Programme Review Report

Programme Reviews - 2018

BBM in Hospitality, Tourism and Events Management

Department of Public Administration

Faculty of Management

Uva Wellassa University

07th to 11th October 2018

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Quality Assurance Council

University Grant Commission

Program Reviews - 2018

conducted by the
Quality Assurance Council
University Grants Commission, Sri Lanka

University : **Uva Wellassa University**

Faculty :**Faculty of Management**

Program :**BBM in Hospitality, Tourism and Events Management Degree, Department of Public Administration**

Review Panel :

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Date :11th October 2018

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Section 1: Brief Introduction to the BBM in Hospitality, Tourism and Events Management Degree, Department of Public Administration, Faculty of Management, Uva Wellassa University

Bachelor of Business Management (BBM) in Hospitality, Tourism and Events Management (HTE) Study Programme offered by the Department of Public Administration was introduced in 2009 to cater to the salient economic need to produce qualified graduates to fill the human capital gap in three major emerging economic segments; travel and tourism, hospitality and events. Consequently, HTE Study Programme has much potential to expand into further distinct specializations. Currently, over 250 students are enrolled annually.

As UWU has taken various measures to implement a unique operational model, both human and physical resources are optimally shared among faculties, departments and degree programmes. Interdisciplinary education in teaching and learning enriched by Essential Skills Development (ESD) and Broad General Education (BGE) is an integral part of all curricula. Thus, BGE and ESD Programmes cover 18 credits from minimum required credit value of 120 for all degree programmes, where considerable numbers of these credits are offered by the FOM.

Currently, HTE Study Programme admits 65 students annually where the enrolment is open for those who have studied the G.C.E. (A/L) from any stream. It follows a separate entry window of the UGC which has two methods of screening; G.C.E. (A/L) examination and aptitude test conducted by the university (Table 1).

Table 1: Number of Students Enrolled in the Study Programme of Hospitality, Tourism, and Events Management in the last five years

2014 (2012/2013 batch)		2015 (2013/2014 batch)		2016 (2014/2015 batch)		2017 (2015/2016 batch)		2018 (2016/2017 batch)	
Proposed	Enrolled	Proposed	Enrolled	Proposed	Enrolled	Proposed	Enrolled	Proposed	Enrolled
55	49	65	62	65	62	65	64	65	64

Further, each intake has a balanced student representation from all provinces of the country. The students of HTE Degree Programme are provided with fundamental courses in Management, Hospitality, Tourism, Events and some foreign languages as well as courses of Essential Skills

Development and Broad General Education in first two academic years (100 level and 200 level).

Consequently, during the third year and fourth year (300 and 400 levels), students are provided with the opportunity to enrol in advanced courses in HTE and foreign languages having more applications. In the final year, 08 credits are allocated for conducting an individual academic thesis and 06 credits are allocated for the internship where students have to entail in an industrial training programme. In order to gain the Bachelor of Business Management Special Degree in HTE, students must complete 126 credits in number. Even though, there are 75 course units offered throughout the four academic years, students should complete minimum of 67 course units approximately. Further, the degree programme represents level six according to the Sri Lanka Qualification Framework.

Emphasizing the importance of gaining a comprehensive practical knowledge, a fully equipped state of the art laboratory dedicated for the HTE was established in 2012 and it is expanding annually. Further, to provide the hands-on experience for students, the department organizes an array of field visits, relevant workshops and events. Most importantly, HTE alumni and HTE Club were formed in 2015 and 2017 respectively to initiate a platform to develop skills and attitudes of undergraduates while building up strong industry relationships through various endeavours.

Table 2: Graduates Output of the Faculty of Management, UWU for the years 2010 to 2017

Degree Programme	Year							
	2010	2011	2012	2013	2014	2015	2016	2017
Business Management in Entrepreneurship & Management	30	38	52	47	47	49	44	54
Business Management in Hospitality, Tourism and Events Management	-	-	-	32	51	42	50	48
Total	**30**	**38**	**52**	**79**	**98**	**91**	**94**	**112**

Section 2: Review Team's Observation on the Self Evaluation Report (SER).

Programme Review process of HTE for the period 2013-2017 was initiated as per the guidelines of the UGC in 2017. The process of SER preparation was initiated on 11th May 2017, by the coordinator of IQAC. As per the decision of the Faculty Board held on October 2017, a steering committee, consisting five Academic Staff Members, headed by the Head of the Department was appointed. The final responsibility of SER preparation of HTE was assigned to the steering committee. IQAC coordinator had constantly monitored the process of collecting evidence and discussed the progress calling for following meetings and workshops with all the team members regularly.

- The initial awareness program on program review manual and the methodology of the review process., conducted by the Coordinator of the IQAC
- A workshop on SWOT analysis was conducted by Dr. J.L. Rathnasekara/VC-UWU
- A workshop at UGC on SER writing
- A workshop to investigate the sufficiency and relevance of the evidence collected
- Progress review on SER writing
- SER scrutinizing and finalizing the SER report workshop with the participation of vice chancellor, steering committee, the coordinator of IQAC and all other staff members

The compiling of the report was completed and submitted to UGC. by Dr. J.P.R.C. Ranasinghe. The reviewing team observed that the involvement of senior and junior academics in the process of writing the SER showed excellent teamwork practice.

