SUBJECT REVIEW REPORT

DEPARTMENT OF
MARKETING MANAGEMENT

FACULTY OF MANAGEMENT AND FINANCE
UNIVERSITY OF RUHUNA

24th to 26th November 2008

Review Team :

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1. SUBJECT REVIEW PROCESS

Subject review evaluates the quality of education within a specific subject or discipline. This review evaluates the quality of education within the specific discipline of Marketing being offered by the Department of Marketing (DM), Faculty of Management & Finance (FMF) of the University of Ruhuna (UR), Sri Lanka. The review focused on the Self Evaluation Report (SER) prepared by the Department of Marketing, FMF, UR. Based on the SER, the team evaluated the quality of the Bachelor of Business Administration Major in Marketing degree program using the criteria set out by the Quality Assurance Council (QAC) of the Ministry of Higher Education.

The self-evaluation report consisted of eleven sections, i.e., introduction; aims, learning outcomes and program information; students and staff facilities; curriculum design, content and review; teaching, learning and assessment methods; quality of students, taking account of student progress and achievements; student feedback; postgraduate studies; evaluation of teaching activities; skills development; academic guidance and counselling. The quality of education within the disciplines was evaluated in the light of the aims and learning outcomes given in the SER submitted by the Department.

The review focused on the following eight aspects of education:
- Curriculum design, content and review
- Teaching, learning and assessment methods
- Quality of students, including student progress and achievement
- Extent and use of student feedback, qualitative and quantitative
- Postgraduate studies
- Peer observation
- Skills development
- Academic guidance and counselling

The evaluation of the above eight aspects of the program were done by obtaining the information from the following sources:
- The self-evaluation report submitted by the Department
- Meeting with the Vice Chancellor, Dean/FMF, Librarian, Head/DM, Academic members of the DM, Non-academic staff members of the FMF, Deputy senior student councillor, Students councillors and Undergraduate & post-graduate students
- Observation of teaching, student presentations and practical sessions
- Observation of relevant documents (handbooks, department publications, study guides, manuals, question papers, marking schemes, marks sheets, dissertations, evaluation sheets, minutes of various meetings, etc.)
- Observation of Department and other facilities (computer centre, lecture rooms, library, etc.)

Each subject review aspect of education was judged by making one of the three standards/levels namely; good, satisfactory and unsatisfactory. For the purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made from the three options, i.e., confidence, limited confidence and no confidence by taking into account the status of the judgments given for all the eight aspects of the academic programme.

The dates the review team visited were 24th, 25th and 26th November 2008. The agenda of the subject review is in Annexure - I.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

Establishing a university for the Ruhuna area was contemplated for a long time as a request from the people of Ruhuna. On 27th August 1978 Mr. Jayewardene then, the Hon. Prime minister of Sri Lanka declared the opening of the university college at Meddawatta fulfilling a long cherished desire and need of the people of Southern, Sri Lanka. The university college itself was ceremonially opened on 1st September 1978 at Meddawatta, the former Technical College premises at Matara. The fledging institution at Matara was elevated and renamed as the Ruhunu university college from 01 January 1979. The university college commenced its academic activities with three faculties: Humanities & Social Sciences, Agriculture and Science. The Ruhuna university college was upgraded to the full university status on 1st of February, 1984 by orders made by the Minister of Educations under section 21 and 27(1) of the universities act of no.16 of 1978. The motto of the University drain from a Buddhist text which means "*Wisdom is a Treasure*" and the University of Ruhuna functions with its vision being,

"*To be an internationally respected, outstanding academic centre, committed to rigorous scholarship, academic freedom, sound moral values and social responsibility*".
And the mission being,

"*To produce internationally accredited, outstanding graduates who are innovative, analytical and adaptable with a life long love for learning; and to contribute to the advancement of knowledge and enrichment of educational ,cultural, economic and natural environments of people and the region we serve*".

At present, University of Ruhuna operates with seven faculties; Humanities & Social Sciences, Agriculture, Science, Medicine, Engineering, Management & Finance, and Fisheries and Marine Technology. Accordingly, the university has made significant contribution to national development and is deeply committed to developing quality academic programs in the best interests of the development of the country.

The Faculty of Management and Finance, University of Ruhuna established in April 2003, as a one of the leading Management Faculties in Sri Lanka conducts Bachelor of Business Administration (BBA) Degree program in four specialization areas as Marketing, Accounting and Finance, Human Resources and Entrepreneurship. The Faculty also conducts Postgraduate Diploma in Business Administration (PDBA) and Master of Business Administration (MBA). The Faculty consists of three academic Departments: Management and Entrepreneurship, Accounting and Finance, and Marketing.

