



Program Review Report
Program Reviews – 2018
BBM in Entrepreneurship and Management Study
Faculty of Management
Uva Wellassa University of Sri Lanka
01st to 04th October 2018



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Quality Assurance Council
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Table of Contents

	Page(s)
Section 1 - Brief Introduction to the Programme	03
Section 2 - Review Team's Observations on the Self-Evaluation Report	05
Section 3 - A Brief Description of the Review Process	06
Section 4 - Overview of the Faculty's Approach to Quality and Standards	10
Section 5 - Judgement on the Eight Criteria of Programme Review	12
Criterion 1: Programme Management	12
Criterion 2: Human and Physical Resources	13
Criterion 3: Programme Design and Development	14
Criterion 4: Course/ Module Design and Development	15
Criterion 5: Teaching and Learning	16
Criterion 6: Learning Environment, Student Support and Progression	18
Criterion 7: Student Assessment and Awards	19
Criterion 8: Innovative and Healthy Practices	19
Section 6 - Grading of Overall Performance of the Programme	21
Section 7 - Commendations and Recommendations	23
Section 8 - Summary	27
<u>Appendix</u>	29
Annex 01	29

Section 1 - Brief Introduction to the Programme

The Faculty of Management (FoM) was established in 2006 at the very inception of the Uva Wellassa University to ensure an exemplary service to the nation by placing strong emphasis on value addition and promoting a culture conducive to the pursuit of academic excellence in the business and management oriented educational fields dedicated to turning out entrepreneurs. This was done with the fervent hope that the university study programmes will be of a flexible, interdisciplinary and multidisciplinary nature in order to meet the social, scientific and technological needs of national development. Making this idea a reality, the Faculty now offers an Essential Skills Development programme (ESD) to supplement the Broad General Education (BGE) of all the undergraduates in addition to teaching them the core disciplines that form the spine of the respective study programme. All of the study programmes offered are aimed to enhance the students' ability to assimilate theoretical and practical knowledge in a chosen discipline while acquiring the ability to devise practical solutions to meet the future challenges.

Student strength of Faculty

Total number of students enrolled in the study programme, based on the selections done by the University Grants Commission (UGC) during the last 5 years is given below:

Year	2014	2015	2016	2017	2018
No. of students admitted	53	60	63	65	65

Academic Staff of the Faculty

The FoM is staffed by a high calibre academic community numbering 32 members, including thirteen Senior Lecturers of whom six are PhD holders. The DMS has sixteen academic staff members in permanent positions and six academic staff members working in temporary positions. However, the Faculty has not yet appointed a professor for the Department.

Number of Study Programmes in the Faculty

The FOM consists of two departments, namely the Department of Management Sciences (DMS) and Department of Public Administration (DPA), and offers two-study programmes - BBM in Entrepreneurship and Management (BBM in EM) and BBM in Hospitality, Tourism and Event Management.

The subject of this programme review is the BBM in EM study programme offered by the DMS, and the site visit of the programme review was conducted during the period from 01st to 04th of October 2018.

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

The Self-Evaluation Report (SER) on the BBM in EM study programme 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). SER was prepared by the Internal Quality Assurance Cell (IQAC) of the Faculty, incorporating evidence from two departments of the Faculty, Units and Centers in a coherent manner. Recognizing the need for a participatory approach to prepare the SER, the IQAC first created awareness on the study programme review process among the academic staff of the Faculty. Faculty appointed four teams for SER preparation, who had worked with the main report writer. During the period from December 2017 to May 2018, the IQAC organized more than eight follow-up meetings with staff members of the Faculty to review the progress of the SER preparation process.

In general, the SER represents a genuine self-assessment of quality and standards of the study programme under review, and it highlights its strengths, weaknesses and the areas that need improvement. It is indeed a comprehensive document comprising four sections, which deal with introduction to the study programme, process of preparing the SER, compliance with the criteria and standards, and summary. It provides a succinct account of the Faculty and the study programme under review.

Review team has considered the SER as an accurate description of all aspects of the study programme, and assessed the quality and standards of study programme, initially through the desk-evaluation of SER, followed by a systematically organized and effectively administered programme review site visit, during which the reviewers were able to meet and gather important insights from numerous persons involved and observe facilities available in the actual conduct of the study programme.

Section 3: A Brief Description of the Review Process

Review team visited the Faculty during the period from 01st to 04th October 2018. The schedule of the site visit is given in Annex 01 of the Appendix.