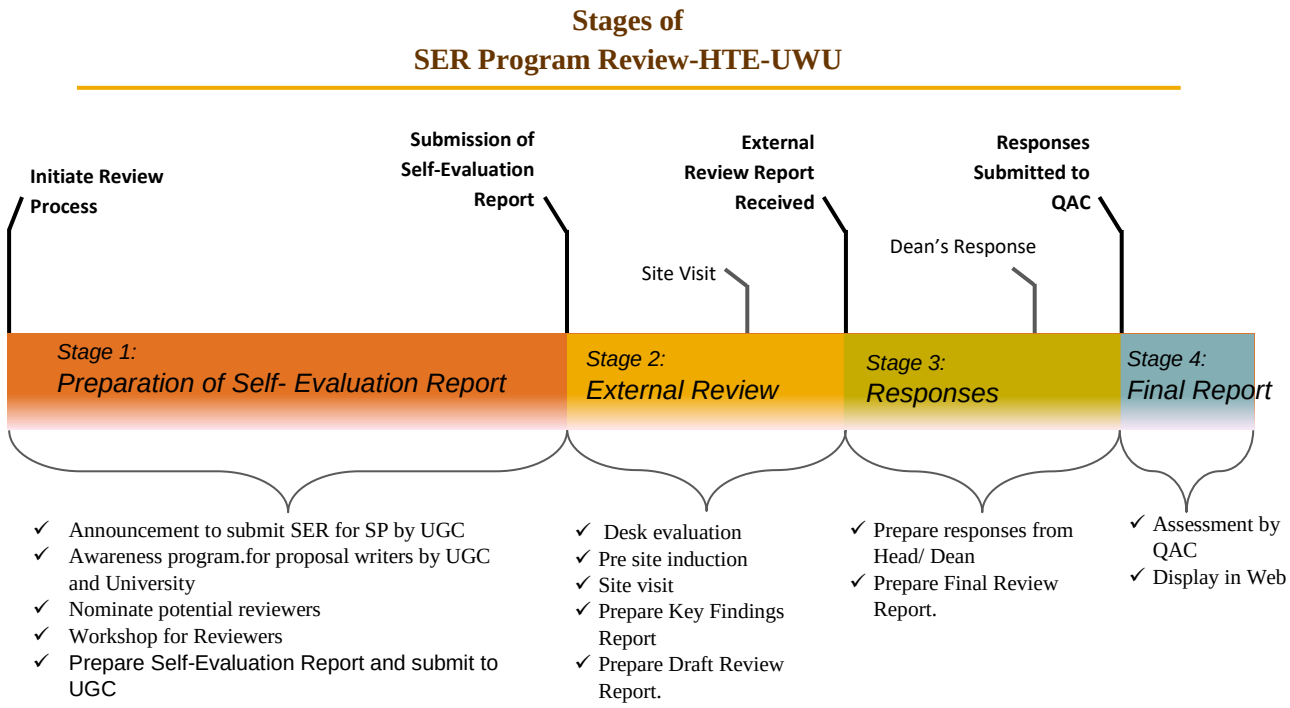
The report in general has followed all the guidelines for preparation of the SER including the sections of Introduction to the Study Programme, Process of preparing the SER, Compliance with the Criteria and Standards and Summary.

The report has an introduction to the study programme explaining overview of the Faculty (FOM), the programme of study (HTE), Graduate Profile and Programme ILOSs of HTE, number of students enrolled and their choices of subject combinations, numbers and profiles of the academic and non-academic staff of FOM, learning resource system and student support system and management. The report contains analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) pertaining to the BBM programme. The SWOT is a precursor to the Program Self-Study and it helped the reviewers the process of SER reviewing. The team commended the comprehensive and competitive SWOT analysis and recommended to use it as a guide to the development of the Faculty Action Plan at the end of the Program Review. The process of preparing the SER clearly describes the process with necessary components. The section 4 of the report, describes the extent to which the study programme of HTE complies with

the standards of the eight criteria in the same order as prescribed in the manual. The report has used the template given in the manual.
The table covers the serial number of the standard, claims of compliance, documentary evidence to support each claim of compliance and codes of the evidence used. Also, at the end of each sub-section, a summary statement on how the programme has complied with the Standards of the respective Criterion is made. This summary also reflects how the BBM degree of the FOM and DHTE has internalized the best practices given in the manual, and the internal monitoring mechanism (IQAC) used for continuous quality enhancement.

The SER is a clear, concise and effective report and a straightforward evaluation report. It is prepared aligning with the standard formatting recommended in the PR manual.

Section 3: A Brief Description of the Review Process



Reviewers (Dr. N.W.B. Balasooriya, Dr P.A.P. Samantha Kumara and Prof. Subhangi M.K. Herath) were assigned 4 weeks for desk evaluation of Self Evaluation Report (SER) on BBM in Hospitality, Tourism and Events Management Degree, submitted by the Faculty of Management (FOM), Uva Wellassa University. Final remarks/grades of desk evaluation were discussed at the pre-site visit meeting among the team members on 31st July 2018 at UGC Auditorium. Further clarifications on submitted evidences were selected at the pre-site visit meeting. Schedule was prepared for 4-day site visit (from 07th to 11th October 2018) in cooperation with the Dean of the Faculty of Management (FOM), Uva Wellassa University (Annexure 1).

The program review panel commenced its review process on 07th Oct. 2018 with the pre review meeting at the Grand Heritage Hotel in Badulla, at 8.30 pm and the review process commenced on 08th Oct. 2018.During the period of review, the review team met with the Vice-Chancellor, Dean / FOM, Director/IQAU, Coordinator /FQAC, Head/ Dept. of Public Administration, Academic staff of the FOM, Director/SDC, Director/CGU, Director/CODL, administrative staff of the university, supporting staff, student counsellors of the Faculty, recently passed-out students/ Alumni and Undergraduates of the Faculty (The complete list of meetings in Annexure 2 and Annexure 3).

