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SUBJECT REVIEW REPORT

**DEPARTMENT OF
ACCOUNTANCY AND FINANCE**



**FACULTY OF MANAGEMENT STUDIES
RAJARATA UNIVERSITY OF SRI LANKA**

29th June to 1st July 2009

Review Team :

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ity of education within a specific subject or discipline as well as the programmes offered by an academic department. It is focussed on the quality of the student learning experience and student achievement. It is designed to evaluate the quality of undergraduates. The subject review report presents the findings of the subject review assessment of the academic standards achieved and the quality of learning opportunities provided in the Department of Accountancy and Finance (DAF), Rajarata University of Sri Lanka.

The review team consists of Professor Ananda Patabendige (University of Kelaniya), Professor H.M.Bandara (Sabaragamuwa University of Sri Lanka), and Dr. W.G.S. Kelum (University of Sri Jayewardenepura), and the team visited the Department of Accountancy and Finance during the period from 29th June to 01st July 2009.

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 of Accountancy and Finance and supported by the information provided and gathered during the three-day site visit to the Department of Accountancy and Finance, Rajarata University of 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 eight aspects was based on:

- Meetings held with the Vice Chancellor, Dean, Head of Department, members of the academic staff and the non-academic staff, undergraduate students representing 2nd, 3rd, and 4th years, postgraduate students and student counselors.
- Observation of department and other facilities of the faculty (library, resource centre, main computer centre, and English language lab, audio visual equipment, lecture rooms, etc.).
- Observing lectures, practical sessions, and student presentations.
- Reviewing documents available at the department.

Each of the eight aspects was judged as 'good', 'satisfactory' or 'unsatisfactory' paying attention to the strengths, good practices and weaknesses found in each area. An overall judgment was given as 'confidence', 'limited confidence' or 'no confidence' after taking into consideration the judgments given to each of the eight aspects,

UNIVERSITY AND THE DEPARTMENT

The University was established on 07th November 1995 under section 21 of the University Act No.16 of 1978 amalgamating Affiliated University Colleges in the Central, North-Western and North Central Provinces.

The University is located at Mihintale, 14km away from Anuradhapura city. This University can serve to a vast area since it is established more than 100km away from other Universities in Sri Lanka.

The University consist of five faculties, namely: Management Studies, Agriculture, Applied Sciences, Social Sciences and Humanities and Medicine.

The Vision of the University is to
be a dynamic, innovative and renowned centre of Excellence in learning, research, training and consultancy with emphasis on national relevance and international recognition in the fields of Agriculture, Applied sciences, Management Studies and Social Sciences.

The Mission of the University is to
be a national and regional centre of education, research and consultancy, which produces competent and innovative graduates with a sound practical and theoretical knowledge and requisite skills towards achieving social, economic and sustainable development of Sri Lanka at large and the Rajarata Community in particular

Faculty of Management Studies

The faculty has been set up along with the establishment of the university and it is located in the Mihintale. The Faculty had been offering a three year degree up to the academic year 2001/2002. Then the Faculty started a four year degree program from the academic year 2002/2003 in the year 2004.

The Faculty of Management Studies consists of three departments namely; Department of Accountancy and Finance, Department of Business Management and Department of Tourism and Hospitality Management.

In addition, the Faculty consists of five service units providing services to the students of the faculty. Namely,

- Accountancy and Finance (ACF)
- Management (MGT)
- Tourism and Hospitality Management (THM)
- Business Economics (BEC)
- Information Technology Management (ITM)
-

Present student composition of the faculty is as follows:

Students Composition in the Faculty

		Male	%	Female	%	Total	Male: Female Ratio
2007/2008	1 st Year	129	48	138	52	267	4:5
2006/2007	2 nd Year	115	53	103	47	218	5:4
2005/2006	3 rd Year	111	54	98	46	209	5:4
2004/2005	4 th Year	112	61	71	39	183	6:4
2003/2004	pass out	146	61	92	39	238	6:4

Source: Department SE Report

The Mission of the Faculty of Management Studies is **to provide quality education in Management Studies and leadership along with practical skills and to conduct research giving due consideration to the changing environment.**

The aims and objectives of the faculty are:

- To provide the students with business and management education to assist and develop the business enterprises,
- To make opportunities for the students to gain necessary skills and knowledge required by emerging industries/ business enterprises and to enable them to be professionals in the rapidly developing business environment,
- To provide adequate theoretical and practical knowledge to understand the problems in the business world and to develop their prospective careers,
- To encourage students to achieve their full potential in creative thinking, problem solving, communication, and research skills relevant to their specific areas of studies, and
- To provide students with a greater support in pursuing disciplinary sub-majors where and when facilities are available.