On the first day, the review team arrived at the Faculty at 8 am and began the review process by meeting the Chair of the IQAC and the Director of the IQAU. Review team then met the Vice Chancellor of the University accompanied by the Director of the IQAU and Chair of the IQAC. Vice Chancellor spoke enthusiastically about the University while explaining the history of its establishment. The discussion was mainly centered on the general aspects of administering of study programmes and the unique mission and vision of the University. After the meeting with the Vice Chancellor, the review team met the Heads of Departments of the Faculty and SER writing team. Heads and academics pointed out that programme review process, particularly, the SER preparation process had given them an opportunity to assess study programme and their academic activities more objectively. After this short meeting, there were presentations by the Dean of the Faculty and SER writing team. All academic members actively participated in the discussion and exchange views on the positive and negative aspects pertaining to the study programme. A total of 33 members participated in this meeting.

After the discussion with the higher management and academic staff members, the review team met the non-academic staff of the Faculty. At this meeting they highlighted the problems faced by them - difficulties in procuring goods and services, lack of training opportunities for continuing professional development, and delays in obtaining equipment and consumables. In addition, there was a separate meeting with the Dean of the Faculty on his first day in office, and the review team had a lengthy discussion with him concerning all aspects of the study programme, paying special attention to its positive and negative points.

On the second day, the review team scrutinized the documentary evidence relating to Criteria 1 to 4 from 8 to 11 am, and observed the teaching and learning activities from

11 am to 12 noon. A discussion with the senior student counsellor, student counsellors and student advisers was held just after 12 noon. It was noticed by the review team that even though the current student population is comprised of more female students than males, there was only one female student counsellor was available in the Faculty.

Review team also met a group of 35 randomly selected students for a discussion about any outstanding issues. In addition, the reviewers gathered information in an informal manner too from students. The concerns raised by the students are addressed in this report. During a meeting with the Alumni of the Faculty, it was pointed out that a proper coordinating mechanism is required to obtain the assistance of Alumni with regard to regular feedbacks, funds, industrial training, etc. In additions, eight members of the student union met the review team and expressed their concerns regarding the study programme.

On the third day, the review team scrutinized the documentary evidence relating to Criteria 5-8 from 8 am to 11 am and observed the teaching and learning facilities and activities from 11 am to 12 noon. Then the review team appraised the common facilities such as Library, IT Centre, ELTU, Physical Education Unit, Medical Centre, Staff Development Centre (SDC), Gymnasium and student residence hall, and met the Directors of the Gender Equity & Equality Centre and Career Guidance Unit (CGU).

On the last day, the review team prepared a report on key findings of the review in the morning, and conducted the debriefing session with the senior management in-charge of the study programme under review at 11 am. The debriefing session was well attended with the participation of the Vice Chancellor, Dean of Faculty, Heads of Departments, Director of IQAU,, Chair and Members of IQAC, and senior academics. Review process was concluded by 1 pm.

Following are the list of parties with whom meetings and discussions were held during the four days of the site visit:

- Vice Chancellor

- Director of IQAU
- Dean of the Faculty of Management
- Heads of two departments
- Academic staff of the Faculty
- Study Programme Coordinators and Curriculum Development Teams of the Faculty
- Chairperson and members of IQAC
- Administrative staff of the University
- Directors of all Centers/Units
- Student counsellors
- Members of the Student Union of the University
- Students following the study programmes under review
- Non-academic staff of the Faculty
- Technical staff of the University
- Academic support staff
- Proctor of the University
- Registrar and Bursar of the University
- Chief Medical Officer of the University
- Liberian and staff

In addition to these meetings, the review team also visited several centers/units contributing to the outcomes of the Study Programme under review. During these visits, the review team held discussions with those involved in the activities of the centers/units. The following centers/units were visited:

- English Language Teaching Unit (ELTU)
- IT Centre and all computer labs
- Library
- Centre for Student Counselling
- Gymnasium and Physical Education Unit
- Student's Canteen within the Students Centre
- Main Auditorium of the University
- Lecture halls in all departments
- Student residence halls

Review team found the logistic arrangements made by the University to facilitate the conduct of the review during the visit was satisfactory and the Faculty's commitment and cooperation extended towards the programme review was commendable.

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

Quality enhancement and assurance at the Faculty are nurtured by the Internal Quality Assurance Cell (IQAC), established in January 2018. IQAC is headed by a chairperson and is provided with a separate office within the Faculty and it works in close liaison with the Internal Quality Assurance Unit (IQAU) of the University. Chairperson of the IQAC attends meetings of IQAU on invitation since last year. Nonetheless, the structure and functions of the IQAC has not yet been properly defined through University approved by-laws, and minutes of the monthly meetings of the IQAC are not maintained in proper manner.