On 08th Oct. 2018, the meetings started at 8.00 a.m. with the introduction of review team to the Director/IQAU, Dr. A.N.B. Attanayake and Coordinator /FQAC, Dr. Wasana Hearth. IQAU meetings (once in two months) are conducted by the Director. He produced some of the meetings minutes and activities carried out by his Unit. Meeting progress is presented at the Senate. IQAU coordinated two program reviews at the Faculty of Management and provided necessary knowledge and other facilitation to the FQAC of FOM by means of providing a workshop. FQAC has a space and furniture and it was located next to the Faculty board room. The functions of the IQAU and the FQAC are to facilitate further strengthening of the quality assurance (QA) and quality enhancement (QE) in order to assure the quality of individual programmes, and monitor and direct the programme development process, from the planning stage to implementation and review.

The review team met with the Dr. J.L. Rathnasekara, Vice-Chancellor/UWU and Mr. G.H. Abeyweera, Dean / FOM, and the review team briefed them about the review process. The team was able to ask and verify many technical details of how the SER report was prepared by them. At this meeting, the Vice Chancellor and Dean acknowledged that the SER writing team worked hard to finish the SER, and under the guidance of the Dean, they were able to accomplish the task successfully.

The VC described the concept of 'UWU Family" where all staff and students live in harmony while working towards fulfilling the vision and mission of the University. The team observed the mission of the university that excel in teaching, learning and research with a strong emphasis on value addition to national resources. They explained that the FOM offers an Essential Skills Development programme (ESD) and Broad General Education (BGE) for all students in addition to core subjects. The VC also explained that steps have been taken to improve the quality of HE in UWU by introducing research appraisal awards for both academics and students. Steps will be taken in future to implement a teaching appraisal award. The Dean pointed out that physical infrastructure facilities of the faculty are satisfactory except for the space problem. Human resources are satisfactory but there are no professors in the FOM. The VC stated that research grants are allocated (over Rs. 35M for the year) among the academic staff and a Sports Advisory Committee has also been established recently.

The meeting was started by brief introduction of the review team to the Dean/ FOM and Heads/ Depts. (Management and Public Administration). The Head/ Dept. of Public Administration explained the overall process of the program reviews and the contribution of the staff of FOM. The Dean further pointed out about the Faculty setup, particularly the resource sharing, student representation in Faculty board and welfare committees and highlighted the synchronization of the annual academic calendar of UWU.

The Head of the Department highlighted that the HTE Study Programme admits 65 students annually through a separate entry window of the UGC where the enrolment is open for those

who have studied the G.C.E. (A/L) from any stream. SHB provides information to all incoming students about basic curriculum specifications, learning resources, support services, student support services, By-laws (link to web) and welfare measures. They added that the HTE Study Programme admits 65 students annually and that the total population of the faculty is 512 Undergraduates.

The initial communications of the PR process were notified to the departments in January 2018. The HoD/ DSF, academic staff and SER writing team explained the process of SER preparation and site visit arrangements. Members of the review team had fruitful discussions with them on a range of matters relating to Teaching, Learning, Assessments, student and peer feedback, industrial training arrangements and feedback, co-curricular activities etc. The Language Laboratory which is to be equipped is an additional resource for English language teaching and learning. Multi-cultural programs ensure team social harmony, ethnic and cultural cohesion. There are some cultural events and creative enhancement activities being carried out with support of the academies and students such as Galena, VIP Dinner, Sobaru, Gavel Club, Undergraduate Entrepreneur, Stylish Marketer Competition, HTE Club etc(Annexure 4)

Administrative staff of the UWU explained the organization structure of UWU and FOM and all services have been outsourced (security, labour, vehicles, cleaning and computers) for effective management. The team discusses the advantages and disadvantages of the process in case of documentation and responsibility. SAR/ Welfare explained the procedure of maintaining student records confidentially in the office. SAR/Examination oversees the examination and the results, calculation of GPA and finalizing of results. In addition to the routine examination matters, he oversees the aptitude test at six centres of the island for securing admission to the UWU.

The review panel met the student counsellors of the Faculty. The Faculty does not have a separate office space to discuss the confidential matters during counselling process.

Students from all the batches (1^{st} to 3^{rd} years) of the S.P. were presented at the separate meetings and also a separate discussion was held with few members from the student union. Students organize cultural events and social activities every year. There are evidences of student- centered teaching and students are of assessments. They are fully satisfied about the SP, internship arrangements from the Department, academic staff commitment and their relationship with them. Students believe that they are fortunate to be a member of the UWU Family. All students are well disciplined and maintain good practices to keep the university environment clean. The senior students organise a Talent Show during the orientation so that 1^{st} year students can perform and display their talents The team also met with passed out students and figured they are also fully satisfied with the SP and highly appreciated the internship. They suggested to invite foreign guests and industry to show the undergraduate performances at a special occasion (

e.g: World Tourist day). Many passed out students had an opportunity to work in the same place where they were in internship training.

The team had the opportunities to observe teaching sessions of Basics in Restaurant Management (THE 111-2) and MICE Tourism Management (THE 333-1). The lecture rooms have proper facilities, but space is inadequate. Handouts are distributed to students. The team was unable to observe any student-centered teaching session during site visit (Annexure 5).

The SDC of UWU is in the process of developing a distinct academic style that is based on a culture of high achievement and a focus on the needs of professional practitioners. The team had an opportunity to meet Director/SDC to share the experiences, programmers, training and responses on SD for the academic, non-academic and administrative staff of the university. It was a productive and fruitful discussion.

During the facility visit, the team observed the facilities available for teaching and learning. These included the lecture theatres, library, IT laboratories, Language lab, gymnasium and sports facilities, canteen facilities, washroom facilities etc.