Department of Accountancy and Finance

The Department of Accountancy and Finance was established in 1996. First six batches were offered a three year B.Sc. (Accountancy and Finance) Special Degree. In 2004, the Degree Programme was changed into a four year B.Sc. (Accountancy and Finance) Special Degree Programme with the main objective of producing Special Degree graduates with required knowledge, correct attitudes and practical skills in the field of Accountancy & Finance. The two batches of students have already passed out following this Special Degree programme.

The first year of the special degree programme is common for all students in the faculty. From the 1st semester, of the 2nd year students are selected considering the students GPA of the 1st year performance to for B.Sc. (Accountancy and Finance) Special Degree programme. The course is conducted in both Sinhala and English media.

Percentage of the student allocation for each degree program of the faculty as stated in the faculty prospectus is illustrated in the table 2.

Allocations for each Degree Program

		No of students %
	() Special	35
2	B.Sc. (Business Management) Special	35
3	B.Sc. (Tourism and Hospitality Management) Special	15
4	B.Sc. (Business Information Technology) Special	15
	Total	100

Source: Faculty Hand book

The student composition for the B.Sc. Accountancy and Finance Degree Programme is shown as table 3.

Table 3: Students Composition in the Department of Accountancy and Finance

Academic Year	Year	Male	%	Female	%	Total	Male: Female Ratio
2006/2007	2 nd Year	48	55	40	45	88	5:4
2005/2006	3 rd Year	32	44	42	56	74	3:4
2004/2005	4 th Year	36	58	26	42	62	4:3
2003/2004	pass out	49	55	40	45	89	5:4
2002/2003	pass out	55	59	37	41	92	5:4
2002/2003 (A)		81	61	51	39	132	8:5

Source: Department SE Report

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

- To satisfy the job market requirements by producing the quality graduates on the discipline of Accountancy and Finance.
- To provide opportunities for practical training to improve the standard of skills of the undergraduates in the practicing world.
- To provide opportunities for undergraduates to develop the professional skills and enthusiasm required for lifelong learning;

3.2 Learning Outcomes

Undergraduates, who have successfully completed the B.Sc. (Accountancy & Finance) Special degree, should have;

- Gathered knowledge, conceptual understanding and skills of the field of Accountancy and Finance;
- Learnt how this knowledge, skills and understanding could be applied to profession;
- Developed a range of skills, such as data collection, presentation, analysis, and interpretation skills, problem solving and critical thinking skills, information technology skills, interpersonal and team work skills, language and communication skills, building of management and leadership skills and research skills of students in the field of Accountancy & Finance.

face the challenges in the competitive practicing
good citizens.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

The present curriculum of the B.Sc.(Accountancy and Finance) Special Degree programme has been introduced during the academic year 2003/2004. The Degree programme consists of 105 credits and the duration is four years. This period is divided into 8 semesters and all students admitted to the Faculty are required to follow the 1-year common programme and then a group of students are selected to follow B.Sc. (Accountancy and Finance) Special Degree program.

During the first year, students are required to follow 15 compulsory course units along with 4 non credit course units, giving total of 28 credits. Second year students are required to follow 11 compulsory course units, which gives 27 credits. Third year students are required to follow 10 compulsory course units, which give 28 credits. During the first semester of the final year students are required to follow 5 compulsory course units, consisting 14 credits and second semester all student are required to undergo 6 months duration of practical training under the course unit of Industrial Training and Project Reportö, which gives 08 credits. This is the only course unit is offered during this semester.

The curriculum is structured to achieve intended learning outcomes of the degree programme. The programme and course units are at a suitable academic level and sufficient opportunities are available for students to gain suitable subject knowledge in Accounting & Finance. The curriculum consists of 54% credit for Accounting and Finance course units, 08% credits for IT related course units, 14% credits for Management related course units, 11% credits for other course units, 5% of English Language course units and 08% Mathematics course units. In addition to that students need to learn 150 hours worth of 2 General English course units and 60 hours worth of 2 Computer Studies course units during first year of the common program as non-credit compulsory courses. The degree programme is conducted in both English and Sinhala medium. 90% of the student population of the department is following Sinhala medium lectures.

