for the students at graduation.
- Ample evidences available on outreach activities conducted by students of the study programme.
- Plagiarism policy has been adopted for both students and staff

Weaknesses

- Alignment of assessment with teaching learning methods is weak; the assessment methods are largely based on teacher-centered learning approach.
- No feedback comments are conveyed students on formative assessments. Students must be kept informed of their weaknesses/shortcomings so that they could invest on those deficient areas.
- Most of the question paper moderators and second examiners had been appointed from among internal members.
- Lack of evidences on revising/amending the assessment strategies periodically.

Criteria 8: Innovative and Healthy Practices

Strengths

- LMS is utilized by both staff and students in teaching and learning process as well as in assessments.
- Curriculum of the study programme has been revised on regular basis.
- Stakeholder and alumni involvement in curriculum revision process.
- Junior academics are adequately guided by the senior academics to enhance their competencies in teaching and training, and research and also in their career progressions.
- Academic staff maintains friendly and corporative relationship with students.
- Adoption of an appraisal and reward system of academics for research and innovations.
- Use of open educational resources for teaching and learning process.
- Students are provided with an option of either to do an independent study or project-based assignment for the 6-credit worth student research component.

Weakness

- Limited fall-back options given to students.
- Absence of performance-based rewarding system both for academic and non-academic staff, other than issuing appreciation letters, as and when required.

Section 6: Grading of the Overall Performance of the Programme

The assessment made by the review team based on the criteria and standards and the scoring system prescribed by the "Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions", on the level of accomplishment of quality and standards of the BSc in Operations and Technology Management 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	124.0
02	Human and Physical Resources	50	77.8
03	Programme Design and Development	75	129.2
04	Course / Module Design and Development	75	131.6
05	Teaching and Learning	75	126.3
06	Learning Environment, Student Support and Progression	50	73.8
07	Student Assessment and Awards	75	138.2
08	Innovative and Healthy Practices	25	36.8
Study Programme total score on a thousand scale			838
Study Programme score as a percentage			83.8
Performance Grade			A
Performance Descriptor			Very Good

Interpretation of Descriptor
"High level of accomplishment of quality expected of a programme of study; should move towards excellence"

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

Based on the above evaluation made, the review team recommends that the BSc in Operations and Technology Management honours study programme of Faculty of Management Science and Commence of the University of Sri Jayawardenapura is awarded the performance 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

7.1 Commendations

- FMSC is resourced with well-developed and established infrastructure facilities, shared by its 12 departments and seven units and centers, and uses its physical and human resources optimally for academic and allied activities.

- FMSC prepares a very informative annual academic calendar and adopts it with the necessary approval of the Faculty Board and the Senate. It provides all the information on the pre-orientation programme, orientation programme, semester time tables, semester examinations, study leave, vacation etc., and all departments adhere meticulously to the annual calendar.

- FMSC adopts participatory approach in its management. It has 12 sub-committees for the management and coordination of various teaching and learning, and allied activities of the Faculty.

- Information and Technology Resource Centre (ITRC) with more than 700 computers, 11 laboratories and sufficient technical and academic support staff offers a strong platform to for students to acquire adequate competencies on ICT applications.

- Business Communication Units of the Faculty provides effective and adequate English language programmes and opportunities for students.

- Examination Unit of FMSC provides an excellent service for the students. Students could obtain their examinations results upon request by inserting student ID. Large number of students, nearly 5000 in the Faculty are greatly benefitted by this service.

- Faculty has an Action Plan, developed in line with University Strategic Plan and the activities listed in the Action Plan are systematically implemented and monitored.

- Library has online information searching facility which is accessible to all the students. However, the library services are constrained by space limitations.

- University has a well-established IQAU, operating accordance with the guidelines prescribed through the UGC Circular instructions. Director/ IQAU has facilitated the SER writing at departmental-level, and had worked closely with a QA consultant, appointed by Faculty.

- Department is blessed with a well-qualified and high-profile academic staff.

- Department has taken steps to upgrade the staff competencies through periodical professional development programmes.