Mission Statement of the Faculty of Management and Finance,
"*The Faculty of Management and Finance is designed to investigate into unexplored phenomenon on management and finance by maintaining a trade-off between modern management systems and Sri Lankan regional cultural contexts, to transfer such knowledge by means of study programs, conferences and publications and to become the Center for Management Studies in Sri Lanka*".

The Department of Marketing established on 22nd of August 2008 is the newly established academic Department at the Faculty of Management and Finance, University of Ruhuna. The

establishment was initiated through identifying the requirement of the development of the marketing management discipline in the region and the country.

Mission statement of the Department of Marketing is
> *"To become one of the best Marketing Schools in the world by developing marketing discipline through expanding intellectual horizons in Marketing".*

Objectives of the Department of Marketing are
- To facilitate continuous academic development in marketing discipline and allied disciplines
- To facilitate research opportunities to explore the emerging trends in marketing discipline
- To offer Certificate, Diploma, Undergraduate and Postgraduate courses in Marketing discipline
- To foster the development of managerial and essential soft skills of the students

3. AIMS, LEARNING OUTCOMES AND PROGRAMME DETAILS

3.1. Aims

The Business Administration Degree major in Marketing intends to achieve following aims.
- To foster marketing skills of the students
- To develop the knowledge in managerial and essential soft skills
- To instil professional attitudes in marketing and allied areas
- To develop awareness of the changing marketing environment both in domestic and global

3.2. Learning Outcomes

Undergraduates who specialize in Marketing will be able to achieve following outcomes, after completing the Business Administration Degree Major in Marketing successfully.
- Demonstrate knowledge and skills in identifying customer needs through market research, developing new products and services based on marketing strategy formulation, and promoting and distributing products and services with relevance in domestic and international settings.
- Demonstrate a basic understanding of issues related to international trade controls, foreign trade operations, and location of markets, negotiation practices, monetary issues and international public relations.
- Exhibit entry-level marketing skills for use in government, industry and private sector organizations that engage in exporting or importing goods and services in world markets.
- Obtain an in-depth understanding of consumer behavior, e-marketing, international marketing, marketing strategy, sales-force management and marketing research.

Programme Details

Bachelor of Business Administration degree major in Marketing curricular content in brief:

Level	Course Unit Code	Course Unit Title
2000	BBA 2101	Marketing Management
3000	BBA 3209	Consumer Behaviour
	BBA 3210	Marketing Research
	BBA 3211	Services Marketing
	BBA 3212	Sales and Retail Management
4000		
	BBA 4109	Strategic Marketing
	BBA 4110	International Marketing
	BBA 4111	Strategic Brand Management
	BBA 4112	Integrated Marketing Communications
	BBA 4210	Relationship Marketing
	BBA 4211	Monograph
	BBA 4213	Internship Report

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The Bachelor of Business Administration degree programs of the Faculty of Management and Finance is of four-year duration, which is organized based on credit units and implemented over eight semesters. The BBA course is offered both in English and Sinhala medium. The curriculum is modular in nature comprising a compulsory core module and several optional advanced modules. The core module is offered jointly by the three departments during the first five (5) semesters; however, the contribution of Dept. of Marketing to the core course is minimal (i.e. only the BBA 2101 – Marketing Management). Advanced modules aiming specialization in 01 of 04 areas (i.e. Human Resource Management, Accounting & Finance, Marketing Management, and Entrepreneurship) are offered during the last three (i.e. 6th, 7th and 8th) semesters. Students can select one of these advanced modules for specialization according to their preference and performance in the beginning of the 6th semester.

All the courses offered in the BBA degree program are 03 credit courses. Students are supposed to follow 03 core courses, 01 English course and 02 out of 04 optional courses in the 1000 Level – Semester I and II, which comprised of 18 credits (9 credits / semester * 2 semesters) from the core course and 36 credits altogether (i.e. 12 courses * 3 credits / course). They follow 05 core courses (15 credits) and 01 English course (3 credits) in the 2000 Level – Semester I and 04 core courses (12 credits) and 01 out of 04 optional courses in the 2000 Level – Semester II. In the 3000 Level – Semester I, students follow 04 core courses (12 credits), 01 out of 03 optional courses (3 credits) and 01 English course (i.e. altogether 18 credits in the semester). Once the students select their specialization, they will have to take 04 courses from the specialization area (12 credits) and 01 course (3 credits) from any of other 03 specialization areas in 3000 Level – Semester II and 4000 Level – Semester I. In the final semester (i.e. 4000 Level – Semester II), each student follows a 06 credit dissertation and 04 credit internship. In abstract, each student follows 26 "core courses" (87 credits), 04 "subject

related course from outside the main discipline" (12 credits), 04 "foundation courses" (12 credits), 06 English courses worth 18 credits and 04 credit internship, i.e. 133 credits, in total.