Tutorials have been arranged for students in all the years in order to improve subject knowledge and skills of students. Timetables for both Lectures and Tutorials are prepared. Classes are conducted from 8.30a.m. to 6.00p.m., from Monday to Thursday keeping Friday free for the students to attend in English diploma and IT practicals.

Reviewers observed that the programme has been structured in such a way that it can maintain a rational linkage among different subjects in the area of Accounting and Finance. Reviewers also have observed that the IT, Business Communication and English components of the programme, are not sufficient to maintain an adequate level of quality and skills among the students.

Having a practical training component in the current curricula enables the students to gain a sufficient level of practical exposure to the dynamic business environment. This enhances employability of accounting graduates. The practical training component is limited only to semester two of the year four and students are required to complete 900 hours of practical

with giving 1 month to write the relevant report to gain 5 credits of practical training are counted as 1 credit, which equals to 1 credit. Students of the Department have reputedly requested to DAF to increase the practical training component to one year.

Dissertation in Accounting has been introduced as an elective to develop skills on data gathering, interpretation, critical evaluation and communication. Under the new syllabus, 5 student of year four have selected Independent Research as a course unit to be studied. Reviewers observed that the 3 credits given to the independent research is not sufficient to encourage more students to do research.

Though the Department has taken adequate measures to improve the quality of English language proficiency, of students the quality of the English language program is not well recognized by the students. However, the department has realised the important of increasing language skills of the students and taken some steps to develop these soft skills, with a view to increase university student employability.

Introduction of Industrial Training course unit to the curricula facilitates the students in gaining practical training in the business environment. This may also enhance employability of Accountancy and Finance undergraduates. However, practical training is limited to only one category out of eight categories listed under the training record book. At present DAF is redeveloping new curriculum which is intended to implement from 2010 intake.

Curriculum revision procedure in the University seems sound. Once curriculum is developed by the department with the help of subject specialists it is forwarded to the faculty board. After discussing it in the faculty board it is sent to the curriculum development committee which is a subcommittee of the Senate. However reviewers have observed that stakeholder consultation is not taken into account for latest curriculum revision.

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.

The academic staff of the Department of Accounting and Finance consists of 6 Grade II Senior Lectures, 2 Confirmed Lecturers, 3 Temporary Lecturers and 1 Temporary Tutor. Department gets the support of the lecturers of other departments. Reviewers observed that no professional lecturers recruited as visiting staff to teach the professional course units such as Auditing, Law and Taxation. Department staff members are responsible in teaching Accounting and Finance specialized course units while other academics from other departments of the faculty to cover the rest of the subjects of the programme.

Students did not comment much on the quality of teaching. However, highlighted the value of using more and more methods such as group learning, student presentations and use of modern technology for the delivery process in order to have a better service ensuring more students participation. Lecturer evaluation by the students confirms that the majority of students are satisfied with the level of teaching they receive. Thus reviewers conclude that level of teaching and learning is adequately composed to the curriculum content and programme aims.

from Monday to Thursday leaving Friday. On the other are of the view that the facilities available within the cessary practical training of the subjects.

Academic staff members are encouraged to prepare hand outs, which are expected to provide guidance to students. As revealed during the discussion with students, important Accounting and Finance related text books are not available sufficiently at the main library of the University. The review team has observed that there is a good practice of distribution of lecture handouts including presentation slides in the lectures.

The most common method of imparting knowledge is through lectures. As indicated by students as well as staff members, the teaching takes place in an interactive environment. However, reviewers observed that the degree of interaction is not sufficient. In addition to that, a range of more interactive methods such as case studies, individual and group presentations, take home group assignments, term papers, reports, tutorials, field studies and practical classes should be used more frequently than the present practices.

The lecture halls of the faculty which are equipped with white boards and overhead projectors are shared by the students of all three departments. Lecturers of all departments share multimedia facilities available in the faculty for teaching activities, but the numbers of multimedia projectors are not sufficient. Photocopy facilities which are only available in the faculty office are not adequate to produce necessary teaching and learning materials for the lectures. Academic staff members prepare handouts for distribution among students. Facilities available for the lecturers to prepare those handouts and teaching material are not sufficient. It is also noted that lecturers are not having separate rooms and computers to work within the faculty premises. Heads office room is too small to work efficiently.