- **Career Guidance Unit**: The CGU empowers students to make informed career choices and is actively involved in organizing job fairs, arranging business links etc. It has adequate space and is in satisfactory condition.
- **SDC**: It organizes induction programme for newly recruited staff to ensure capacity development of all staff providing specialized training facilities to maintain outcome-based education and student-centred learning. SDC has adequate space and has an auditorium and facilities for small group discussion. SDC Management committee has been established under the UGC circular.
- **IQAU**: Well established, fully functioning and adoption of university approved By-laws.
- **Students Hostels:** The team visited and inspected Silver tips and Coral Beauty boys' hostels and Blue Sapphire and Cattlein girls' hostels reserved for first year students. Both hostels accommodate 02 students per single room (size about 12'x10'). Facilities are satisfactory. SAR/Welfare stated that the first-year students of UWU benefit the university hostel accommodation. The third- and fourth-year students are accommodated in the rented hostels outside.
- **Gymnasium and other sport and recreation facilities**: Newly constructed and well equipped. The facilities are satisfactory.
- **Health Center**: The health center lacks space and has no warding facilities. However, it has well trained staff (01 -nurse, pharmacist-01, and attendant-01) and a full-time doctor is available only during daytime.
- **Faculty students' canteen**: adequate and satisfactory

In addition to the meeting with the faculty, the review team had some relevant discussions relating to the review process. Several documents were inspected to collect actual information related to the conduct of the SP, including the SHB, academic calendars, time table, structures and curricula of undergraduate programmes, documents related to curriculum revision, lesson plans, lists of examiners, assessment criteria, student feedback forms, question papers, marking schemes, answer scripts, etc.

The site visit was for four days from 07th to 11th October 2018. At the end of the fourth day, the review team gave comments of the findings to the VC, Dean and HOD/DBF and other members of the academic staff at the wrap up session. After the review visit, this report was prepared including the findings of the review team. In the report, the strengths and the weaknesses are highlighted together with recommendations. Each aspect has been given a judgment according to the Program Review manual.

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

The Faculty Quality Assurance Cell (FQAC) of the Faculty of Management has been established under the Internal Quality Assurance Unit (IQAU) of UWU. The review team observed the documentary and physical evidence of FQAC; action plan, minutes of FQAC meetings, reports of FQAC, and circulars of QA. Therefore, the FOM' IQAC have the internal monitoring strategies and effective processes to evaluate, review, and improve the programme design and development, and approval processes. However, it is to be effective. It is maintained as a permanent agenda item on QA in the FB minutes.

HTE academic staff use appropriate tools to obtain regular feedback on the effectiveness and quality of teaching from students, and peers through a coordinated mechanism for improvement of teaching and learning.

The faculty or FQAC was lacking evidence of internal QA policies and plans and mechanisms communicated to all staff. However, the young teaching staff understood the importance of QA activities and they have a capacity to implement measures to remedy weaknesses and pursue quality improvement.

Section 5: Judgment on the Eight Criteria of Programme Review

5.1 Criteria 1: Programme Management

The following aspects directly related to study programme management were assessed and addressed: organizational structure, governance and management procedures; strategic/action plan and implementation; management capacity and procedures; by-laws relating to examinations, disciplinary procedures, student unions; duty lists and Codes of Conduct for staff and Charter for students; curriculum development and internal quality assurance mechanism and procedures; curricula revision process, and adherence to national guidelines / reference points; teaching and learning and assessment procedures; adherence to OBE-SCL approach in education provision; academic and student counselling, welfare mechanisms and procedures; national and international partnerships and national and international visibility; provisions for accommodating and assisting students with special needs; measures to promote gender equity and equality, by-laws to deter any sexual and gender-based harassment; measures and strategies to adopt the policy of zero-tolerance to ragging.

Strengths:

1. VC, Dean/FOM, Head/DHTE and young staff'' commitment should be appreciated
2. The concept of 'UWU Family' to be the center of excellence for value addition and modern entrepreneurial orientated study area
3. Well-disciplined students, teamwork and positive attitudes
4. Multidisciplinary nature of the SP (ESD and BGE for all students)
5. Producing employable graduates through the process of enhancing knowledge, relationship and image.
6. Faculty accommodates student representation on Faculty board and welfare committees.
7. Synchronisation of the annual academic calendar of UWU
8. SHB provides information to all incoming students about basic curriculum specifications, learning resources, support services, student support services, By-laws (link to web) and welfare measures and suggested to include the rights and responsibilities of students, grievance redress mechanisms and disciplinary procedures etc.
9. The initiatives of research award scheme
10. Website provides information on SHB, Special notices and announcements etc.
11. Talent show at the orientation programme is innovative

12. Students active participation in cultural and aesthetic activities; recreational and sports activities
13. University has established an Internal Quality Assurance Unit (IQAU) with well-defined functions and suggested to improve the space and facilities.
14. Establishment of IQ cells for Library and Administration & Finance
15. No reported SGBV
16. Adopting and practising the policy of zero-tolerance to ragging
17. Revising curricula and assessment criteria based on the stakeholder feedback

Weaknesses:

1. Organization structure of FOM is inadequate for effective management and as a result issues in documentation process may occur
2. Lack of Student feedback on programme management, an orientation programme and support service.
3. Staff appraisal system for both academic and non- academic staff is not well established
4. Materials and information on VLE are not fully uploaded
5. Lack of evidence for availability of MIS for administration
6. Inadequate evidence of adoption of guidebooks on OBE-SCL methods
7. Faculty CDC has to be actively involved in monitoring, reviewing and updating the curriculum in accordance with all SLQF standards.
8. Lack of awareness of the post of Proctor, it's duties and responsibilities
9. Lack of collaborative partnership with national and international institution for research
10. Lack of safety measures in buildings and IT labs
11. **Planned improvement activities**: future Infrastructure in accordance with friendly environment for differently abled students

5.2 Criteria 2: Human and Physical Resources

The following aspects were reviewed and assessed under this criterion - staff cadre and adequacy, human resources profile, competency profile of academic staff; staff capacity building programmes, staff appraisal and reward mechanisms; adequacy of teaching and learning facilities; training and learning resource centers for learning English as a second language; ICT resources for academic pursuits, library resources, and career guidance services; and institutional mechanism and facilities for promotion of social harmony and ethnic cohesion.

