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SUBJECT REVIEW REPORT

DEPARTMENT OF
MARKETING MANAGEMENT



**FACULTY OF MANAGEMENT AND FINANCE
UNIVERSITY OF COLOMBO**

6th to 8th January 2010

Review Team :

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quality of education within a specific subject, discipline and programmes offered by an academic department. It focuses on the quality of the students, learning experience and student achievements with a view to evaluate the quality of undergraduates. The subject review report presents the findings of the subject review assessment of the academic standards maintained and the quality of learning opportunities provided by the Department of Marketing of the Faculty of Management and Finance, University of Colombo.

The review team consists of Prof. Ananda J. Patabendige (University of Kelaniya), Dr. B.N.F. Warnakulasooriya (University of Sri Jayawardenapura), Mr. A. Andrew, (Eastern University of Sri Lanka), and Dr. A. Jahfer, (South Eastern University of Sri Lanka).

The team visited the Department of Marketing during the days commencing from 6th to 8th January 2010. The review was conducted adhering to the guidelines provided in the *Quality Assurance Handbook for Sri Lankan Universities*, published by the CVCD and University Grants Commission in July 2002. The review was based on the Self Evaluation Report (SER) submitted by the Department and information provided and gathered during the three-day site visit to the Department of Marketing, University of Colombo, Sri Lanka.

The following aspects of education/provision were considered under the review assessment:

1. Curriculum Design, Content and Review
2. Teaching, Learning and Assessment Methods
3. Quality of Students including Student Progress and Achievements
4. Extent and Use of Student Feedback
5. Postgraduate Studies
6. Peer Observation
7. Skills Development
8. Academic Guidance and Counselling

The evaluation of these eight aspects was based on:

- Meetings held with the Vice Chancellor, Dean, Head of Department, members of the academic and academic support staffs including English Language Unit head and Computer Instructors, Technical and non-academic staff, undergraduate students representing 3rd and 4th years of the Marketing Management Special Degree Programme and postgraduate students of the Faculty of Management and Finance.
- Observation of the Department and other facilities of the Faculty (Faculty and the Department's offices, lecturers' cubicles, Information Technology and Resource Centre, and Lecture Rooms, etc.)
- Observing lectures and student participation in lectures.
- Reviewing documents maintained by the Department.

Each of the eight aspects was judged as either 'Good' or 'Satisfactory' paying attention to the strengths, good practices and weaknesses found in each area.

UNIVERSITY, FACULTY AND DEPARTMENT

The University of Ceylon was established by the State Council in April 1942. The first Vice-Chancellor of the University, Sir Ivor Jennings, hoisted the flag on July 1942 at the College House where his office and the central administration were located. The University was formed by amalgamating the Ceylon Medical College founded in 1870 and the Ceylon University College founded in 1921. Accordingly, the history of the university goes back to the nineteenth and early twentieth century.

By 1950 the University of Ceylon had a reputation as an important centre of excellence among the Commonwealth countries. The Higher Education Act of 1966 established a National Council of Higher Education (NCHE) and later in 1972 under the University of Sri Lanka Act No. 1 of 1972 all universities were brought under one umbrella and made Campuses of a single university established as the University of Sri Lanka. Accordingly, The University of Ceylon, Colombo was named as the Colombo Campus of the University of Sri Lanka. Subsequently, under the Universities Act No. 16 of 1978 the Colombo Campus became the University of Colombo, Sri Lanka, and currently, the University has 7 Faculties with 41 Academic Departments, a Campus, a School, 6 Institutes and 5 Centers.

The Faculty

Historical development of the Faculty of Management and Finance (FMF) goes back to the year 1979 with the setting up of the Department of Commerce and Management Studies of the University of Colombo. The Department of Commerce and Management was operated under the Faculty of Arts and expanded rapidly in the 1980s, becoming the department with the largest number of undergraduates in the Faculty of Arts. In line with the increasing student population, and the rapidly growing needs of the Sri Lankan business community, the necessity for establishing a new faculty for this particular field of studies began to be felt in late 1980. As an initial step of the process of establishing a separate faculty, two academic departments - the Department of Commerce and the Department of Management Studies - were established, but still functioning under the Faculty of Arts. This long-lived dream materialized with the establishment of the Faculty of Management and Finance in May 1994. Currently, the Faculty consists of six departments for Accounting, Finance, Business Economics, Human Resources Management, Management and Organisations Studies, and Marketing Management. In addition, the Postgraduate and Mid-Career Development Unit (PGMCDU) for conducting postgraduate and executive diploma courses is also functioning under the purview of the Faculty.