The students are provided with both computer and internet facilities by the university computer centre. However, students are not happy with the available facilities due to the operational problems. Number of computers with internet facilities are very much low according to student computer ratio. Lab belongs to the faculty with 24 computers can be used only by the IT degree students, which is not a desirable practice.

According to teacher evaluation by the students, majority of the students are satisfied with the teaching. However, the degree of satisfaction has varied with different course units.

Aims and learning outcomes, lecture schedules, reading lists and distribution of assignment marks are available for most of the course units. The course outlines are distributed among the students at the first lecture of course units. Subject documentation demonstrates that assessment methods are generally appropriate for measuring the learning outcomes. Individual units, within subject areas use separate assessment criteria. Generally, a course unit has 20% marks for continues assessment and 80% marks for the final written examination. However, this breakdown has been changed as 30% and 70% to be implemented for the new students in the common programme currently operating.

Industrial Training course unit has a unique evaluation process. The scheme used for evaluation consists of (a) evaluation of training record book by an internal examiner (10% Marks), (b) evaluation of training experiences through a student presentation (20% Marks), (c) and submission of final project report (70% Marks). Independent Research report is also evaluated based on three methods, Research Report (70%), Viva-voce Examination (20%) and Regular meetings with research supervisor (10%).

balance the distribution of assignments throughout a semester. The discussion with lecturers and students confirm that no overlapping is happening in this distribution. According to the timetables of the current semester, the number of teaching hours per week allocated to a lecturer varies between 8 and 16.

Total credits that should be obtained to complete the degree are 105 credits, which is less than the norm of 120 credits required by other universities for a special degrees completion. However steps have been taken to rectify this by new curriculum revision started in 2009.

Reviewers observed that the facilities available within the department and the Faculty are not sufficient to have a better teaching and learning environment. Reviewers are of the view that in order to improve the quality of education, all facilities available for the department are needed to be expected.

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

4.3 Quality of Students including Student Progress and Achievements

Students who are qualified for university admission from Commerce streams of GCE (A/L) are eligible for admission to the Faculty of Management Studies of Rajarata University. Students are selected for the faculty based on their Z -Scores obtained in the GCE (A/L) examination and are also required to study Economics, Accounting, Business Studies or Statistics as their subject combinations for their G.C.E (A/L).

The first year of study is common for all the students in the faculty, and after the first year, students are allocated for each degree programmes. In the selection process, the student's preference and earned great point average (GPA) during the first year are considered. Faculty is allocating 35% of students to the Department of Accountancy and Finance. At present 224 students are registered under the department, consist of 88 in the second year, 74 in the third year and 62 in the fourth year.

All the students admitted to the faculty are given an undergraduate handbook, which provides fair amount of details of all four degree programs and how to select a program after completion of common programme. According to the academic staff 1st year final examination marks are issued to the student as early as possible to facilitate the specialization selection process.

Reviewers observed that the Tamil and Sinhalese students of the department are working together in a friendly environment, which leads to Social harmony among the students.

Specially developed indicators are not available to measure the student progress. Student's performances are monitored during the program under each course unit using continuous assessments (20%) and end semester examination (80%).

Student attendances for lectures are recorded and analyse but not properly used to monitor and guide the student's progress by the department. It is important to use such information for academic counselling purposes.

about rate is very low and completion rate is more than student selected to the degree program is very high. that it is important to convert Sinhala medium teaching to English medium teaching gradually to develop marketable accounting graduate.

Although two batches of students following the four year degree programme have been passed out the final results of one batch are available in records for analysis. Latest performance of the students in the four year degree programme shows a considerable level of success. From results, out of 75 students there are 2 first classes, 14 second uppers, 20 second class lowers, and 36 normal passes giving 96% of very high rate of passes altogether.

Department offers gold medal to the best performed student annually in each batch to encourage the students, Formal student evaluation documents confirm that students are satisfied with the quality of teaching though they are not satisfied with the facilities available within the faculty and the facilities for obtaining the training.

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 data in this regard. 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 'GOOD'.