Preparation of SER for the programme review of the BBM in EM study programme was one of the key tasks of the IQAC. Further, the IQAC has done its best to implement the previous PR and IR report's recommendations within the Faculty.

As stated earlier, the SER was developed through a participatory approach, and this exercise indeed had allowed the members of the IQAC and other academic staff to identify the strengths and weaknesses of the study programme as well as the areas that need to be improved. Further, the members of IQAC have now recognized that quality assurance is indeed a continuing and rolling process aiming to promote adoption of the best practices prescribed and thus internalizing quality culture within the Faculty.

Faculty has decided to consider the SLQF guidelines and SBS, if available as reference points in academic development and planning and delivery process. Further, several workshops and seminars were conducted to train academics in application of outcome-based and student-centered learning (OBE-SCL) elements in curricula design and development and delivery. Despite that, the existing curriculum shows some deficiencies; course level ILOs are not clearly mapped to the programme learning outcomes and graduate profiles. Presently, as informed, the Curriculum Development Committee (CDC) of the Faculty is taking steps to revise the existing curriculum. Review team wishes to recommend strongly that the consultations with curriculum development experts and stakeholders need to be sought to

ensure the effectiveness of the planned curriculum revision process. Finally, external subject experts must be called in to review the entire curriculum before implementation.

Faculty appears to practice student-centered teaching methods such as tutorials, small group discussions, presentations, peer learning, experiential learning and cooperative learning in programme and course delivery. However, the existing VLE/LMS must be improved and extensively used by staff and students. Additional training to academic on the use of VLE/LMS must be given through continuing professional development programmes, that should be organized by the SDC. Though, the examination results are released in time, it is suggested to improve the efficiency of the process by adopting a suitable computerized data management system.

A systematic programme to enhance student welfare is now in operation in the Student Welfare Division. Further, the management of the halls of residence has been re-organized with a view to lay greater emphasis on the safety and health of students.

Review team noted that the Vice Chancellor's enthusiasm and determination to enhance the quality and standards of every spheres of activities of the University – study programmes, teaching and training facilities, student support services and welfare activities appear to be appreciated greatly by the staff and students.

Section 5 - Judgement on the Eight Criteria of Programme Review

Review team's judgement on the level of attainment of quality and standards of the study programme with respect to each of the eight criteria is given below in detail.

Criterion 1: Programme Management

Faculty has adopted an appropriate organizational structure to facilitate the effective governance and management of its core functions. Faculty has prepared its Action Plan in accordance with the University Strategic Plan. Further, it adopts a participatory approach in its governance and management, and allows the participation of student representatives at the Faculty Board meetings, particularly in instances where the student related matters are discussed.

Reviewers were able to observe documentary evidence (i.e. programme schedules, handouts, feedback forms, etc.) relating to the conduct of orientation programmes for new entrants. Faculty distributes copies of Student Handbook that includes useful information, such as information of the university, faculties and study programmes, code of conduct/student charter, disciplinary by-laws, etc. to all new entrants. Annual academic calendar is prepared and strictly adhered to and thus enabling students to complete the degree programme within the stipulated time. However, a prospectus of the programme of study with programme and course specifications is still not made available to students. Further, the faculty website/webpage does not appear to be updated in regular basis. Moreover, the study programme appears to lack a policy, strategy and action plan aimed at differently-abled students.

Presently, the Faculty does not implement a performance appraisal mechanism for evaluating and rewarding high performing academics. However, it appears to issue letters of appreciation to academics, as and when required to place on record of their dedicated and exemplary work.

Though, the Faculty has a Curriculum Development Committee (CDC), it does not appear to function efficiently and in timely manner with regard to revising the curricula, obtaining necessary approvals and monitoring implementation of the revised curricula.

Review team observed that the number of formal partnerships (affected through MoUs) for collaborative partnerships with national and international organizations is rather limited.

Student support services are provided through the student counselling system, University Medical Centre and Physical Education Unit. In addition, cultural and aesthetic activities of students are promoted through the newly set up student union.

Faculty adopts and adheres to the University approved by-laws pertaining to the conduct of examinations and student discipline. The relevant documents and minutes of the Disciplinary Committee meetings were made available to the review team.

Measures to ensure Gender Equity and Equality (GEE) amongst staff and students are in effect. Review team met the Director of the GEE Unit and scrutinized the GEE policy and the annual plan for GEE activities for the period of 2018-2019.