The Department

The Department of Marketing (DOM) was established in May 2007, recognizing the need for producing high caliber marketing graduates for the private sector and the public sector organisations in Sri Lanka. Currently, a total of 140 students are reading for the Bachelor of Business Administration Degree under the Department. The first batch of 66 students of the Department conferred the degree in 2008. The teaching faculty of the Department consists of 11 staff members including 03 PhD holders, 07 with Masters Degrees and 02 with Bachelors Degrees. Currently, 03 of the junior staff members are reading for PhDs and 03 are reading for Masters.

Vision of the University

A centre of excellence of global repute through building synergies between knowledge, education, research and entrepreneurship for national development and democratic value in a plural society

Mission of the University

To be a center of excellence in learning and knowledge creation with commitment to providing human resources of high ethical standard and social responsibility that are innovative with independent thinking and analytical skills, contributing to national development

Mission of the Faculty¹

To be the most prominent and leading faculty in Sri Lanka for high quality academic and executive programs, research, and consultancy in Management and Business Studies within a creative and collaborative environment towards developing managerial competencies for betterment of the society.

Mission of the Department¹

To be the prominent department in Sri Lanka by providing academic excellence in marketing, inculcating a research culture while engaging in continuous learning and facilitating interactive teaching and producing high caliber graduates to the society.

¹ Please note that the faculty and the department align their programs in line with the university vision.
Dept. of Marketing Management, University of Colombo

3.1 Aims

- To equip students with necessary theoretical and practical knowledge of modern Marketing in order to compete successfully in today's challenging local and global business environment.
- To accumulate the knowledge through staff and students' research, industry interactions and networks, and disseminate them to industry and knowledge-seeking society using discussions, conferences, workshops, seminars and publications.
- To produce creative, independent, dedicated, committed and socially responsible graduates with in-depth knowledge of marketing to lead the businesses in the country and the world.

3.2 Learning Outcomes

The aims of the Degree Programme are to generate knowledge, improve skills and cultivate positive attitudes towards learning and work. Accordingly, it is expected to achieve the following:

Student Capabilities

- Broad and up-to-date knowledge in marketing philosophies, theories and concepts linking with contemporary business philosophies,
- Creative and effective decision making ability in business in general and Marketing in particular,
- Communicative ability, leadership, dedication, and commitment, and
- Exemplary conduct through self-discipline and responsibility.

Skills expected to be gained by Students

- Marketing planning and research
- Strategic planning
- Commitment and dedication to work under any circumstances
- Software application
- Oral and written communication
- Professional judgment and independent thinking
- Creativity and leadership, and
- Academic and professional integrity

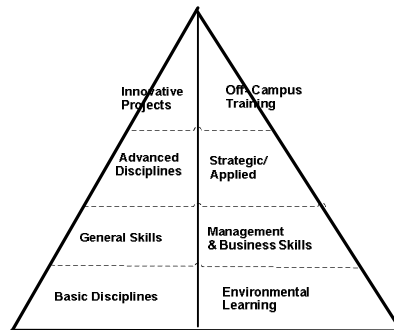
Student Achievements

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

It is found that the curriculum has been developed by taking both academic and employment aspects (skill development) into consideration based on the following framework.

FIGURE 3.1- STRUCTURE OF THE PROGRAM



The curriculum has been revised on two occasions so far. They were in 2005 and 2009, and this latest curriculum has been developed by getting both Academia and professional persons involved so that it can fulfil the current requirements of the society and the job market. The revised curriculum was implemented from the academic year 2009, with the new batch of students (2009/2010). Accordingly, a faculty-wide single degree program, that is Bachelor of Business Administration (BBA) Degree with 06 areas of specialisation, is offered by the Faculty by getting 06 departments involved based on the service concept. As such, conducting BBA Marketing Management Special Degree Programme has become the responsibility of the Department of Marketing Management.