4.4. Extent and use of Student Feedback

The student feedback is based on formal and informal methods. It was evident from the documents available at the department that the department uses structured questionnaires to obtain student feedback on teaching of academic staff members of the department. The feedback obtained from such surveys has been mainly used by staff members to improve the quality of teaching. After analysing the data, a summary report is prepared and submitted to the HOD and Dean of the faculty for observation. Results of the outcomes are discussed during the departmental meetings and feedback is provided to the individual lecturer.

Copies of the summary results are forwarded to the lecturer's personal file. At the end of each semester, some lecturers get written comments regarding their teaching from students. Thus, discussions with staff members and students revealed that the feedback has been effectively used by the lecturers in improving their teaching.

The review team also noted that there is a close relationship established between the students and the staff. Two student representatives are regularly invited to the departmental meetings. This can be highlighted as a good practice. Two student representatives at the each faculty board meeting also give their views on academic matters to the academic staff.

through teaching and learning process the department s. In addition to that the Head of the Department (HOD) he Staff or the students at any interval. The students are required to make a written request to HOD stating the matters, which they are willing to discuss.

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

4.5. Postgraduate Studies

Though the department itself does not have a post graduate degree programme Department members contribute to post graduate degree programmes conducted by the faculty. All senior lecturers of the department work as supervisors and examiners of MBA research students. Further, they are working as resource persons of the workshops arranged by the MBA program. In addition, the department is planning to initiate the Postgraduate Diploma in Accounting and Finance in year 2015.

Currently three senior lecturers in the department are responsible as Project Director and Coordinators of PGDM/MBA programme (Project director of PGDM program, Examination Coordinator of PGDM programme, and Examination/ Administration Coordinator of MBA program). One senior lecturer contributes to the board of studies as the faculty nominee. Most of them serve as the members of the board of examiners. Accordingly, all senior lecturers in the department contribute in many ways to the development of the excising postgraduate programme.

Some senior lecturers have been given opportunities for inter departmental, inter faculty and inter university teaching. Some are members of professional accountancy bodies. Also staff members conduct community services such as participating in seminars for A/L teachers.

At the moment among the six senior lecturers, two are reading for their Ph.D.in Finance. Others are seeking placements for their Ph.D. Accordingly the department has sufficient senior academics for guiding postgraduate researches. At present all junior lecturers are already registered for following postgraduate programmes. Few publications related to the two members are available in the department.

However, no research culture has been established within the department. Junior lectures are also not encouraged to do research due to less number of staff with research experience available in the department and heavy administration and other coordination work they have to perform frequently.

Anyway it is noteworthy to mention that some senior lecturers have contributed to the faculty journal òManagement Mattersö and obtained university research grants. In this background, it is important to establish subject groups to improve the research culture within the department. This helps the department to have some joint publications related to the Accounting, Finance and MIS.

available for each and every lecturer attached to the DAF
s are not provided separate rooms with computers and
ary is not sufficiently subscribing to research journals.

Also collection of relevant materials for doing research is inadequate at the library to be used for research, and thereby DAF lecturers are further not motivated to do research.

When the above facts are considered the aspect of the Postgraduate Studies could be judged as 'SATISFACTORY'.

4.6. Peer Observations

Initiatives have been taken by the Department to increase and maintain the quality of the programme by introducing peer observation and evaluation.

The Department operates a formal peer observation mechanism on the teaching of the all staff in the department. Head of the Department appoints reviewers from the senior staff member in the department/ faculty with the consent of the particular lecturer. Peers follow a common mechanism of observation decided by the faculty board. Accordingly, they observe the skills and ability of conducting lecture, time management, preparation for the lecture including handouts with learning outcomes etc.

The Head of the department precedes periodical discussions with academic staff to clarify teaching problems they face and also before starting the semester HOD and members of the academic staff summarized their academic implementations and assessment schedules for each unit.

All final examination question papers are moderated by second examiners and answer scripts are evaluated by two examiners, which are also considered as a good way of peer evaluation.

When the above facts are considered the aspect of the Peer Observation could be judged as 'GOOD'.

4.7. Skills Development

As the degree programme is professional oriented, the DAF attempts to produce competent graduates who can commence professional career soon after the graduation. Hence, students must be given not only the knowledge but also students should be supported to develop skills as well as positive attitudes.

Since the skill development is a major objective of the degree program, the department's overall strategy is to incorporate skills development to the curriculum of the degree programme. According to the SER, DAF has made attention on developing different skills that the students must have at the end of the degree programme.