- Department implements various extra-curricular programmes with the involvement of Alumni, and these programmes are aimed at improving the soft skills of the students.

- Study programme has been designed based on well-developed graduate profile and the curriculum matrix illustrates the mapping of course ILOs with the programme learning outcomes.

- Subject coordinators have been appointed for each course units and monthly meeting are conducted to discuss the teaching and learning matters related each and every subject.

- Department maintains online information desk through which the students are provided with an opportunity to raise their questions/grievances and resolve them in speediest manner.

7.2 Recommendations

- F/IQAC must ensure its active participation in promoting the adoption of best practices in academic and allied activities within the Faculty. Adoption of a clear action plan of F/IQAC including maintenance of minutes of regular progress review meetings is recommended.

- Develop and adopt a Student Charter so as to inform the students about their responsibilities and rights, and what the university offers to them and what does it expects in return from students.

- Students must be provided with speedy feedback on assessments, particularly on formative in-course assessments so that the respective students could take corrective measures to address their weaknesses and make steady progress in their academic pursuits.

- Students' feedback on respective courses and teaching and learning activities should be analyzed and communicated to the respective staff members concerned for their information and to make progressive improvements in courses and teaching and learning methods.

- The policy prescriptions that have been developed for uplifting the quality of the degree programmes of the university must be collated and compiled as manual for easy reference.

- Provide more facilities for socio-cultural activities and promote students' engagements in socio-cultural activities.

- Maintain records on extra-curricular activities that are regularly conducted such as career guidance, sports, cultural events, etc.

- Consider making the Department more diverse in its outlook by opening up opportunities for prospective recruits from diverse academic backgrounds.

- Consider expanding the student intake into the study programme.

- Consider including more optional courses for improving flexibility in course selection by the students

- Consider inclusion of the multi-disciplinary courses into the programme curriculum.

- Periodic revision or amendment of the assessment strategies is recommended

- Consider introducing periodic in-course assessments to promote student engagement in studies throughout the semester.

- Conduct need assessment survey on learning environment and student feedback survey on their satisfaction on the study programme and learning experience received.

- Introduce performance-based rewarding system both for academic and non-academic staff.

- Formulate a HRD plan for the Department so that the young academics can be guided to obtain postgraduate training in subject areas that are of importance for the study programme, and the future progress of the Department.

- Promote greater adoption of OBE-SCL approach in programme design and development and delivery.

- Consider introducing a Teaching Award Scheme at the Faculty and Department as well so that the best teaching practices can be identified, appreciated and promoted.

Section 8: Summary

Review of the BSC in Operations and Technology Management honours study programme of the Department of Decision Science of the Faculty of Management Studies and Commerce of the University of Sri Jayawardenapura was conducted by three-member review team appointed by the QAAC of the UGC during the period from 10th -13th December 2018.

The review team commenced the study progrmame review process with the desk evaluation of the SER submitted by the DS of FMSC. The SER submitted by the Department has been prepared in accordance with the guidelines prescribed, and was comprehensive in describing the extent of internalizing the best practices prescribed and the level of attainment of the respective standards listed under 8 quality assessment criteria. As explained in the SER, the BSc in Operation and Technology Management study programme extends over four-academic years of study with a learning volume of 121 credits, and the qualification is equivalent to the level 6 of the SLQF. The study program is structured by adopting 1+ 3 model in which the first year is devoted for a common programme offered to all the students of the Faculty, and the second, third and fourth years of the study programme is devoted the courses specific to operational and technology management. Further, the programme has been designed to groom students into thriving managers with problem solving skills, analytical thinking, communication skills, and ability to implement cutting-edge management principles and technologies.

During the site visit, the review team examined the documentary evidence cited as claims pertaining to each standards of the respective criteria. Review team also assessed the strength of human and physical resources, teaching and learning practices, learning environment, student support services, and examined the evidences submitted with respect to programme design and development, course design and development, student assessment and awards and innovative and heathy practices. Review team also visited the facilities available both at the Department- and Faculty-level in order to verify some of the claims made in SER. Review team also visited ICT center, Business Communication Unit, SDU, IQAU, F/IQAC, CGU, the library, sport center etc. It was found that facilities provided for students are highly satisfactory in term of quality and quantity. Further, the team had meeting and discussions with the Vice Chancellor, the Dean of

FMSC, Head of the DDS, academic staff of the Department, administrative and nonacademic staff, technical staff, students and Alumni of the Department.