The courses offered under the Bachelor of Business Administration Degree is divided into two levels viz Level - I and Level - II. Each level is having two year or 4 semester duration. The Level- I subjects are common, and compulsory to all the students come to the Faculty, and the level II is divided according to 06 areas of specialisation. There is considerable flexibility for students to select subjects at the level II in each specialisation programme. Thus, the entire programme is concerned it consists of 08 semesters running for 04 years, and organised under a credit unit system applying a continuous method of assessment. In total, 120 credits are needed for obtaining the BBA Special Degree containing 60 credits in each level. Students are selected for special courses based on their performance in the level I Programme, students preference and available vacancies in each special programme. Accordingly, the Department of Marketing Management finds no difficulty in obtaining the required number of students for its special degree programme.

Lecturers are having a sufficient work load offering four course units for common programme at the level- I in addition to conducting its own special programme.

Where the subject combinations in each level are concerned some shortfalls can be traced. BEC - 2201 Business history of Sri Lanka has been counted as a level II subject. But, it is proper if it is considered as a basic subject to be included in the level-I as a common subject for all the students to study irrespective of their field of specialization.

MOS -2302 Research Method and MKT-2302 Marketing Research have been considered as two separate subject units, and in this case there must be a number of repetitive areas.

MKT 2203- Service Marketing and MKT 2207-Agricultural Marketing; each has been considered as 2 credit subject units although they are vary important subjects to our economy currently (Now Sri Lanka's economy has become a service sector dominated economy, and

r in a number of aspects). As such credit weights given
 g a one credit subject such as MKT ó 2100 is not much
 either to MOS -2302 Research Method or MKT-2302

Marketing Research.

Credit weight given to MKT ó 2215 Industrial Training is 2, but it is not sufficient compared to the acceptable level of credits given to practical training by similar courses at other universities. Also, it is found that Industrial training is not compulsory, and this is also another instance this course shows a deviation from other similar courses. Students also prefer to have at least 6 months compulsory period to the current arrangement for practical training.

Judgment assigned is 'SATISFACTORY' for this aspect

4.2. Teaching, Learning and Assessment Methods

The Department of Marketing (DM) consists of 11 academic staff members and 04 visiting lecturers. Of them 3 are already PhD holders, two others are reading for PHD and all others except one junior lecturer are having Masters degrees, and therefore it is consider that DM is having a fairly well qualified academic staff. Students are fully satisfied of their academic staff, and the quality of teaching. .

Different methods are used in disseminating knowledge at class room level. They include lectures, group and individual assignments, take home assignments, case studies and presentations. In addition, Multi Media presentations are frequently used by most of the lecturers. However, it seems that teaching is still teacher centred. Ventilation, lighting and seating facilities available in lecture rooms are not satisfactory. Faculty does not have an examination hall. The attendance of the students is reasonably high (around 90%), and this indicates that either lectures are interesting and /or mandatory (80 % level of attendance is compulsory for Level ó I lectures). The studentsøfeedback is regularly taken and shows that lectures are interesting, and they have made positive remarks appreciating lecturers.

Majority students are gradually improving the language ability with the passage of time since teaching is mainly done in English medium. Lecturersøworking ability in English is good. It seems that ELTU is doing a good job even by getting the relevant materials to be used in English classes from the lecturers of main subject areas. However, English teachers complain of not providing them with class room facilities adequately, and taking their class rooms for main subjects without even informing them.

The library facilities and the facilities in the main library seem adequate, but students show some reluctance to go to the main library since it is little away from their faculty premises. Although students expect some reading room facility near to their faculty building, but such opportunities have not been provided. IT related courses are not at a satisfactory level, and also students complain that computers, the internet facilities etc are hardly sufficient for their day to day learning activities. A resource centre in the Department has not been set up at least for final year research students to get their work done. Student subject association was not formed for students to organise various off class room activities. Also, it is found that there are not any financial provisions to be used studentsøfield trips, and also for lecturesøresearch work. All these constraints have badly affected quality of learning and teaching of the students.