During the visit, it was evident that assignments and presentations have been designed to improve teamwork, communication and presentation skills of the students. IT skills and ability to handle computer software can be improved through the computer related course unit in the curriculum. Language communication skills need to be developed through organizing student activities.

magazine named "Business Track" to their credit. The and English medium articles written by both students is considered as good imitation to develop determination

skills of the students.

Final year project report provides opportunities for the students to develop written and oral communication, critical and analytical thinking, problem understanding and solving and report writing skills.

Practical training given to the students would bring immense benefits to the students as this opens exposure to the business environments and to develop related skills. However, students are only given 6 month industrial training. The industrial training of the students needs to be organized with the involvement of the staff by selecting the organizations, co-ordination, and evaluation. According to the views of the students they are not happy the way this industrial training programme is conducted.

However, communication skills, analytical skills in Accounting and Financial Management, Computer skills and Managerial skills should be further improved as demanded by the students to meet the industrial needs. It is important to have student Society to organize skill development programmes with the DAF.

When the above facts are considered the aspect of the Skill Development could be judged as 'SATISFACTORY'.

4.8. Academic Guidance and Counseling

The Faculty has developed an academic guidance and counseling programme for the students who are attached to the Faculty. The Department has also established a separate counseling programme for the students attached to the department because some personal problems frequently affect the academic progress and achievements.

The faculty conducts orientation program focusing the social, educational and other activities with the support of senior students of the faculty. The academic staff of the department provides necessary information to students, as they need at the orientation program such as introduction of the degree programmes, timetables, library facility, computer facility, student counseling, etc.

Awareness programmes are conducted for students by the faculty representing academic staff from all three departments, to improve the students' attendance, selecting the medium and improve other academic disciplines.

Lecturers of the department at the individual level work as personal tutor to handle different academic problems faced by the students according to their capacity. The department allocates 02 hours as student contact hours per week for each lecturer

03 Student counselors are appointed at Faculty level representing one from each department including a chief student counselor. They conduct a common counseling program for entire students in the faculty.

mental student welfare fund to provide scholarship (Rs. 1000) to students who are with economic difficulties. This can be highlighted

Some important methods are implemented for academic staff in preparation for their role as academic counselor/personal tutor such as, Counseling workshops and communicating methods.

Sometimes students have personal problems that could have an effect on their studies and, in such instances members of the academic staff do assist them. The student-staff relationship is satisfactory.

University student counselor did not show any interest to meet the reviewers during the period of stay, and this shows the inefficiency of the person in charge of student matters. This is a very unfortunate situation from the point of view of students in the University.

At the discussion with the faculty student counselors, it was revealed that the counselling system is planned to implement some new activities.

When the above facts are considered the aspect of the Academic Guidance and Counselling could be judged as ‘SATISFACTORY.’

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

Aspect Reviewed	Judgment Given
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	Satisfactory
Peer Observation	Good
Skills Development	Satisfactory
Academic Guidance and Counseling	Satisfactory

5. CONCLUSIONS

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

Review

- The contents of the curriculum are structured to achieve intended learning outcomes
- The programme and course units are at a suitable academic level and sufficient opportunities are available for students to gain required subject knowledge in Accounting and Finance
- Introduction of industrial training and project report course unit may enhance employability of the undergraduates.
- Introduction of Tamil language and Social and Ethnic Harmony as compulsory course units in year one and two can be highlighted as a good practice.

Weaknesses

- The review team is of the opinion that the content of some of the courses offered are not well balanced.
- No Flexibility is given to the students to select the course units
- Majority of the students have registered for the Sinhala medium classes reducing the number going for English medium
- No of credits given to the special degree program is not sufficient
- No of credits given to the Research report is not sufficient to motivate good research to be carried out
- Although there is a sound procedure in Curriculum revision the department has not consulted all the relevant stakeholders

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- Teaching, learning and assessments methods adopting by the department enable students to achieve indented learning outcomes
- Assessments requirements are explained to the students at the beginning of the course units
- According to the time table student workload is sufficiently balance and reasonable
- The course outlines are distributed among students at the first lecture of a course unit.
- Industrial Training is an evaluated course unit.
- Tamil language also included to the curriculum as a compulsory course unit

Weaknesses

- Department has not employing visiting lecturers to provide professional orientation in teaching practical oriented course units.
- Allocation of 20% marks for continues assessment may not be sufficient to direct student centrerd learning
- Audio visual facilities are not adequate.
- Office equipments necessary for printing of handouts are not available within the department.
- No supporting staffs are available for the department.