The optional foundation courses should directly related to the disciplines addressed by the faculty; thus, to avoid the course like FDN 1103 – Cultural Heritage, FDN 1104 – Science for Humanities offered by other faculties as they have already created many administrative problems.

Most of the courses offered by the Department are at a suitable academic level in terms of the content, breadth and depth, especially those courses offered under the specialization.

Although a student should successfully complete all these 133 credit units to be eligible for the award of the degree, surprisingly, all these are not taken into account by the administration when the final GPA was calculated. Especially, the credits earned through English course were not counted. The facts that the credit unit requirement for graduation (i.e. 133) is beyond the accepted norm of 120 credit units for a four year degree and that there were less than 120 credits considered in calculating the final GPA should be given due consideration during the on-going curriculum revision.

Giving an opportunity to follow a course from any other specialization area is a good practice. This may be increased to 02 and which may be selected from 02 different specializations. This would enhance the interactions and harmony amongst the students.

A curriculum should improve not only subject related knowledge and skills but also generic skills such as computer literacy, communication skills, English proficiency and professional development. The curriculum has addressed this aspect by including courses on career guidance, scientific writing, English courses at least up to the 3rd year, certain aspects of "managerial ethics" and "intellectual property rights" etc. The review team recommends the faculty to consider IT and English as separate entities, review and expand the syllabi and offer throughout the program to provide the students more opportunities to enhance these skills.

The review team is of the view that the aspect of Curriculum Design, Content and Review would be judged as "SATISFACTORY".

4.2. Teaching, Learning and Assessment Methods

Members of the Departmental academic staff adopt a variety of teaching/learning methods at present. The most common method of imparting knowledge is through lectures. In addition, a range of more interactive teaching / learning techniques such as case studies, individual and group presentations, take home assignments, term papers, reports, tutorials, field studies and practical etc. are being used.

Most of the lectures are conducted according to a carefully prepared format. For each course, a teaching material prepared by the respective lecturer to his/her course was distributed to each student. This can be considered as a good practice since the students know about the course objectives, content and assessment criteria etc. However, care must be taken to avoid students "free riding" by not attending to the lectures. So, it is advisable to include some incomplete lecture materials also in this course material. All students undertake library-based

assignments related to their research project and to teaching topics. Time slots are allocated in the formal time table to achieve this target.

As indicated by the students as well as the staff members during the separate meetings the reviewers held with them, teaching takes place in an interactive environment. The review team too observed teaching classes and judged that teaching environment as intimate and interactive to some extent. With regard to teaching in the advanced courses in marketing, the teachers are successful in attracting the attention of almost all students in the class. The way the temporary lecturers handle the class is satisfactory. However, it is recommended to give sufficient time for students to take down notes and pay attention to the lecturer. Also, it is advisable to have "lecture breaks" at, in general, 20 minutes intervals so that students can refresh their mind.

The Department is equipped with conventional teaching aids such as chalkboards, whiteboards, OHPs and also with modern aids such as a multimedia. Given the relatively small number of students who specialize in marketing at present, the team is of the view that the teaching and learning environment and facilities are satisfactory and adequate to accommodate the learning needs of the students.

Computer-Assisted Learning (CAL) and internet resources currently play a non-significant formal role in the teaching process, although a sufficient number of computers are available. One of the major problems that students facing is that they have to visit to the main computer lab to use IT facilities for both academic and other purposes, since the computer laboratory is, most times, occupied by formal classes.

The Department adopts both summative and formative approaches to assess the performance of students, having both the end semester examinations and continuous course evaluation system in place. Progress of the students with respect to each course is assessed through quizzes, a mid semester examination and a term paper or assignment and with a final paper at the end of semester. The end semester written examination comprises a number of components including structured and essay type questions, practical, viva, and presentations depending on the nature of the subject.

In general, the question papers are of comprehensive nature adequately covering the material included in the course outline. However, care must be given to allocate time for individual questions as the number of questions, available options and time do not tally each other. It is advisable to get the service of external expertise to scrutinize the question papers to ensure that individual questions are clear, fair and non-discriminatory and that the overall balance and coverage are appropriate.

The Departmental staffs supervise the final year research projects of students with or without the support of an external co-supervisor. The final year research project is assessed based on thesis, presentation and student profile. A marking scheme approved by the Faculty Board and the Senate is used to evaluate these and the criteria for evaluation are clear to the students. Project report is assessed based on adherence to style and format, grammar and spelling, neatness, importance of topic, objectives, content, and submission on deadline. Presentation is assessed based on Organization, content, presentation skills, discussion and others (grammar, enthusiasm).