Strengths:

1. Well trained and committed staff

2. Outsource services (security, clearing, transport)
3. Resource sharing among all faculties (i.e. lecture halls, laboratories etc…)
4. Library provides a user-friendly service
5. Self-motivated library staff with innovative ideas
6. Faculty encourages students to engage in multicultural programs which promotes harmony
7. New staff to undergo an induction programme
8. Adequate opportunities for students to acquire ICT skills
9. Services of ELTD
10. Initiatives of CGU (Career Fair, link with private partners, identifying and assisting young entrepreneurs etc..)
11. Success stories on entrepreneurship (Mr. Cook who is the current 4th year student and managing mobile restaurant as part of the industrial training)
12. Physical facilities for SDC and suggested to share the resources for SCL

Weaknesses:

1. Inadequate CPD programme through SDC for non-academic staff
2. Inadequate HR and infrastructure facilities

5.3 Criterion 3: Programme Design and Development

The following aspects were reviewed and assessed under this criterion- Reflection of the Academic Programmes with University's mission, goals and objectives; carrying out needs analysis based on an audit of existing courses and programmes, market research, liaison with industry, national and regional priorities and according to approved procedures; using the external reference points such as Subject Benchmark Statements (SBS) and professional bodies when formulating a structure and content of a new degree programme; driven curriculum outcome; enhancing students with knowledge, skills and attitudes to succeed in the world of work and for lifelong learning; alignment of programme outcomes with course outcomes, content, teaching / learning and assessment strategies (constructive alignment); engaging students in a variety of learning activities; producing compatibility between curriculum, student-centred teaching methods, and assessment procedures; assess the interaction between learning outcomes, methods of assessment, teaching methods and content.

This Criterion is intended to consider the good practices not only for the curriculum of study but also the intellectual, practical, and transferable skills that should be developed and assessed at each level using the level descriptors in the SLQF to establish a standard for each level of study.

Strengths:

1. The HTE program is designed and developed according to the Vision and Mission of the University so as to address the national needs and reflect the global trends, collaboratively through the Curriculum Development Committee. Thus, external stakeholder participation at the key stages of the development and review of HTE program has been ensured.
2. The HTE program consists of satisfactory number of supplementary courses –i.e. language courses, ICT and software courses, industrial training etc…; and optional courses.
3. The Audio Visual Centre of the Faculty is a unique feature and an essential centre for the HTE program.
4. Incorporation of an internship/industrial training and an individual research project in the HTE program. These components are very useful in providing practical experience and improving research skills of the students.

Weaknesses:

1. No Curriculum Development Policy for the Faculty, even though curriculum development has been considered in the University Corporate Plan. No Faculty Corporate and Action Plans were available.
2. The lifelong learning aspect of learning outcomes of the program is to be further considered in the HTE curriculum.
3. The function of the IQAU and the Faculty IQAC has to be improved- no proper records are available regarding meetings etc... for the years 2015 and 2016. However, the functions of these two units after 2017 is commendable.
4. **Suggestion**: to re-consider the compositions of IQAU and IQAC committees, conducting meetings, record keeping, etc… Most importantly, make these bodies independent from the Dean of the Faculty, and the Heads of the Departments.

5.4 Criterion 4: Course / Module Design and Development

The following aspects were reviewed and assessed under this criterion- consistency of the programme objectives to culminate in student attainment of ILOs of the respective course; designing of courses according to approved policies and procedures of the Senate; interaction of course curriculum between aims and objectives, learning outcomes, content, teaching methods, and methods of assessment; designing the course which considers the needs of differently abled students; Clear course specifications that are accessible to students; conformation of credits with the guidelines prescribed in the SLQF; attempt of the Faculty to improve courses to enhance learning outcomes and achievements of students through regular monitoring and review processes.

Strengths:

1. The Faculty has revised its curriculum to ensure the study programme offered is relevant to the national needs and reflect the global trends, and its quality is comparable with SLQF requirements.
2. Well-designed university approved standard format/templates/guidelines for course design and development are used.
3. The learning and assessments of the courses are systematically aligned with the course learning outcomes.
4. Student centred teaching strategies are incorporated in to the courses, to have students actively involved in the learning process. In addition, self-directed, collaborative, creative and interpersonal communication and teamwork aspects of learning are well addressed.

Weaknesses:

1. The 'Credit allocations' among the semesters seem inappropriate. It is suggested to have maximum of 30 credits per academic year i.e. 15 credits per semester.
2. Insufficient resources in the language laboratory of the Faculty. The language laboratory needs improvements/developments as to improve the language proficiency of the students.
3. Insufficient evidence in the use of feedback for improvement of course assessment/ evaluation. Student feedback was received only for teaching.