Student Progress and Achievement

- Gold Medal is awarded to the best student of the department
- New students admitted to the Campus are required to follow the orientation programme
- Programme completion rate according to the evidence provided by the department is very high
- Quality of students absorbs to the degree programme is in satisfactory level
- According to the discussion we had with department student, they are achieving the intended learning outcomes.
- Student attendance for lectures is in satisfactory level
- Number of student registered for the degree program is increased during the past two years

Weaknesses

- Indicators are not available to measure student progress.
- Facilities available are not sufficient.
- Student subject association is inactive and the alumni is not in functioning

4. Extent and Use of Student Feedback

Strengths/Good Practices

- A standard evaluation questionnaire has been used to obtain feedback of students.
- Students are encouraged to communicate with lecturers during and after the teaching sessions.
- Lecture evaluation questionnaires are analysed and subsequently communicated to the respective lecturer.
- Copy of the evaluation summaries are forwarded to the lecturers personal file

Weaknesses

- Students' requests and outside stakeholders views are not considered for curriculum revisions

5. Postgraduate Studies

Strengths/Good Practices

- Department members are engaged in the post graduate degree programme conducted by the faculty
- Department is planning to initiate the Postgraduate Diploma in Accounting and Finance in year 2015
- All senior members of the department are engaged in postgraduate supervision.
- Among six senior lecturers 2 are reading for PhD and others are completed their masters degrees

Weaknesses

- The Department itself does not have a post-graduate programme
- Senior members of the department have published very less number of research articles
- No research culture has been developed within the department

establish research culture within the faculty and the commitments of the senior lecturers have reduced this research output.

6. Peer Observation

Strengths/Good Practices

- The department has taken steps to introduce peer observation and evaluation,
- Final examination papers are moderated by second examiners and answer scripts are marked by two examiners.
- Peer evaluation comments are available with the HOD and communicated to the respective lecturer

Weaknesses

- Inadequate qualified staff to observe each other

7. Skills Development

Strengths/Good Practices

- Students can acquire interpersonal, communication, negotiation and technical skills through the practical training programme
- IT skills and ability to handle Computer Accounting Software are improved through the computer related course unit.
- Assignments and presentations have been designed to improve teamwork, communication and presentation skills of the students.
- Final year project report provides opportunities for the students to develop written and oral communication skills, critical and analytical thinking, and problem solving ability.

Weaknesses

- Practical training is limited to one area of specialization and for only 5 months
- English language abilities of the students need to develop.
- No activities organizing by the department students subject association to improve their skills.
- Basic practical skills are inadequate to develop the final year industrial training programme beforehand.

8. Academic Guidance and Counseling

Strengths/Good Practices

- Faculty of Management Studies has appointed one academic staff member for counselling service.
- Special funding facilities are available for the financially affected students.

Weaknesses

- Activities or evidence relevant to counselling are not visible.
- Department students are not allocated to the lecturers for personal counselling purposes.

identified, reviewers would like to make following recommendations in order to improve relevance and quality of the B.Sc (Accountancy and Finance) Special degree programme

1. It is advisable to increase the number of courses offered for Finance component to balance the Accountancy and Finance degree programme. Current curriculum is base towards Accounting.
2. More lecturers with Accounting and Finance qualifications have to be recruited to the department to provide a better service to the students. Professional oriented subjects such as Taxation, Auditing and Law require the support of professionally qualified staff.
3. The present staff members should be encouraged to continue studies leading to PhD in the field of Accounting and Finance to strengthen the academic staff of the degree programme.
4. It is important to convert gradually the teaching and learning process from Sinhala to English medium of instruction to enhance the job opportunities for the undergraduates of the department. This need to be done in a systemic manner.
5. Department needs to be restructured to offer a real service concept. All Accounting and Finance specialized lectures need to be allocated to the one department, which enhance the development of the discipline and research.
6. To achieve the objectives of the course unit system it is required to offer optional and auxiliary course units into the curriculum. This ensures the flexibility of the student choice with regard to various specializations in Accounting and Finance
7. Allocation of marks for continues assessment has to be adjusted to improve student participation and learning. It is better to allocate more marks for continues assessments than the present allocation method.
8. Room and equipment facilities have to be increased in order to improve the quality of the student's education. This seems to be a very big problem facing by the staff and students of the faculty and the department. It is recommended to use self generated funds from the postgraduate courses offering by the faculty to improve the teaching and learning environment of the faculty.
9. Student guidance and counselling provided by the student counsellors need to be expanded to cover the student study period. Especially the academic counselling is much more needed to the students during their late stage of studies.
10. It is needed to improve the course outlines by adding learning outcomes, breakdown of the total time among each topic, reading list under each topic, and an indication of how learning outcome of each module is related with the overall learning outcome of the Degree programme. It is better to have a stranded structure for all subjects.
11. Faculty needs to consider seriously the shortages of necessary text books related to the Accounting and Finance at the main library. Money allocated to the faculty for the purchase of books needs to be properly utilized to purchase necessary text books for student references.
12. Department students' subject association is needed to be activated and motivated to organise student activities with industrial expertise to expose the degree programme to professional organisations. This will develop leadership, communication and team work ability of students.