4.3 Quality of Students including Student Progress and Achievements

Generally speaking the quality of the students joining the Faculty is very high. The "Z score" earned by the students who have got selected to the Faculty at the Advanced Level Examination held by the Department of Examinations and Evaluation is between 1.7 and 2.4 in the academic year 2008/09. Still one batch of students has been passed out by following BBA Degree in Marketing, and their completion rate (89%) is fairly a high rate.

Judgment assigned is 'GOOD' for this aspect

4.4. Extent and use of Student Feedback

Student feedback is taken in the mid of each semester through administering a questionnaire, and the Head of the Department summarises the collected information and discuss the level of feedback given by students with each lecturer individually.

In addition, lecturers are having a habit of taking students' feedback informally also. In many instances the student's remarks are encouraging. Accordingly, teachers maintain a good rapport with the students.

The main shortfall with regard to obtaining student feedback is not having a formal organisation such as a student subject association through which student can present their suggestions, requirements etc to the Department.

Judgment assigned is 'GOOD' for this aspect

4.5. Postgraduate Studies

Postgraduate programmes of the Faculty are conducted by the Postgraduate and Mid Career Development Unit (PGMCDU) and not by the individual Departments. But, most of the staff members of the Marketing Department involve in teaching work in the MBA programme run by the Faculty of Management and Finance, Master of Business Studies Programme and Postgraduate Diploma in Business Management Programme conducted by Faculty of Graduate Studies as lectures and research supervisors. However, the staff members do not contribute much to the postgraduate programmes conducted by other universities and institutions.

Judgment assigned is 'GOOD' for this aspect

4.6 Peer Observation

Marketing Department mainly follows common peer observation methods followed by many other universities. Accordingly, the practice of question paper moderating, marking answer scripts etc by second marking examiners also is found.

other universities with regards to moderation could be of appointing an equal or more qualified person as a not seen.

Although departmental meetings are held frequently they have become informal gatherings of the academic staff rather than regular departmental meetings which should keep minutes etc.

Peer observation such as observing one member's lectures by and other member could not be seen.

Judgment is "SATISFACTORY" with regard to this aspect.

4.7. Skills Development

The Department of Marketing carries out its offering giving direct lectures, case analysis, group presentations, group assignments and research work with a view to developing students' skills.

Students' communication skills are developed by getting the ELTU's support in addition to conduct all teaching activities in English. For developing IT facilities about 3 IT related subjects have been included to the curriculum. But, adequate computer facilities and internet facilities have not been provided. Number of working computers available in the Computer Lab is largely inadequate, and students complained that no suitable arrangement have been made even to use the existing facilities efficiently and effectively.

Also, the fact that students have not been led to form their subject associations indicates that a conducive environment has not been developed for students to develop their organisational skills, ability of working independently etc.

Although the Subject Review Team did not have an opportunity to observe presentation skills of students it was found that students' communication skills etc are comparable to that of the students in the same subject area of other traditional universities.

Judgment assigned is "SATISFACTORY" for this aspect.

4.8 Academic Guidance and Counseling

At the commencement of the degree programmes of the Faculty students are made aware of all the necessary details by organizing an orientation and awareness programs, delivering an annually updated students' handbooks and presenting course outlines before the commencement of each lecture.

Each student is provided with a personal tutor who is a member of the academic staff to discuss his/her academic and non-academic matters arising throughout their university life. Four-hours per week are assigned to each staff member for student advising/guidance. Also, students are free to meet staff members at any time by appointment.

Currently, there are 06 student counselors in the Faculty including a permanent student counselor. Out of them one counselor is from the Department of Marketing. They attend to the overall counseling matters of students attached to the faculty regardless of their department. In addition, professional student counseling for special needs is undertaken by the Student Counseling Office of the University.

(CGU) is the focal point for providing guidance for the predominantly engaged in providing its service to the Arts Faculty. However, personal tutors help students to solve their career development related problems as well.