5.5 Criteria 5: Teaching and Learning

The following aspects were reviewed and assessed under this criterion- Inherently intertwining and holistic approach of T/L ; improving the quality of learning experience of students that would enable them to achieve the intended learning outcomes; process of T/L to be student-centred in keeping with outcome-based education (OBE); choice of different teaching methods; matching of students' needs with multiple learning opportunities using teaching techniques to engage students actively in the learning process; alignment of teaching learning strategies, assessments and learning outcomes ; providing feedback loops for measures of success and proactive measures to overcome difficulties that are identified.

Strengths:

1. Timely communication of the teaching schedule and the course outlines to the students.
2. Academic staff adopt both teacher directed and student cantered teaching –learning methodologies effectively.
3. The HTE program adopts innovative pedagogy and appropriate teaching learning processes effectively.

4. Teaching learning strategies include providing opportunities for students to work in study groups to provide collaborative learning.
5. The Library uses an effective Management Information System and there is availability of E-books and journal databases.
6. Positive attitudes towards the HTE graduates among the stakeholders.

Weaknesses:

1. No work norms and accountability model in practice. However, initiatives have been taken to develop work norms and accountability model.
2. Recently recruited academic staff need to have their teaching skills improved. This will improve the effectiveness of their teaching.
3. Non-availability of Faculty level and Department level action plans.
4. Use of the LMS/VLE is to be encouraged further among students and staff, because teaching and learning methods can be improved by using internet-based facilities.
5. Adequate number of copies of books in lending section are not available and new versions are not available for some materials.
6. No formally established Alumni Association of HTE graduates.

5.6 Criterion 6- Learning Environment, Student Support and Progression

Criterion 6 is intended to enhance a supportive learning environment aimed at student success in higher education based on the identified needs of students. Policies and strategies relating to a range of services that help all students to develop, reflect on, and articulate the skills and attributes they gain through their co-curricular experience; systematically assess student support services in the use of student learning outcomes, faculty and staff input and other appropriate measures to improve the effectiveness of these services; facilitate the use of technological innovations in educational transaction to enrich the learning experiences of students and staff by provision of a range of opportunities for tutoring, mentoring, counselling, and stimulation of peer support structures to facilitate their holistic progression; provide adequate support for SCL and OBE by the UWU.

Strengths:

1. Close rapport with the students in a student friendly and caring teaching and learning environment.
2. High discipline among students is maintained as evidenced by the student satisfaction surveys and discussions with the students.
3. Stakeholder feedback including Alumni and industry partners has been utilized in enhancing the student learning environment.

4. Usage of library by the students of the study programme is significant. Facilities provided in the library despite space limitations could be a major strength.
5. The study programme conducts several career and soft skill development programmes to enhance the employability of graduates.

Weaknesses:

1. Need to strengthen the monitoring process regarding students learning and related support services.
2. Incorporation of student feedback and follow up on assessment results are aspects to be strengthened.
3. Counselling services of the faculty and the university need to be improved.

5.7 Criterion 7 – Student Assessment and Awards

Assessment of student learning has a central role in both programme design and in the learning environment of the student. This criterion assessed and reviewed the good practices in assessment involved policies and procedures relating to standards of performance as prescribed in the SLQF; use of assessment as a tool to promote learning and support the academic development of students; ensure the assessment strategies are linked to the ILOs and that their assessment practices are fair, valid, reliable and feasible with provision for regular and prompt feedback on student progress; publishing in print and online of the information about assessment, including ILOs, assessment strategies, processes, methods and schedule of assessment tasks, and criteria for assessment and communication to all students; ensure the University's Regulations, Rules, By-laws and guidance on assessment procedures are explicit, and consistent while guaranteeing confidentiality and integrity; Mechanisms to monitor and review Faculty's academic provision in relation to assessment.

Strengths:

1. Despite the limitations of the human resource profile of the faculty, faculty has ensured the delivery of its curriculum efficiently and effectively.
2. Clearly designed course regulations, procedures and assessment criteria are conveyed to the students at the beginning of the study programme.
3. Timely feedback is given to the students on the continuous assessments.
4. Best research work of the student has been recognized by giving an award

Weaknesses:

1. Assessment strategy needs to be better aligned with the SLQF and SBS requirements.
2. Absence of a regular review system of assessment strategies and regulations.

3. Lack of a clear procedure to give formal TORs to all non- academic staff and to external examiners.

5.8 Criterion 8 - Innovative and Healthy Practices

This criterion addresses the institutional policy and strategy for promoting and fostering innovative and healthy practices and the extent of use of such practices. Innovative and Healthy practices are considered as different practices which would lead to enhancement of quality of training and learning experience and the students' outlook.

Strengths:

1. High level of industry engagement facilitated by the alumni and the links that the Faculty maintains with the industry.
2. New innovative ideas adopted in industry training, simultaneously facilitating student entry to the employment market.
3. Significant level of community engagement of students as part of the learning process
4. Including innovative research projects and industry ventures facilitate easier entry of students to the employment market.
5. Innovative practice of integrating multidisciplinary non-credit and optional courses to the curriculum

Weaknesses:

1. Absence of a fall-back option could be identified as an area to be addressed.

Section 6: Grading of overall performance of the programme

The overall score achieved by the programme is 82.50%. Actual criterion wise score for all eight criteria were more than the relevant weighted minimum score (See Table 6.1 for details).

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	**Programme Management**	**75**	115.38
02	**Human and Physical Resources**	**50**	91.67
03	**Programme Design and Development**	**75**	121.74
04	**Course / Module Design and Development**	**75**	116.67
05	**Teaching and Learning**	**75**	116.67
06	**Learning Environment, Student Support and Progression**	**50**	91.30
07	**Student Assessment and Awards**	**75**	125
08	**Innovative and Healthy Practices**	**25**	46.43
	Total on a thousand scale		**824.86**
	%		**82.50**

Based on the above evaluation made for the BBM in Hospitality, Tourism and Events Management Degree, Department of Public Administration of the Faculty of Management of the Uva Wellassa University, the total score on a thousand scale was 824.86 and each of 8 criteria scored more than the minimum weighted score. Therefore, the Study Programme was awarded a **Grade A** which is considered as "**Very Good**" (High level of accomplishment of quality expected of a programme of study should move towards excellence).