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needed to establish as soon as possible to get the support to
students and strengthen the department capability. Alumni
within the department.

14. Alternative methods have to be found to provide multimedia and computer facilities to third and final year students. Students need to encourage to made their presentations using latest technologies and through English language.
15. Systems can be introduced to monitor student progress and performance to help them during the early stages. Student attendance analysis needs to be used for establishing such mechanism.
16. Students can be allocated to the staff from the second year for proper academic guiding. These will strengthen the student staff relationship.

Day 01(29/06/2009)

09.00-09.30	Meeting with Vice Chancellor
09.30-10.15	Department Presentation on the self evaluation report
10.15-10.30	Refreshment
10.30-12.30	Meeting with Head & Academic Staff in the Department
12.30-13.30	Lunch
13.30-14.00	Discussion with Academic staff in the department
14.00-14.30	Observing department facilities
14.30-16.00	Observing other facilities (Library, Resource center, Main computer center, English language teaching unit, Medical center)
16.00-17.00	Meeting with undergraduate students

Day 02(30.06.2009)

08.30-09.00	Observing Teaching- Lectures (Year IV / Hall # 5)
09.00-09.30	Observing Teaching- Lectures (Year II / Hall # 10)
09.30-10.00	Observing Teaching- Practical Class (Year II / Computer Center)
10.00-10.30	Discussion with Non Academic Staff
10.30-11.00	Refreshment
11.00-12.30	Observing Documents
12.30-13.30	Lunch
14.00-14.30	Observing Teaching- Lecture (Year IV / Hall # 12)
14.30-15.00	Observing student's presentation (Year IV / Hall # 5)

Day 03(01/07/2009)

08.30-09.00	Observing Teaching- Lecture (Year III / Hall # 12)
09.00-09.30	Observing Teaching- Skill development (Year III /Hall # 11)
09.30-10.00	Meeting with student counselors
10.00-10.30	Discussion & Refreshment
10.30-11.30	Meeting with Postgraduate Students
11.30-12.30	Meeting with Head of Department and Staff for Reporting
12.30	End of the Programme

BY THE REVIEW TEAM

University of Sri Lanka

- Dean of the Faculty of Management Studies
- Head of the Department of Accountancy and Finance
- Academic staff of the Department
- Non academic staff of the Faculty
- Student counsellors/Academic advisor
- Undergraduate Students of Year 2,3, and 4
- Postgraduate Students

Annex 3. LIST OF TEACHING SESSIONS OBSERVED

- 4th year student lecture English Medium (36 students present)
- 2nd Year student lecture Sinhala Medium (65 students present)
- 2nd year computer practical session (20 students present)
- 4th Year Sinhala medium lecturer (34 students present)
- 1 student presentation final year
- 3rd Year Lecturer (54 students present)
- Skills Development Session

Annex 4. LIST OF FACILITIES OBSERVED

- Department staff members' rooms
- Department Premises
- Faculty Lecture halls
- Faculty IT lab / University IT lab
- University Library
- Student canteen

Annex 4. LIST OF DOCUMENTS OBSERVED

- Faculty hand book
- Peer evaluation documents
- Student evaluation forms / summary
- Student attendance list and summary
- Lecture time table
- Lecturer Materials/ handouts
- Faculty journals
- Faculty mints and department meeting mints
- Guideline for the writing and presentation of research