Criterion 2: Human and Physical Resources

Faculty is comprised of two departments and both departments share physical resources for teaching and training with other faculties. FOM is blessed with by a young, but high caliber academic community numbering 32 members, including thirteen (13) Senior Lecturers of whom six (6) are PhD holders. DMS has sixteen (16) academic staff members in permanent positions and six (6) academic staff members in temporary positions. However, the Faculty is yet to appoint a senior academic for the cadre post of professor of the Department, even though this shortcoming was highlighted in the previous PR review report in 2013. Review team noted that the Faculty depends heavily on temporary lecturers due to the lack of qualified permanent lecturers with relevant experience/ training in the field of entrepreneurship.

Faculty ensures that all newly recruited staff members undergo an induction training programme conducted by the Staff Development Centre (SDC). However, the team observed that Continuing Professional Development (CPD) programmes to upgrade and enhance the competencies of academic staff in application of modern educational technologies have not been planned and implemented well. Review team also wish to highlight that the outcome-based education (OBE) and student-centered learning (SCL) are two approaches that have drawn attention recently in the higher education domain. And it is the responsibility of the SDC of the University to create an awareness among, as well as impart the required knowledge and skills on application of OBE and SCL to academic staff by conducting training workshops with assistance from external experts on the subject..

Existing infrastructure facilities for administration, teaching and learning are somewhat inadequate for the purpose of applying a resource sharing policy successfully. Library is well organized, stocked with required books and periodicals. It is also well equipped with ICT facilities as well. However, students have highlighted that only limited number of hard copies of text books are available, and thus creating inadequacies in learning resources and hindering self-learning. Review team observed that even some recently ordered books are out of date, and very few e-versions of text books are available.

Central ICT facility of the University serves all faculties and departments, and the review team observed that reasonable time slots have been allocated for students of different study programmes, including the BBM in EM programme. ELTU of the University conducts courses on teaching English as a second language (TESL courses) and provide adequate guidance to students to use English in their academic work. Core curriculum of the study programme ensures to some extent that students are provided with adequate training in soft skills. In addition, tailor-made programmes are offered by the Career Guidance Unit (CGU) of the University for furthering the soft skill development of students.

Criterion 3: Programme Design and Development

Faculty has adopted OBE-SCL approach in programme design and development and delivery.. BBM in EM study programme includes industrial internships and a variety of supplementary, multi-disciplinary and self-learning courses. Inbuilt collaborative and group works are also visible in the curriculum. Imparting specialized knowledge pertaining to diverse disciplines by including them in the curriculum is a commendable initiative.

Programme design comply to some extent with the SLQF guidelines, with respect to the title of award and volume of learning. Curriculum blue print does describe the graduate profile and programme learning outcomes / ILOs. However, documentary evidence were not made available to show the alignment of course ILOs with those of programme learning outcomes.

Faculty annually collects and records information about students' careers after graduation through tracer studies and the data are used to make continuous improvements into the study programme curricula. However, the stakeholder participation in the curriculum development process appears to be inadequate. Routine monitoring and review of the study programme based on peer review of teachers and student feedback on courses and teaching do not appear to be conducted in routine and systematic manner.

Faculty has not accepted differently-abled students yet, and there is no policy in place in this regard or a plan of action to provide effective provisions, if such students are admitted in the future.

Study programme does not have any space to provide fallback options to the students, and it indeed necessary to address this issue in the ongoing revision of the programme curriculum.

Criterion 4: Course/ Module Design and Development

Faculty has established a CDC, which includes the Heads of two Departments and senior lecturers of each discipline offered by the Faculty. CDC does not include external subject

experts. But the review team noted that a detailed curriculum for the BBM in EM study programme was prepared in appropriate manner.

Teaching of fundamentals applicable or relevant to the study programme through each course unit is considered as important hallmark of higher education. Emphasis given to management and entrepreneurship, current international trends, relevant industry related principles, and multi-disciplinary approach in the curriculum is commendable. Integrating related disciplines in the curriculum is also noteworthy such as in the case of history and geography. Review team further observed that the course designs are in conformity with the SLQF credit definition and the notional learning hours. Course design integrates learning strategies for development of self-directed and collaborative learning, creative and critical thinking, and teamwork.

Despite that, the course specifications or course curricula have not been detailed out properly. Further, the course specifications are not accessible to students. Internal monitoring strategies and processes to evaluate, review and improve course design, development and operationalization are unsatisfactory. Criteria used for continuous assessment are not informed to students. As per the review team's observation, students are highly disturbed in this regard. Appropriate use of ICT such as VLE/LMS is not clearly described in the course specifications. It appears that Faculty does not have adequate human resources to undertake course design and development in proper manner.