Judgment assigned is 'SATISFACTORY' for this aspect

Based on the observations made during the visit by the review team, the eight aspects were judged as follows:

<i>Aspect Reviewed</i>	<i>Judgment Given</i>
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Good
Quality of Students including Student Progress and Achievements	Good
Extent and Use of Student Feedback	Good
Postgraduate Studies	Good
Peer Observation	Satisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Satisfactory

5. CONCLUSIONS

The strengths/ good practices and the weaknesses of each of the eight aspects considered in the subject review process are summarized below.

1. Curriculum Design, Content and Review

Strengths/Good Practices

- The curriculum has been up dated by getting both Academia and professional persons involved so that it can fulfil the current requirements of the society and the job market.
- A considerable number of well qualified, experienced, committed and mature members of staff are available at the Department of Marketing. Some of them are having sufficient amount of research experience as well. Both lecturers and students in the Department have been successful in maintaining close relationships with each other and with the industry and other related institutions.
- Curriculum has given a prominent place for students to be more research oriented in their selected field.

Weaknesses

to some subjects their importance to the economy has not
ns in the subject contents among certain subjects could
is not sufficient.

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- The Department of Marketing is having an appropriate teaching learning environment, especially having a qualified academic staff, and as such the trust placed upon the teachers by the students in the Department in their mentoring process is high.
- High morale of the students could be seen particularly for having selected to a prestigious program as Marketing Degree program to follow.
- Different methods of continuous assessment are used allocating 30% marks for continuous assessment and 70 % marks for semester end examination.
- A larger number of students have been registered for following some professional courses also while regularly attending in their main course of study.

Weaknesses

- Lecture rooms are not attractive and poorly equipped.
- Students do not have adequate and proper space to do reading and discussions.
- Computer facilities are inadequate.

3. Quality of Students, including Student Progress and Achievement

Strengths/Good Practices

- Students with the highest "Z Score" join the FMSC
- Close relationships maintained between teachers and students
- High morale and ambition levels could be seen among the teachers and the students towards their achievements
- Failure rate is considerably low.

Weaknesses

- Subject association is not seen.
- Arrangements to appreciate students' achievement such as awarding gold medals etc. are not adequately developed.
- Conducive environment to improve students' skills etc is not seen.

4. Extent and Use of Student Feedback

Strengths/Good Practices

- Cooperation, commitment and dedication demonstrated by both lecturers and students towards teaching and learning are appreciable.
- Student feedbacks are regularly as well as informally taken.
- Lecturers have set aside a sufficient number of hours to listen to the students.

Weaknesses

- There is not having a formal organisation such as a student subject association through which student can present their suggestions, requirements etc to the Department.

Strengths/Good Practices

- Department is having an academically and professionally qualified set of academic staff with postgraduate and research experience.
- Staffs largely contribute to running the Faculty's postgraduate programmes by lecturing and research supervising.

Weaknesses

- Academic staff is mainly confined to teaching only in the Faculty Postgraduate programmes. Competitive programs emerged within the Faculty on the same discipline.

6. Peer Observation

Strengths/Good Practices

- All the academic members have recognised the importance of having a peer evaluation system within the Department.
- Already there is a peer evaluation procedure practiced by the Department.
- Senior academic members' guidance is sought for.

Weaknesses

- Peer observation system followed is more informal.
- Paper setting and moderation procedure shows some shortcomings.

7. Skills Development

Strengths/Good Practices

- The continuous efforts and the perseverance are shown by the academic staff members in the Marketing Department for identifying, improving and developing students' skills demanded by a competitive job market.
- Opportunities have been provided to develop students' skills through the system of continuous assessment and following student centred teaching methods on IT and computers, report writing, analytical and problem solving skills.

Weaknesses

- The Practical Training Programme is not sufficient.
- Computer accessibility in comparison to a larger demand for such facilities is inadequate.
- Subject association has not been formed.
- Department's Resources Centre has not been built.

8. Academic Guidance and Counseling

Strengths/Good Practices

- Having an orientation program at the beginning of the Programme.

y Handbook which contains the details of the degree culty, bylaws and other necessary details when entering

- Having fully qualified academic staffs that provide the students with necessary guidance and direction.
- Availability of a committed set of personal tutors who help students in variety of ways.