Summative scheme of grading is adopted for each course using a grade point scale ranging from 0 to 4.0. Classes are awarded based on the Overall Grade Point Average (OGPA). The adopted OGPA criteria for the award of classes are different to the CGPA cut-off criteria adopted internationally, i.e. 2.0 for C grade (55 marks) and etc. It is recommended to rectify these anomalies to be in line with the other Faculties of Management.

The academic members of the department seem to be highly committed and contented possibly due to prevailing friendly departmental environment. However, the Department does not have even a single Professor. To strengthen the department, it is strongly recommended to recruit a Professor to the Department as soon as possible.

The department has only a single non-academic staff member (contract basis) at present. As a result, the Probationary Lecturers have to allocate considerable amount of time to carry out the duties that they are not liable for. It is recommended to recruit at least one qualified non-academic staff member (clerical) / computer application assistant, and a labourer to the available cadre positions.

Considering the above facts, the aspect of Teaching, Learning and Assessment Methods is judged as "SATISFACTORY".

4.3 Quality of Students including Student Progress and Achievements

Students are enrolled by UGC according to their admission procedures. They are given hand book (Students' Guide). All the details about faculty, departments, library and other facilities are given in that hand book. Orientation programme is arranged by the faculty for the fresh students.

Students' progress in each year is monitored by tutorials, mid semester examinations, presentations, assignments and end semester examinations. Project works are also monitored and assessed by the supervisor and by other members of the department by oral presentations related to the project.

The following table shows the number of intake of students and number of students who had graduated from the Department of Marketing from 2001/2002 to 2003/2004.

Academic Year	1st class	2nd class upper	2nd class lower	Pass	Fail	Total
2001/2002	1	6	11	33	3	54
2002/2003	-	5	6	20	7	38
2003/2004	-	10	5	24	11	50

According to the above table out of 142 students only 1 student achieved the first class, 21 students 2nd Upper and 22 students' 2nd Lower class passes. Comparing student intake and completion it evident that 21 students are not completed the degree for various reasons. It seems to be 15% of incompletion is reported from 3 batches of students. 31% of students got the classes and 54% of students got the passes. Overall 85% of students completed the degree.

Accordingly, it shows that in 2001/2002 one student has taken first class pass and after that nobody has received first class pass. Thus, it shows that in 2003/2004 the failure is high with

compared to previous years (11 students). It shows that the Department of Marketing has to look at this matter and attempt to avoid this situation.

The department is keeping continuous attention on student's progress and achievements towards the main learning objectives of the degree program. Care is taken at the induction process to answer their problems. Specially developed indicators are not available to measure the student progress. Students are confirmed that all lecturers are available for consultations any time during the week days.

According to the SER department has taken many strategies to maintain student's progress and achievements from the student's selection to their first destination of employments. Following are some significant points, such as offering updated curriculum, providing adequate facilities, organized various skill development programs, applying attractive methods of teaching. The reviewers observed several lecturing and practical sessions during the site visit.

Still the department does not get any feedback from the graduates of the DM. The department has realized the importance of the Graduates' feedback on the BBA Degree major in Marketing, in order to evaluate the degree program.

Formal employer review process is not still being activated. However the department is about to initiate employer/industry review process and at present the department obtains feedback/evaluations of the students who are in the internship programs after students complete their internship programs.

Although the members of the staff believe that their students are successful in securing employment after graduation, it was noted that the department does not maintain a record of their output**.** It is strongly suggested that the department should pay attention to develop a database of their graduates. If possible it is worth to initiate alumni of the department.

When the above facts are considered the aspect of the Quality of Students, Student Progress and Achievements could be judged as "SATISFACTORY".

4.4. Extent and use of Student Feedback

The DM believes that student feedback is highly influential for the development and sustainability of the degree program in various ways, and therefore the lecturers of the DM evaluate their teaching activities individually using their own informal evaluation materials. The output of the evaluations is used for the required improvements of their own performance. Currently, the staffs of the DM are working to develop a common format.
According to the SER, basically, the evaluation of the teaching activities of the DM is conducted under the following dimensions.
- Preparation for the lectures
- Language use
- Lesson presentation
- Use of technology and other instructional materials
- Classroom management and involvement of the students

Other than this method all the staff discuss with the students of their problems at the end of the lectures and other meetings. Also the Head and the staff members practice an open door policy in respect of the student grievances.