Criterion 5: Teaching and Learning

An outcome-based curriculum must show coherence and alignment between its content, desired learning outcome, and teaching and learning and assessment strategies, if that educational programme is to achieve its aim and objectives successfully. In this context, it is conceivable that the external examiners, peer reviewers, student feedback play an important role.

As the current emphasis of higher education is on OBE-SCL approach, there is a need to acknowledge the trend from teaching to learning; skills to thinking; content to process; teacher instruction to student demonstration. In order to adapt to these modern trends and changes and make a smooth transition, it will be necessary to obtain the views of students and observe the current teaching practices carefully to identify their weaknesses. In this context, the review team wishes to focus on one of the points raised by students; that is on assessment strategies. As pointed out by students, the assessment methods and details regarding the continuous assessment were not being communicated appropriately. Faculty should address such issues and ensure that best practices are followed. In this regard, regular internal monitoring by the IQAC is necessary to foster and promote widespread adoption of best practices.

Review team was impressed with the adoption of practice-based teaching/ learning activities, and provision of opportunities to work in groups to promote collaborative learning that was accompanied by lively students' interactions and overall enthusiastic engagement in studies. Further, the review team was able to experience students' innovative attempts in entrepreneurship.

Department is expected to be equipped with diverse delivery modes to maximize the student engagement in learning at both group level and individual level. Innovative teaching and learning are what give life to the curriculum. University provides adequate IT facilities and services to students in all three undergraduate faculties and this includes free Wi-Fi zones for the use of teachers and students. Resource materials are placed in the main library. Library and IT Center conduct induction and user education programmes to familiarize students with the effective use of such resources. University library has also set up an e-portal to enable access to e-learning resources in the library. But it was noted that the use of LMS in teaching, learning and assessment processes is poor. It is indeed imperative to promote the use of LMS facilities both by staff and students, to facilitate multimode teaching and learning approach.

Review team appreciates the students' contribution to study programme, their discovery of knowledge through creative entrepreneurship, and holding of exhibitions and research symposiums.

Academic staff of the Faculty appears to be overloaded with work as the two departments do not have enough permanent academic staff, resulting the use of temporary staff to cover a large part of the courses; this includes conducting lectures, and sometimes paper setting and marking of answer scripts at the end of semester examinations.

University recognizes the value of creative and innovative approaches in teaching and learning. Nonetheless, it has not taken steps to institutionalize a teacher appraisal and reward system to encourage and appreciate the staff members who excel in their core functions. A reward system in fact encourages the engagement of teachers, who in turn could contribute enhancement of quality and standards of educational provisions.

It is disheartening to note that the University does not show much interest in admitting differently-abled students. This is indeed a prime concern, and the Faculty is encouraged to move towards provision of inclusive education, including to those who are differently-abled.

Criterion 6: Learning Environment, Student Support and Progression

Library provides the usual facilities, and it is automated to some extent. Co-curricular activities that are conducted in the Faculty contribute immensely to social and cultural dimensions of the educational experience. SDC and CGU are functioning satisfactorily. Facilities covering healthcare, sports, cafeteria, hostels and student welfare service are operating at a satisfactory level and are readily accessible.

Still, there are weaknesses in various other areas. For example, Faculty website/webpage is not regularly updated, and it does not include essential information such as details of study programme / programme prospectus, codes of practices for students/student charter, by-laws pertaining to examinations and student discipline, etc. A link to FAQ needs to be added to the website/webpages. Infrastructure, delivery strategies and academic support services tailored to students with special needs appear to be inadequate. Though, the Faculty conducts regular

student satisfaction surveys on the study programmes and support services provided, it appears that such surveys are not analysed and adequate follow action based on outcomes of such analyses appears to be absent. Further, the study programme does not offer any fallback options for those students who do not complete the degree programme successfully. It appears that the study programme has much potential to provide fall-back options to weaker students. Networking with Alumni to assist students professionally and financially has been initiated and this initiative is in the preliminary stage. Faculty needs take necessary steps to build the coordination with the Alumni Association and current students.

Criterion 7: Student Assessment and Awards

Regular assessments of student learning achievements has been considered as an integral part of a study programme design that intends to show clearly the relationship between assessment of tasks and programme outcomes. Industrial training guidelines are provided to all students before starting the component. Faculty has also ensured that the degree awarded is in compliance with the credit requirements and competency levels prescribed by the SLQF.