Weaknesses

- Non availability of a well thought, properly designed academic counselling program either in the Faculty or at the Departmental level to provide required information and guidance to prevent misleading the undergraduates by informal student groups in the system.
- Lack of formal training for staff on the student counselling and guidance procedures.

6. RECOMMENDATIONS

Following recommendations are made by the review team to further improve the relevance and quality of the programs being offered by the Department:

1. Increase the credit weights for more important subjects for the economy and students, and avoid repetitive contents of some subjects, and avoid 1 credit course/s.
2. Develop brief study manuals at least for important course units.
3. Collaborate with the English Teaching Unit to offer a better service.
4. Arrange the practical training attaching more importance to that aspect.
5. Create a research culture within the Department by encouraging academics to do research in their areas of specialty.
6. Offer IT related courses right through the degree programme to develop ICT related skills along with more lab facilities.
7. Formulate and implement a formal peer evaluation system. Special attention is to be drawn to policy, form and procedure.
8. A well designed, objective oriented Academic Counselling Programme is necessary to be conducted at the Faculty level as an awareness programme for the undergraduates during the Common Programme.
9. Maintain student data base to get to know the progress made by students during their course of studies and also their employability and employment after the graduation.
10. Set up a student subject association.
11. Provide lecturers and students with rooms, computers and internet facilities sufficiently.

7. ANNEXURES

Annex 1. AGENDA OF THE REVIEW VISIT

Day 01 – Jan. 06th

08.30 ó 09.00 Private Meeting of Review Panel with QAA Council Representatives
 09.00 ó 09.30 Discuss the agenda for the visit
 09.30 ó 10.30 Meeting with the Vice Chancellor/Chairman, Internal QA Unit/Dean/Head of the Dept./Head Faculty QA Cell. etc. (working Tea)
 10.30 ó 11.30 Department Presentation on the Self Evaluation Report
 11.30 - 12.30 Discussion with the Department
 12.30 ó 01.30 Lunch
 01.30 ó 03.00 Observing Departmental Facilities
 03.00 ó 04.30 Meeting with Department Academic staff (Working Tea)
 04.30 ó 05.30 Meeting with undergraduate Students (Final Year)
 05.30 ó 06.30 Brief Meeting of Reviewers

Day 02 – Jan. 7th

09.00 ó 10.00 Presentation on Quality Report
 10.00 ó 11.00 Observing Documents (working Tea)
 11.00 ó 12.00 Meeting with Technical Staff and other non academic staff
 12.00 ó 01.00 Lunch
 01.00 ó 03.00 Students Presentation on Skills development Activities
 03.00 - 03.15 Tea
 03.15 ó 4.00 Meeting with Diploma and Postgraduate Students
 04.00 ó 05.00 Meeting of Reviewers

Day 03 – Jan. 8th

09.00 ó 10.00 Students' Presentation (Final Years)
 10.00 ó 10.30 Tea
 10.30 ó 12.00 Meeting with Undergraduates (3rd Year)
 12.00 ó 01.00 Lunch
 10.30 ó 11.00 Reviewers Private discussion
 11.00 ó 12.00 Meeting with Head and staff for Reporting
 12.00 - 01.00 Lunch

- Vice Chancellor of the University of Colombo
- Dean of the Faculty of Management and Finance
- Head of the Department of Marketing Management
- Academic Staff of the Department of Marketing Management
- Non Academic Staff of the Department
- Undergraduate Students of Year 3, and 4
- Postgraduate students
- Librarian and Senior Staff Members

Annex 3. LIST OF LECTURE SESSIONS OBSERVED

- Teaching at Level III and IV courses

Annex 4. LIST OF FACILITIES OBSERVED

- Department staff member's rooms
- Department Premises
- Faculty Lecture halls
- Faculty IT/Computer lab
- University Library
- Resource Centre of the Department

Annex 5. LIST OF DOCUMENTS OBSERVED

- Faculty hand book
- Student evaluation forms
- Student attendance list
- Lecturer's time tables
- Lecture Materials/ Course Manuals/handouts
- Minutes of the Faculty Board, minutes of the department meetings
- Question Papers, Marks sheets
- Students Dissertations
- Internship Training Record Book