SUBJECT REVIEW REPORT

DEPARTMENT OF TOURISM
AND
HOSPITALITY MANAGEMENT

FACULTY OF MANAGEMENT STUDIES
RAJARATA UNIVERSITY OF SRI LANKA

26th to 28th November 2007

Review Team :

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1. SUBJECT REVIEW PROCESS

The subject review evaluates the quality 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 Tourism & Hospitality Management (THM), Rajarata University of Sri Lanka.

The review team consists of Professor H.M.Bandara (University of Kelaniya), Dr. W.G.S. Kelum (University of Sri Jayewardenepura), and Dr. S.M.M.Ismail (South Eastern University of Sri Lanka), and the team visited the Department of Tourism & Hospitality Management during the period from 26th to 28th November 2007.

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 Tourism & Hospitality Management and supported by the information provided and gathered during the three-day site visit to the Department of Tourism & Hospitality Management, 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 Dean, Head of Department, members of academic staff and non-academic staff, undergraduate students representing 2nd, 3rd, and 4th year and postgraduate students.
- Observation of department and other facilities of the faculty (library, computer unit, audio visual equipments, 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,

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

The Rajarata University of Sri Lanka 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. Since this University is located more than 150km away from other universities, its' service area is much wider.

The University is headed by the Vice-Chancellor – the chief executive officer and he is assisted by five Deans, Registrar and Senior Assistant Registrars in Academic and Administrative matters respectively and a Librarian.

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 Faculty of Management Studies was established at Mihintale in 1996 by combining affiliated universities. 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 with the academic year 2002/2003 in 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 and two supporting units, providing services to the students of the faculty.

The Mission of the Faculty of Management Studies is to provide quality education in Management Studies and leadership with practical skills and to conduct research giving due consideration to the changing environment. To achieve the above mission five aims and objectives are set (Faculty Handbook, 2006/7).

The Department of Tourism and Hospitality Management was established in 1996. First six batches were offered a three year B.Sc. (Special) Degree in Hospitality Management. In 2004, the Degree was changed in to a four year B.Sc. (Special) Degree in Tourism and Hospitality Management widening the scope. The first batch of the four year degree program students is now in the 4th year.

The special Degree in Tourism and Hospitality Management is designed to teach the wide range of disciplines applicable to tourism and hospitality Industry in Sri Lanka. Depth knowledge of the hospitality industry and tourism is given using a constrictive theoretical base. The students are trained to develop necessary skills through practical sessions in the university with the available limited facilities. Field trips and tours are arranged with industrial organisations with a view to obtain Industrial exposure.

The duration of the degree program is four years and the first year of study is common for all students in the faculty and can be followed either Sinhala or English medium. From the 2nd year 1st semester, students are selected to the B.Sc. (Special) Degree programme in Tourism and

Hospitality Management and entire course is conducted in English medium. In this programme, students are able to choose one of the two specialised areas, namely; Food and Beverage Management or Accommodation Management.

3. AIMS AND LEARNING OUTCOMES

To educate and train potential managers for the Tourism and Hospitality Industry in order to provide students with an educational underpinning experience for a range of executive positions within the industry. Department is committed to provide a quality undergraduate education that incorporates theory and practices in the Hospitality & Tourism industry. The main aim of the program is to imbue students with the knowledge, skills, values, and strategic perspective essential to obtain leadership roles in the Hospitality & Tourism service.

3.1 Aims
- Provide a degree program in Tourism & Hospitality Management with a high quality learning environment of tourism & hospitality education
- Provide a range of learning opportunities within the structure of university by using various continuous assessment methods.
- Provide opportunities for students to develop the skills and enthusiasm require for life long learning.
- Allow study opportunity for collaborative work with other departments of the faculty so as to gain the overall knowledge and understanding on General Management & Finance knowledge & practices.
- Support the teaching staff in career development, including the provision of feed back & peer advice.
- Provide a friendly responsiveness and supportive departmental environment which is conductive to enthusiastic learning, while maintaining high standards and good completion rates
- Encourage students to understand & improve their knowledge about mainly the Tourism & Hospitality industry & acquire the necessary skills and knowledge to work in the industry for the career developments.