The reviewers observed that the formal student contact hours are not incorporated within the timetables and also the department does not maintain records of student feedback. It is strongly suggested that the department should pay attention to collect and maintain records of student feedback qualitatively and quantitatively.

When the above facts are considered the aspect of the extent and use of student feedback, qualitative and quantitative could be judged as "UNSATISFACTORY".

4.5. Postgraduate Studies

Still the DM does not conduct post graduate diploma or degree programs. The department intends to initiate Postgraduate Diploma in Marketing program after the evaluation of the progress of the Diploma in Marketing Program and then move to Postgraduate Degree in Marketing program. However senior staff members of the department contribute to some of the Masters Degree Programs conducting at the Faculty of Management and Finance, University of Ruhuna and Faculty of Commerce and Management, University of Kelaniya.

All most all lecturers in the department have either completed the master degree or are following master programmes. The publications related to senior and junior academic members of the department are available in the journals and the research culture is established within the department. It is important to establish subject groups to improve the research culture within the department.

When the above facts are considered the aspect of the Postgraduate Studies could be judged as "GOOD".

4.6. Peer Observations

According to the SER, the department has identified that the peer observation is vital for career development and has initiated the peer observation activity. The department staff has agreed to get at least one peer evaluation in a semester and the staff has the freedom to invite for a peer to evaluate his/her teaching. But, the peer observation system of the department is currently irregular. It has developed a questionnaire for it. Some lecturers inform that they are practicing some kind of peer evaluation in an informal manner. However, no documentary evident is available. Participation of the peers from the other departments in the peer evaluation is in poor condition.

The observation of documents proved that there is a practice of paper moderation. However, some of the papers are moderated by junior academics within the university. Thus some drawbacks and weakness in the questions papers can be noticed (i.e. fragmented and inconsistency). Second marking of the some of the course units are also done by junior lectures. All question papers are subject to moderation by another lecturer and answer scripts are marked by two lecturers, which is a general practice in Sri Lankan universities.

The departmental meetings are held to discuss various matters and staff members share their views. Minutes of the some of the meetings are maintained. However, since most of the

lectures in the newly established department are junior, the sound and the clout they have in the faculty board meeting and in curricular revision, course development and other academic activities are very mild. In line with university guidance the department expects to operate an organized peer observation system very soon.

When the above facts are considered the aspect of the Peer Observation could be judged as "SATISFATORY".

4.7. Skills Development

Though the separate subject for skills and personality development has not been included in the departments' course units, some activities and programs for developing the students' IT, language, interpersonal, analytical skills are carried out by the department. IT subject has been included in the course and experiential learning is imparted to final year students through the practical training. The final year students involve in practical training for six month in the public and private sector organizations. They have been released from the lectures and other class room activities enabling them to participate in the training. The students are able to obtain skills in IT by following practical classes.

All the final year students gain practice in conducting research and making presentations. They receive peer and staff feedback and have other opportunities improve their skills in communication. Some discussions and debates are organized by the academic staff for the students so that they can improve their communication skills. These programmes facilitate the student reduce their stage fear and shy.

In order to improve in the knowledge and skill in the research methods, all the students are trained as a good researcher under the supervision of senior lecturers of the department. Each student is required to submit a project report on selected diverse topics. Some statistical packages necessary for data analysis such are taught to the students. This is good practice for improving students' data analysis ability.

Students themselves try to improve their organizing ability, interpersonal, negotiation, and other soft skills by organizing various types of academic, sports, social, and other activities through their subject related students' association.

When the above facts are considered the aspect of the Skill Development could be judged as "SATISFATORY".

4.8. Academic Guidance and Counseling

The Faculty has a senior student counsellor and she works with the faculty student counsellors for providing academic guidance and counselling to students. But faculty or department does not have a well thought, properly designed academic counselling programme. They annually organize orientation program including various types of socialization programmes for acclimatising fresh students to the new cultural and social environment in the university. However, there was neither a specific place allocated to carry out counselling services nor there was a record of the performed services.

However, students disclosed at the interview reviewers held with them that they are reluctant to bring their problems to the notice of the senior student counsellor and other student counsellors because they perceive it as fruitless effort.

Course details and information on academic support are contained in units and programme prospectus though they are somewhat ambiguous. However, the knowledge of the students on the information given in the student programme prospectus seems very weak.

Students are encouraged to seek help from lectures or so if they require any additional support or advice for their academic activities or day to day social life. The young lectures in the department are working with students in close and friendly manner. They actively participate in student activities and have developed a healthy relationship and rapport with the students. Thus, constructive dialogs on the academic and other social activities are carried out. But, no evidence that students' progress and achievement is enhanced by the academic guidance they receive.