Though, most of these components have been maintained at a satisfactory level, the review team noted few shortcomings. Even though, the ILOs are formulated for all course units, assessment strategies are not often aligned constructively with course ILOs and programme learning outcomes. Though the study programme is a modularized, credit valued, semester-based course unit system, the mapping of programme learning outcomes and course ILOs is weak. Assessment criteria and marking scheme for continuous assessments are not revealed to students appropriately. Temporary lecturers of the Faculty are involved directly in paper setting and marking of answer scripts for some subjects. Examination results are provided to students in a timely manner and examination results are well documented through a manual system initially, followed by final tabulation into Excel spread sheet.

Criterion 8: Innovative and Healthy Practices

Review team acknowledges that the practice of sharing of teaching and learning resources by two departments and with other faculties is a healthy practice adopted by the University. Currently, the study programme offers internship/ industrial training with industrial establishments, but the list of collaborative industry partners is limited. Review team also felt that the involvement of stakeholders in the process of curriculum development has been rather weak at present, and this shortcoming needs to be addressed when the next curriculum revision is undertaken. Faculty has ICT-based examination recording system, but it is used only at the final stage. This system needs to be strengthened further, and also it is important to provide relevant training for the non-academic staff who is manning such databases. Faculty has the potential to popularise their innovations and good practices among students and encourage staff engagement in co-curricular activities, such as social, cultural and aesthetic pursuits. Faculty is located in an ideal place with commercial potential to generate income by offering CPD programme to the community in the province, but at the moment there is not much activity in this regard.

Review team is of the opinion that the Faculty needs to address the following weaknesses with respect to innovative and healthy practices. Industrial training component which forms a significant part of the teaching and learning strategy of the programme must be strengthened through closer and greater cooperation with industry partners. It is imperative that the ICT-based facilities such as internet connectivity and speed, and the use of applications such as the LMS and MIS (document management system) must be strengthened as these do not measure up to the standard level. Existing LMS system is not functioning properly, and ICT based multi-mode teaching delivery and learning through VLE/LMS is not widely practised. Hence, the Faculty must take steps to raise the level of usage of VLE/LMS by the students and staff. Regular revision of the curriculum and close monitoring of its implementation are not carried out assiduously. Especially, the SDC needs to conduct continuing professional development programme on regular basis on topics of modern educational technologies – such as application of OBE-SCL learning approach in curricular design and development, application of student-centered teaching and learning methods, modern assessment strategies, lesson planning to promote student-centered teaching and learning, use of ICT-based tools in programme delivery and assessments, etc. Further, the

existing curriculum needs to be revised by taking into account of labour market trends, employers' expectation and student and employer feedbacks. Collaborative with national and international organizations must be vigorously pursued as collaboration is a vital prerequisite for achieving success in academic, research and development activities.

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 and standards of the BBM in Entrepreneurship and Management study programme is given in the table below.

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

Criteria	Maximum Criterion- wise Score	Raw Criterion- wise Score	Weighted Criterion- wise Score	Weighted Minimum Criterion- wise Score	Actual Criterion- wise Score
Programme Management	81	63	150	75	116.5
Human and Physical Resources	36	25	100	50	69.44
Programme Design and Development	72	53	150	75	110.45
Course Design and Development	57	42	150	75	110.51
Teaching and Learning	57	46	150	75	121.05
Learning Environment, Learner Support and Progression	72	55	100	50	76.39
Student assessment and Awards	51	37	150	75	108.82
Innovative and Health Practices	42	26	50	25	30.95
Total on a thousand scale			1000	500	744.28
Study Programme score as a percentage					74.28
Performance Grade					B
Performance Descriptor					Good
Interpretation of Descriptor					
<i>“Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects”.</i>					

Based on the above evaluation made, the review team recommends that the BBM in Entrepreneurship and Management study programme of the Faculty of Management of the Uwa Wellassa University is awarded the performance grade of ‘B’, which is interpreted as

“Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects”.

Section 7: Commendations and Recommendations

Commendations

- Faculty Handbook containing all pertinent information about the University, Faculty and the study programmes, is made available to new entrants at the time of orientation programme.
- Sharing of teaching and learning resources by Departments and Faculties.
- Adoption of learner-centered learning strategies which contribute to the development of self-directed and collaborative learning, promotes creative and critical thinking and encourages teamwork.
- Enthusiastic involvement of students in creative endeavours that leads to a productive learning environment and co-curricular activities which provide ample opportunities to enhance active social interaction among students.
- Students' commitment to maintain an academically stimulating and personally caring environment in the university. Students are organized as a union that works solely towards the promotion of well-being of the student community, and is not linked in any way with outside political parties.
- Zero tolerance policy against 'ragging' and promotion of Gender Equality and Equity.