Section 7: Commendations and Recommendations

7.1 Commendations

The FOM follows the unique concept of "UWU Family" while working on effective and efficient management mechanisms to accomplish the goals of HTE Degree Program. HTE programme adheres to the Annual Academic Calendar providing all necessary information through a handbook and website. HTE distributes the FOM handbook to all fresher students which provides general information on UWU, HTE degree program and information on other services. Updated UWU Website provides links to all publications such as handbooks, special notices, announcements, etc.

FOM confirms Gender Equity and Equality (GEE) and discourage any form of Sexual and Gender-Based Violence (SGBV) among the staff and students. UWU practices the policy of zero-tolerance to ragging; it adopts strategies and implements preventive and deterrent measures through coordinated efforts of all stakeholders. The attempt to stop ragging was a success and the students are well-disciplined.

All the students of FOM are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work. The Audio-Visual Centre of the Faculty and 'Kitchen Lab' are the unique features and are essential centres for the HTE program.

Soft skills are improved through the core curriculum as well as through tailor-made programmes offered by the CGU. HTE Programme design accommodates supplementary courses such as vocational, professional, semi-professional, interdisciplinary and multidisciplinary to broaden the outlook and enrich the generic skills of students. In addition to develop the core subject knowledge, the degree programme also offers Essential Skills Development programme (ESD) and Broad General Education (BGE) for students while improving their conceptual and methodological background and the training necessary to obtain practical solutions for future challenges. Producing employable graduates through the process of enhancing knowledge, relationship and image are aimed at.

HTE Degree Programme strives to improve courses to enhance learning outcomes and achievements of students through regular monitoring and review processes. Well-designed university approved standard format/templates/guidelines for course design and development are used. Open Educational Resources (OER), Library facilities, well equipped HTE Laboratory,

Commuter Labs, Career Guidance Unit and Destination Management Software are some of the resources available at the faculty to facilitate the students and the teachers. Usage of library by the students of the study programme is significant. Facilities provided in the library despite space limitations could be a major strength.

Multi-cultural programs which are part of UWU family ensure social harmony, ethnic and cultural cohesion. HTE Degree Programme contributes to social and cultural dimensions of the educational experience by conducting Co-curricular activities such as Glamouro, Soba Ru etc. by introducing the policies and strategies of the UWU. Faculty encourages the engagement of students and staff in extracurricular and co-curricular activities at university and national level.

Encouragement of academic excellence through research and provision of required facilities and funds for the staff is commended. Initiatives have been taken to develop work norms and an accountability model.

7.2 Recommendations

1. Assistant Registrar (and if possible Assistant Bursar) are essential for a Faculty to effectively function as a Faculty. Thus, it is suggested to appoint AR to the Faculty.
2. Introducing a fall-back option for students and initiating performance evaluation system for the staff of HTE Degree Program.
3. Department is also requested to prepare an action plan that is aligned with the plan of the Faculty and the strategic plan of the University, and make it be known to the staff and ensure regular monitoring of implementation.
4. The department must ensure that all official correspondence go through the proper channel (as accepted in a University system) and documentation with dates and signature are available for every proposal, request, setting of timetables etc.
5. Recommend to re-consider the compositions of IQAU and IQAC committees, conducting meetings, record keeping, etc… Most importantly, make these bodies independent from the Dean of the Faculty, and the Heads of the Departments.
6. Future Infrastructure to be established in accordance with friendly environment for differently abled students.
7. Adoption of five-year curriculum revision cycle is recommended
8. Recommend introducing modern trend towards SCL and to preparation of guidebooks on OBE-SCL methods. Improve OBE and SCL and blended learning practices to enhance the quality.
9. Allocate suitable area in the department/faculty for students to meet student counsellors. In addition, it is required to provide training/development to the student counsellors on student counselling.

10. The language laboratory needs improvements/developments as to improve the language proficiency of the students.
11. Recommended to use feedback for improvement of course assessment/ evaluation.
12. The lifelong learning aspect of learning outcomes of the program is to be further considered in the HTE curriculum.
13. The team recommends to UGC to follow the UWU practices, strategies and implemented preventive action on the policy of zero-tolerance to ragging

Section 8: Summary

HTE Study Program specifically focuses on the key requirements highlighted by the eight criteria of the SER at the time of developing it and reviewing.

8.1 Study Programme and Study Programme Development

Programme provides information to all incoming students about curriculum specifications, learning resources, support services, by-laws, disciplinary procedures etc.. Faculty accommodates student representation on Faculty Board and welfare committees. The content and structure of the study programme are consistent with its objectives and learning outcomes. Different parts of the study programme form a coherent whole. The development of the study programme is based on the SLQF requirement and other legislation, development plans, analyses and professional standards; and the best quality is being sought. The study programme development considers feedback from students, employers, alumni and other stakeholders. HTE has established an IQAC in which the functions and operational procedures are to be improved; however, it works in liaison with the IQAU of the UWU.

8.2 Resources

Resources (teaching and learning environments, teaching materials, teaching aids and equipment, premises, financial resources) support the achievement of objectives in the study programme. There is inadequate supply of latest textbooks. Adequate teaching aids are available. Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.). Resource development is sustainable.