When the above facts are considered the aspect of the Academic Guidance and Counselling could be judged as "UNSATISFACTORY".

5. CONCLUSIONS

For the purpose of convenient readability, conclusions are presented in statement form as given below under respective headings.

1. Curriculum Design, Content and Review

Strengths/Good Practices
- Most of the courses offered by the department are at a suitable academic level in terms of the content, breadth and depth, especially those courses offered under the specialization.
- Giving an opportunity to follow a course from any other specialization area is a good practice. This may be increased to 2 and which may be selected from 2 different specializations. This would enhance the interactions and harmony amongst the students.
- Having an internship is a good practice and it may consider as a single component rather than internship in HRM, Accounting and so on.

Weaknesses
- In the presence of three departments of the faculty, the proportional contribution of the department to the core module is not adequate (i.e. only the BBA 2101 – Marketing Management).
- The optional foundation courses should directly related to the disciplines addressed by the faculty; thus, to avoid the course like FDN 1103 – Cultural Heritage, FDN 1104 – Science for Humanities offered by other faculties as they have already created many administrative problems.
- FDN 1106 - Business Mathematics course and FDN 1203 – Introduction to Computer Applications are not compulsory.
- Some courses should be rearranged to improve the sequence to proceed from principles to application. Also, the contents of some courses need minor to major revisions such as inclusion of more relevant materials, increasing the depth/breadth, inclusion of recommended references for the courses. For example, it is better "Organizational

Behavior" is taught in the 1st year (under one management course listed above) and more advanced materials to be taught in the 2000 Level.

- The assigned credit value can be justified for the courses. It may also consider including few 2 credit courses, for example 3 * 2 credits course instead of 2 * 3 credits course to obtain 6 credits. In assigning credit number, the total time spent on lectures, practical and independent work carried out by students should be taken into consideration.
- The specialization course can be commenced from the 5th semester. This allows students to follow, on an average, 50% of core courses and the rest as specialization courses.
- A curriculum should improve not only subject related knowledge and skills but also generic skills such as computer literacy, communication skills, English proficiency and professional development. The curriculum has addressed this aspect by including courses on career guidance, scientific writing, English courses at least up to the 3rd year, certain aspects of "managerial ethics" and "intellectual property rights" etc. The review team recommends the university to consider IT and English as separate entities, review and expand the syllabi and offer throughout the program to provide the students more opportunities to enhance these skills.

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices
- The objective of the course, learning outcome, detailed syllabus and assessment methods are basically given in the course materials, and the objectives and summary of the course content were given in the faculty hand book.
- Members of the departmental academic staff adopt a variety of teaching/learning methods
- Most of the lectures are conducted according to a carefully prepared format, and for each course, a teaching material prepared by the respective lecturer to his/her course was distributed to each student.
- Teaching takes place in an interactive environment.
- The department is equipped with conventional teaching aids such as chalkboards, whiteboards, OHPs and also with modern aids such as a multimedia.
- The Department adopts both summative and formative approaches to assess the performance of students
- According to the timetable, student workload is sufficiently balanced.
- In general, the question papers are of comprehensive nature adequately covering the material included in the course outline.
- Summative scheme of grading is adopted for each course using a grade point scale ranging from 0 to 4.0.

Weaknesses
- Computer-Assisted Learning (CAL) and internet resources currently play a non-significant formal role in the teaching process.
- In the absence of a sufficient number of qualified staff, do not get the service of external expertise to scrutinize the question papers.
- IT practical type of subjects is assessed based on theory and not in practical manner.
- Delays in issuing final examination results.
- No proper student evaluation system available.

3. Quality of Students, including Student Progress and Achievement

Strengths/Good Practices
- All the details about faculty, departments, library and other facilities are given in that hand book.
- Care is taken at the induction process to answer their problems.
- All lecturers are available for consultations any time during the week days.
- Orientation programme is arranged by the faculty for the fresh students

Weaknesses
- 15% of incompletion is reported from 3 batches of students
- Only one first class for 142 students
- Specially developed indicators are not available to measure the student progress.
- No proper recordkeeping system available within the department

4. Extent and Use of Student Feedback

Strengths/Good Practices
- The Head and the staff practices an open door policy,
- All the staff discuss with the students of their problems at the end of the lectures, and other meeting

Weaknesses
- Formal departmental student committees are not available.
- Department does not have common format for the student feedback.
- Students evaluation sheets are not analysed therein feedback could not be incorporated.
- Formal student contact hours are not incorporated within the timetables

5. Postgraduate Studies

Strengths/Good Practices
- The trust developed by the post graduate candidates towards the staff of the department.
- The senior academic members of the department have had the opportunity to perform as a lecturer and thesis supervisor.
- Having a fully fledged library which is open from 0800 hrs to 1800 hrs, in five week days with a dedicated library staff.
- The publications related to senior and junior academic members of the department are available in the journals.
- Research culture is established within the department.