Recommendations

- Stakeholder participation in the curriculum development process must be ensured. It is vital to have interaction with external stakeholders including Alumni Association to achieve this goal. Therefore, measures must be taken to strengthen the partnerships with external collaborators, and also existing Alumni Association by recruiting a few more influential and responsible members from the public and private sectors.
- Curriculum should be redesigned to include elements of graduate profile and programme learning outcomes (programme ILOs) prescribed by the SLQF (i.e.

KSAM elements), and a cordial and positive relationship should be built up with the stakeholders and external reviewers in the curriculum revision process.

- Streamlining the operationalization of policy and procedures governing the curriculum design and development with emphasis on greater adoption of guidelines and reference points prescribed by SLQF, relevant SBS, if available, and the OBE-SCL approach.
- Course/ Module ILOs should be mapped to programme learning outcomes (programme ILOs) by constructing curriculum matrices for respective courses.
- For every course, a detailed description of the course (i.e. course specification) must be developed, preferably by adopting the University/Faculty approved template, and the course specification of a given course must provide credit value, course aims/objectives, ILOs, course synopsis, teaching, learning and assessment methods, and recommended readings/references.
- Faculty needs to lay more emphasis on application OBE-SCL elements in educational provisions, and raise awareness among academic staff on application of OBE-SCL approach through training and workshops.
- Request and obtain more cadre positions for the permanent academic staff to reduce the workload of permanent staff members. Relieve the lecturers temporary from examination duties and their role should be confined to assist practical and field training classes and conducting tutorials.
- Staff Development Centre must take active role in identifying staff training needs, and design and develop, conduct CPD programmes with inputs from internal and external resource persons in regular manner.

- Library must take steps to acquire current editions of text book and other publications, and also e-learning resources, particularly those that are relevant to the study programmes and courses offered.
- Introduce fallback options for students who are underperforming or opt to leave the study programme with a diploma or certificate, depending on their progress made in the programme.
- Adopt regular monitoring strategies and processes to evaluate, review and improve course design and development and delivery.
- Essential and relevant details of study programmes offered (i.e. graduate profiles, programme learning outcomes, course ILOs, etc.), must be made available in the Faculty website/webpage.
- Brief versions of course specifications should be included in the Study Programme Prospectus and the relevant specifics must be provided to students at the commencement of course.
- Department Website page must be updated regularly to provide the latest information about the study programme, including the study programme curriculum, examination rules and regulations, codes of conduct for students, student disciplinary by-laws, information on student societies and Alumni, staff details, student notices, etc.
- FAQ section of the Website/Webpages must be regularly updated and arranged to work properly throughout the year.
- Use of LMS in teaching, learning and assessment processes must be improved.
- Members of the staff should be encouraged to use ICT tools for teaching and learning processes, conduct of online quizzes, discussions, news forums. submission of assignments and assessments. And it is also recommended to use LMS or other

appropriate tools like Google Classroom, Padlet, Mentimeter, etc. to create an interactive and blended learning environment.

- Regular mechanism must be established to obtain feedback from students and peers' assessments on quality of teaching of individual lecturers.
- Engagement of students in research and innovations must be encouraged. More opportunities should be provided for students to publish their research outcomes in entrepreneurship. It would be much better if it is possible to publish each student's research outcome as a full paper or through other modes than as an abstract at the annual student research symposium.
- A system of comprehensive performance evaluation is required to use human resources efficiently and effectively. Such a performance evaluation system should cover the total work output of a member including quality of teaching, research and publications, administrative work, participation at meetings and events, academic development etc. Further, outcomes of such an evaluation system should be used to identify the weaknesses of individual members so that the SDC could design training and development programmes to address such shortcomings.
- Faculty should move towards providing inclusive education, including those who are differently-abled; clear policy must be drawn up and effective provisions must be made to accommodate such students.
- Increase the use of Open Education Resource via the expert committee in the Faculty.

Section 8: Summary

Since the previous sections of this report give the review findings on the level of attainment of quality by the study programme under each criterion in detail, only a few salient points are reiterated in this section. Review team finds that the Faculty has adopted an appropriate organizational structure, and is managed by adhering to effective and university approved governance and management procedures. Staff profile of the study programme includes nationally and internationally renowned and competent young staff. Nonetheless, the review team is of the view that it is essential to increase the number of permanent staff in core subjects/fields of study to strengthen competency profile of the academic staff, and also to relieve the permanent staff from excess work load while relieving the temporary staff involvement in examination work

Study programme curriculum has been designed in compliance with SLQF guidelines. However, the review team observed that the existing course ILOs have not been mapped to programme learning outcomes. This deficiency must be addressed in the ongoing curriculum revision by constructing the programme outcomes and course ILOs matrices for respective courses. Courses have been designed by integrating the learning strategies required for development of self-directed and collaborative learning, creative and critical thinking, and teamwork. Industrial training is also included as a part of the teaching and learning strategies.