Based on the outcome of the assessment, conducted in accordance with the criteria and standards prescribed, the review team recommends that the BSc in Operations and Technology Management honours study programme is awarded the performance grade of 'A', which is interpreted as *"High level of accomplishment of quality expected of a programme of study; should move towards excellence"*.

Nonetheless, the review has highlighted few shortcomings as listed under the respective criteria and recommended a series of recommendation, as listed in the Section 8 – Commendations and Recommendations. The review team is of the view that the Faculty and the Department will give due consideration into the recommendations made herein in their efforts to drive the study programme towards excellence.

Appendix

Annex I

BSc. Operations and Technology Management (Special) Degree Program

Faculty of Management Studies and Commerce

University of Sri Jayewardenepura

Site visit schedule

9th -13th December 2018

Date	Time	Activity	Description of Activity	Locations
9th December	After noon	Arrival to the Hotel		
10th	8.30am to 9.00 am	Meeting Vice-Chancellor		VC Office
	9.00am – 9.30 am	Meeting Dean of the Faculty		Deans Office
	9.30 am – 11.00 am	Meeting Head of the Department and Listen to the Head Presentation (with refreshments)	Introduction to Dept. and Criteria discussion with Academic Staff with refreshments)	New Board room
	11.00 am – 11.15 am	Administrative staff meeting, Technical Staff, and Non-academic staff		New Board room
	11.15 am – 11.30 am	Visit to Exam Unit	Observe the System of the Examination unit	Exam unit, New Building
	11.30 am – 11.45 am	Visit to IQAC		IQAC, New Building
	11.45 am – 12.15 pm	Visit to Library	Observe the facilities of the Library.	Library
	12.15 pm - 12.45 pm	Visit to Information Technology Resource Center (ITRC) and meeting with IT instructors	Observe the facilities of the ITRC	ITRC
	1.00 pm to 1.30pm	Lunch break		Lunch room
	1.30 pm – 4.30 pm	Go through the evidence (with refreshments)		Mini board room
	4.30 pm	End of the First Day Review		

Date	Time	Activity	Description of Activity	Locations
11th	8.30am to 9.00 am	Visit to IQAU		IQAU
	9.00 am– 12:00 noon	Go through the evidence (with refreshments)		Mini board room
	12:00 noon – 12:15 pm	Meeting with Junior staff		Mini board room
	12.15pm – 12.45pm	Meeting with Students		Old board room
	12.45 pm – 1.15 pm	Lunch break		Lunch room
	1.15 pm - 4.00 pm	Continuing to go through the files of evidence (with refreshments)		Mini board room
	4.15 pm - 4.30 pm	Meeting with Alumni		Mini board room
	4.30 pm	End of the Second Day Review		
12th	8.30 am– 12:00 noon	Go through the evidence		Mini board room
	12:00 noon – 12:15 pm	Meeting with academic support staff		Mini board room
	12:15 pm- 12.30 pm	Meeting with technical officers		Mini board room
	12:30 pm – 12:45 pm	Visit to Business Communication Unit (BCU) and meeting with English lecturers	Observe the facilities of the BCU	BCU
	12:45 pm- 1:00pm	Visit to Student Support Center (SSC) and meeting with counsellors	Observe the facilities of the SSC	SSC
	1.00 pm – 1.30 pm	Lunch		Lunch room
	1.30 pm – 2.30 pm	Observing teaching (from lecturers teaching for different levels)		Taylor, SBTF3, SBGF5
	2.30 pm – 4.30 pm	Go through the evidence		Mini board room
	4.30 pm- 6.00 pm	Debriefing and Feedback Session (with refreshments)		Mini board room
	6.00 pm	Concluding the Review Sessions		