Weaknesses
- Less number of senior academic staff members

6. Peer Observation

Strengths/Good Practices
- Though the department has developed a questionnaire for observing teaching by peers, evidences discloses that teaching of some of the junior lectures (temporary and probationary) is observed by the peers in the department only.

- Student feedback questionnaire has been developed, and some junior academics in the department use this questionnaire for taking feedback from the students.

Weaknesses
- Teaching of the senior academics is not observed. One of the reasons for this is that the lack of senior lectures in the department.
- Since a formal system for maintaining the outcomes of peer observation is not available, staff members do not perceive the peer observation process to be helpful in enhancing teaching quality. Thus, the peer evaluation procedure seems ineffective.
- No evidences on any mechanism that has been established to share good practices was found
- Moderation of some of the question papers and second marking of answer scripts are not done by senior lectures.

7. Skills Development

Strengths/Good Practices
- Though the department has not included skill development as part o the curriculum, some programmes for developing student's language skill and personality has been carried out. Some debates, discussions, and presentations are carried out having an academic member as a mentor and facilitator.
- Subject related student's association has been formed and the students involve in organizing many sports, social, cultural and academic activities.
- IT and computer practical and theory classes are carried out to improve the IT and computer knowledge of the students. IT laboratories are well equipped with the required logistic facilities, and physical and human resources.
- All final year students of the department are allowed for involve in training in either in the private sector or public sector firms where they can get work experiences and skill in human interaction, time management, and organization of work.
- All final year students should write a dissertation selecting a research topic which will improve their research, analytical, review and writing ability.
- Lectures are conducted in English medium after the second year. This may help students to improve their English knowledge.

Weaknesses
- No evidence can be found to see whether the department consults employers about curriculum design.
- No evidence that the department takes account of employer feed back in developing students' skill development programme.
- Not organizing regular field trips, guest lectures, and other activities like organizing seminars and community related services make opportunities to improve, organize and develop leadership skills among undergraduates.

8. Academic Guidance and Counseling

Strengths/Good Practices
- The Faculty has a senior student counsellor and she works with the faculty student counsellors for providing academic guidance and counselling to students.

- Orientation program conducted by the university for fresh students gives familiar environment in the University.
- Course details and information on academic support are contained in units and programme prospectus.
- Students are encouraged to seek help from lectures or so if they require any additional support or advice for their academic activities or day to day social life.

Weaknesses
- Non availability of a well thought, properly designed academic counselling program in the department
- No evidence that students' progress and achievement is enhanced by the academic guidance they receive.
- No evidence that formal training for staff on the student counselling and guidance are conducted.
- Non existence of a separate room for student counselling.
- Non-availability of a sound and a common record maintenance system in relation to academic guidance and counselling in the department for future reference.
- No students contact hours for the lectures has been included in the time tables

Based on the observations made during the visit by the Review Team and as per the facts discussed above the judgments given to those eight aspects under review are as follows:

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Satisfactory
Extent and Use of Student feedback, Qualitative and Quantitative	Unsatisfactory
Postgraduate Studies	Good
Peer Observation	Satisfactory
Skills Development	Satisfactory
Academic Guidance and Counselling	Unsatisfactory

6. RECOMMENDATIONS

On the basis of weaknesses identified, reviewers would like to make following recommendations in order to improve relevance and quality of the Bachelor of Business Administration major in Marketing degree programme.

- It is advisable to revise the course notations to reflect the department (e.g. MK – marketing) and then year / level, semester, and course number (e.g. 1203). This would provide due recognition to the contributions made by each department to the curriculum.
- In the presence of three departments of the faculty, the proportional contribution of the department to the core module is not adequate (i.e. only the BBA 2101 – Marketing

Management). Therefore, it may contribute up to 33% of course credits within the core program to provide all students with principles and applications of marketing.

- The review team suggests revising the four courses: BBA 1101- Management, BBA 1102 – Management Science, BBA 1202 – Management Science and BBA 1203 – Social Science for Management to teach students with "Fundamental of Management" in the first year, preferably in the 1st semester, and other three courses with some other important areas related to the BBA. The course content included in these subjects does not reflect the adequate depth, relevancy and consistency.

- FDN 1106 - Business Mathematics course should be made compulsory. This would help students catch up the concepts in economics, accounting and other advanced courses easily. Also, it had better inclusion of a Quantitative Techniques course with appropriate depth and coverage preferably in the 2nd year – 1st semester.