8.3 Teaching and learning

Modern teaching methods of SCLis to be used in teaching. The process of teaching and learning is flexible, considers the specifics of the form of study and facilitates the achievement of learning outcomes. The process of teaching and learning supports learning mobility. Assessment of learning outcomes (including continuous assessment, end exam, project report, research report) is transparent and objective.

8.4 Students

Student placements are filled with motivated and capable students from any stream of A/L examination through an aptitude test. Dropout rates are very low and not recorded. High proportion of students graduating within the standard period of study is observed.

As part of their studies, students attend other professional courses (CIMA, AAT, Charter) and employment rate of alumni is high. Alumni and their employers are satisfied with their professional preparation and social competencies.

HTE assures that all its students have access to health care services, cultural and aesthetic activities; recreational and sports facilities. Infrastructure (hostels, sports, canteen, administration block, well equipped auditorium) add value by creating required recreation or stress relief to students.

8.5 Teaching staff

There is teaching staff with adequate qualifications to achieve the objectives and learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning. Overall student assessment on teaching skills of the teaching staff is positive.

Recognised visiting members of the teaching staff and practitioners participate in teaching the study programme. The teaching staff is engaged in professional and teaching-skills development. However, the research output of staff is to be improved. It is encouraged to establish collaborative partnership with national and international institution for research.

8.6 UWU Entrepreneurial activities

The industrial training which is a part of the HTE curriculum during the 4th year second semester, is recognized in the Strategic plan. The UWU needs as a long-term entrepreneurial goal, to develop the skills, abilities and capabilities to meet the needs of the private sector. This will help the University to be less dependent on government higher education policy changes on fund allocation. The Entrepreneurship Incubation Cell (EIC) is the primary entrepreneurial link with the community. The EIC attracts clients and potential partners from the local and wider social environment by creating a significant stakeholders' network with the University. Several seminars were accomplished for the employees of different companies.

The review schedule needs to be attached.

The lists of attendance at different meetings need to be attached.

Annexure-1

Programme Review- Site Visit Schedule

Study Programme: BBM in Hospitality, Tourism and Events Management Degree
Department of Public Administration

Address: Faculty of Management
Uva Wellassa University

Reviewers: Dr. NWB Balasooriya – Chair
Prof. PAP Samantha Kumara
Dr. Subhangi M.K.Herath

Site Visit Dates: 7th – 11th October 2018

Day	Time	Activity
Day 01 (08.10. 2018)	08.00- 08.45 a.m.	Meeting with IQAU Director and Coordinator/FQAC
	08.45- 09.15 a.m.	Meeting with Vice Chancellor/ Deputy Vice Chancellor
	09.15- 09.30 a.m.	Meeting with Dean/ Faculty of Management
	09.30- 10.00 a.m.	Meeting with Heads of the Departments
	10.00-10.30 a.m.	The SER Team
	10.30-11.30 a.m.	Meeting with academic staff of Departments
	11.30-12.00 p.m.	Meeting with academic staff of Faculty and relevant S.P.
	12.00-01.00 p.m.	Lunch
	01.00-04.00 p.m.	Observing documentation of evidence
Day 2 (09.10. 2018)	08.00-08.30 a.m.	Meeting with technical staff/ instructors
	08.30-10.30 a.m.	Observing teaching/leaning sessions relevant to S.P.
	10.30-12.00 a.m.	Meeting with support staff of the Department/Faculty
	12.00-01.00 p.m.	Lunch
	01.00-04.00 p.m.	Meeting with Students (1st, 2nd, 3rd and 4th year separately)
Day 3 (10.10. 2018)	08.00-09.30 a.m.	Meeting with Administrative staff (Registrar, SAR/AR- Academic Establishments, Examination, Welfare etc...)
	09.30-10.00 a.m.	Meeting with Director/ SDC
	10.00-10.30 a.m.	Meeting with Director/ CGU
	10.30-11.00 a.m.	Meeting with Stakeholders (Alumina, Industrial partners etc...)
	11.00-12.00 a.m.	Observing facilities relevant to SP (Library, ICT etc...)

Annexure 2: Attendance
Meeting with IQAU Director and Coordinator/FQAC

Programme Review 2018

BBM in Hospitality, Tourism and Events Management Degree
Faculty of Management
Uva Wellassa University

Attendance Sheet

08.10.2018 **08.00am- 08.45am**

No	Name	Signature
1.	Dr. N.W.B. Balasooriya – Chair (Review Team)	
2.	Dr. P.A.P. Samantha Kumara (Review Team)	
3.	Prof. Subhangi M.K. Herath (Review Team)	
IQAU Director		
4.	Dr. Dr. N. Aththanayake (Senior Lecturer Grade I)	
IQAC Coordinator		
5.	Dr. H.M.W.M. Herath (Senior Lecturer Grade I)	

Annexure 3: Pictures_Meetings

Meeting with VC and Director/IQAU-UWU

Meeting with Dean/ FM-UWU

Meeting with Heads of the Depts./FM-UWU

Meeting with Academic staff and Proposal writers-FM

Meeting with Administrative staff of UWU

Meeting with the Librarian

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Annexure 4: Pictures_Activities

VIP Dinner Night 2018

Observing Teaching

Observing Teaching

Success Stories.....

Notice Board- FM

Notice Board- Depts. of FM

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Annexure 5: Pictures_Facilities

Examination Division of UWU_ Results at the Notice Board

Examination Division of UWU_ Discussion with Staff

Student Affairs Division of UWU_ Discussion with Staff

UWU International Symposium Secretariat

IQAU of UWU- Discussion and Inspecting Documents with Director

CGU of UWU

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