As for assessment strategies, criteria used for continuous assessment and allocation of marks for each component assessed must be clearly revealed to students. Review team observed that, although the VLE/ LMS is already installed, its usage by both staff and students is hampered due to lack of training and infrastructure issues. It was also noted that the IQAC in liaison with IIQAU has initiated the conduct of student satisfaction surveys on the study programme and relevant courses. Nonetheless, this initiative must be institutionalized in order to ensure its regularity and make sure the use of findings of such surveys for further enhancement of quality of education provisions.

Further, it is essential to set up a performance evaluation and reward system to applaud and encourage further the high performers, and to identify the shortcomings of poor performers so that they can be encouraged and trained through continuing professional development programmes offered by the SDC and other organizations. As for the entrepreneurship study

programme, the review team is of the view that the Faculty should expand and strengthen the collaborative links with national and international organizations, Alumni, and other stakeholders so as to ensure their commitment and participation in the value addition process. Further, the review team is of the view though the Faculty possesses the some of the strengths as assessed by the SWOT analysis presented in the SER, the most of the 13 weaknesses highlighted by the previous subject review conducted in 2013 are still remained unattended.

As presented in Section 6, all 8 criteria have scored marks above the minimum required, and the study programme has attained the performance grade of 'B', which implies *"satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects"*. Strengths and weaknesses under each criterion are listed separately in Section 5. Based on that, recommendations are given in Section 7. Review team is of the opinion that the Faculty of Management will make use of this review report to identify its strengths and deficiencies, and take necessary steps to improve the quality and standards of the study programme by addressing those areas that require improvement.

Review team wishes to acknowledge the cooperation and support extended by the Vice Chancellor, Dean of the Faculty, Heads of Departments, Heads of Centers and Units, Director of IQAU, Coordinator of Faculty IQAC and all academic and non-academic staff members and students of the Faculty of Management during the entire review process.

Appendix – Annex 01: Schedule for the Site Visit

BBM in Entrepreneurship and Management Study Programme, Uva Wellassa University of Sri Lanka during 01 - 04 October 2018

Time	Day 1: Monday, 01 st October 2018	Day 2: Tuesday, 2 nd October 2018	Day 3: Wednesday, 3 rd October 2018	Day 4: Thursday, 4 th October 2018
8.00 am	Meeting with Director/IQAU and Faculty Chair / IQAC	Scrutinizing documentary evidence	Scrutinizing documentary evidence	Preparing key findings report for debriefing
8.30 am	Meeting with VC and/or DVC			
9.00 am	<i>Meeting with Dean</i>			
9.30 am	Presentation on Self Evaluation of the Programme under Review: SER preparation team			
10.30 am	Tea break	Tea break	Tea break	Tea break
11.00 am	Meeting with Heads of relevant Departments	Observing physical resources within Faculty	Observing teaching learning activities*	Debriefing session with senior management of programme under review
12.00 noon	Discussion with academic and academic support staff (other than the SER preparation team)	Discussion with student counsellors and academic advisers	Observing common facilities - Library, ICT centre, ELTU, CGU, UBL, etc.	
1.00 pm	Lunch break	Lunch break	Lunch break	Lunch break
2.00 pm	Discussion with administrative officers, Discussion with T.O.s and other non-academic staff	Discussion with students**	Observing common facilities - Hostels, Sports, SDC, GEE Cell, etc.	Finalising key findings
3.00 pm	Scrutinizing documentary evidence	Discussion with Alumni and other stakeholders		End of site Visit
4.00 pm	Tea break	Tea break	Tea break	Departure
4.30 pm	Return to Hotel	Return to Hotel	Return to Hotel	

Note: * Timetable of lectures and practical classes to be provided prior to the site visit.

** A name list of students indicating their year/level of study, gender and ethnicity to be provided prior to the site visit.

Attendance must be taken at all meetings/discussions and signed attendance sheets to be handed over to the Chairperson of Review Team.

All documents must be coded and kept at one place. A private room for discussion must be provided with computer, printer and internet facilities.

All logistics (travel from the Hotel to University and meals) for the Review Team must be arranged.