- FDN 1203 – Introduction to Computer Applications should be made compulsory to provide students with computer skills. Students indicated the need for software packages such as SPSS exclusively. During the on-going curriculum revision these deficiencies need to be rectified.

- The (Social Science) "Research Methodology" course may be shifted to 3000 Level – Semester II so that students can undertake the research project in the final year more effectively.

- It is advisable to separate the "dissertation" from the "internship". A good practice would be allow students to carry out the research project in 4th year 1st semester and 4th year 2nd semester is allocated for the internship.

- The assigned credit value can be justified for the courses. It may also consider including few 2 credit courses, for example 3 * 2 credits course instead of 2 * 3 credits course to obtain 6 credits. In assigning credit number, the total time spent on lectures, practical and independent work carried out by students should be taken into consideration.

- The specialization course can be commenced from the 5th semester. This allows students to follow, on an average, 50% of core courses and the rest as specialization courses.

- A new subject 'personality and skills development' can be introduced to the student to develop their knowledge on business etiquettes, table etiquettes, mannerism, and other social behaviours. These aspects are very important for marketing graduates.

- Some courses should be rearranged to improve the sequence to proceed from principles to application. Also, the contents of some courses need minor to major revisions such as inclusion of more relevant materials, increasing the depth / breadth, inclusion of recommended references for the courses. For example, it is better "Organizational Behavior" is taught in the 1st year (under one management course listed above) and more advanced materials to be taught in the 2000 Level.

- Action should be taken to improve the quality level of question papers. For this purpose moderation of question papers should be assigned to the senior academics in the respective field in the university system. And, the quality of marking papers should also be improved.

- It is advised to form an industry advisory council for obtaining stakeholders' input for the curriculum revision process.

- Incorporate feedback from the undergraduates in teaching as well as a formal peer observation method would help increasing the productivity of the department.

- It is recommended to have proper filing and database management system established within the department to access important data related to the curriculum revisions as well as current and passed out students of the department

- It is important to establish alumni association for the department to get their support to develop market oriented degree programmes for the department.
- It is recommended to introduce and organize a peer evaluation system under the supervision of the Dean of the Faculty or by employing an eminent academic who is acceptable to the academic staff members of the department.
- It is recommended to provide proper place for student counsellors.
- The present student feedback system needs further improvement with the formal format to create responsibility among the academic staff under the guidance of the head of the department.
- The staffs in the DM will be given a formal training on Academic Guidance & Counselling.

7. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Day One: 24th November 2008	
8.30 - 9.00	Private meeting of review panel with QAA Council Representative
9.00 - 9.30	Meeting with the VC, Dean/Faculty of Management and Finance and Head/Department of Marketing
9.30 - 10.00	Discuss the agenda for the Visit
10.00 - 10.30	Tea
10.30 - 11.30	Department presentation on the Self Evaluation Report
11.30 - 12.30	Discussion
12.30 - 13.30	Lunch
13.30 - 14.00	Observing teaching- lecture at MGT 02: Strategic Brand Management
14.00 - 15.00	Observing Department of Marketing
15.00 - 16.00	Meeting with the Staff of the Department of Marketing
16.00 - 17.30	Brief meeting of reviewers
Day Two: 25th November 2008	
9.00 - 9.30	Observing teaching- practical at Computer Lab/Faculty of Management and Finance
9.30 - 10.00	Meeting with technical and other non academic staff
10.00 - 10.30	Meeting with MBA Students
10.30 - 11.00	Observing other physical facilities available to the Department of Marketing
11.00 - 11.30	Observing teaching-lecture at MGT 03: Consumer Behavior
11.30 - 12.00	Observing Documents
12.00 - 13.00	Lunch
13.00 - 13.30	Meeting with students- 3rd year second semester students at MGT 01
13.30 - 14.00	Academic guidance and counselling: Core Aspect of Meeting
14.00 - 14.30	Observing Documents
14.30 - 15.00	Observing teaching- lecture at MGT 01: Sales and Retail Management
15.30 - 16.00	Meeting with students- Final year first semester students at MGT 01
16.00 - 16.30	Observing teaching- practical at MGT 01: Integrated Marketing Communications
Day Three: 26th November 2008	
9.00 - 9.30	Observing teaching- lecture at MGT 01: Strategic Marketing
9.30 - 10.30	Observing Documents (working Tea)
10.30 - 11.00	Reviewers' private discussion
11.00 - 12.00	Meeting with the Head and the Staff of the Department of Marketing for reporting
12.00 - 13.00	Lunch
13.00 - 17.00	Report writing