3.2 Learning Outcomes

On successful completion of programme, students should be able to;

- Gain knowledge & conceptual understanding of areas of Tourism & Hospitality industry based on programmes provided by the degree
- Understand how this knowledge is applied in solving practical problems in the Tourism & Hospitality sector
- Developed a range of personal and transferable skills and having experience of applying them to various situations.
- Develop confidential of self direction learning
- Deal with other management disciplines
- A fair knowledge on tourism sector also provided to students and they should be equipped with the knowledge of tourism activities such as airline & ticketing operations, travel agent and tour operators, leisure managements, tourist attractions etc.

- Understanding the main functions of hotel housekeeping and front office departments including the operations human resources management, liaison with other departments, services providing, adoption of information technology & information systems for department functions etc.

4. FINDINGS OF THE REVIEW TEAM

The following eight aspects of education reviewed at the departmental level are described in sub sections 4.1 to 4.8.

- Curriculum Design, Content and Review;

- Teaching, Learning and Assessment Methods;

- Quality of Students including Student Progress and Achievements;

- Extent and Use of Student Feedback (both qualitative and quantitative);

- Postgraduate Studies;

- Peer Observations;

- Skills Development;

- Academic Guidance and Counseling.

4.1 Curriculum Design, Content and Review

The Department of Tourism & Hospitality Management has provided the curriculum of the B.Sc (Special) Degree programme in Tourism and Hospitality Management in the Self Evaluation Report (SER). Department is offering two Specializations, namely Food and Beverage and Accommodation. The present curriculum was introduced during the academic year 2002/2003 in 2004. The Degree programme under the review consists of 108 credits and the duration is four years. The four-year period is divided into 8 semesters and the students are required to follow the 1-year common programme and 3-years Tourism & Hospitality Management programme conducted by the Department of Tourism & Hospitality Management.

During the first year, students are required to follow 15 compulsory course units, which give 28 credits. Out of 15 course units, General English I, General English II, Computer Studies I and Computer Studies II course units are non credit courses. During the common programme, students are required to learn Tamil Language I and II which gives 2 credits. Second year students are required to follow 12 course units, which gives 28 credits. During the Third year, students are required to follow 11 compulsory and two elective course units, which give 30 credits. During the Final year first semester, all students are required to follow 2 compulsory and 3 elective course units, which gives 14 credits. Final year second semester is allocated for Industrial Training and Project report, which gives 8 credits. This gives an opportunity for undergraduates to apply their learnt knowledge in practical situations, and to gain experience in real-world works.

The contents of the curriculum are 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 required subject and practical knowledge in the Tourism & Hospitality Management programme. However, the contents of some course units are needed minor revisions and additions. The team also has noted that a significant effort has been made by the staff members of the Department to ensure high

quality graduates in the overall programme. However the review team in the view that module outlines of each course should be further improved.

Curriculum of the degree programme consists of 40% of credits for Tourism and Hospitality course units, 33% of Management and Accounting related course units, 12% of Economics, Mathematics and Statistics course units, 8% IT related course units, and 7% English and other languages communication skill course units. The degree also consists of 2 non credits compulsory General English course units and 2 non credits compulsory Computer Studies course units offered during the first year. The degree programme is conducted in English medium. Though the Department has taken adequate measures to improve the quality of English language proficiency, the quality of the English language program is not well recognized by the students. However, the department has taken a significant effort on developing these soft skills, which are vital for employability.

As revealed during the discussion with students, learning hours of German and French languages are not sufficient. According to the student point of view, it is better to offer one language subject (French or German) for four semesters, giving more time for them to learn the language better. Students also express the view that the basic practical related to food and beverage, front office management, room division management, professional cookery, restaurant and bar management are needed to be incorporated with in the curriculum and to conduct during the subjects offering period. The present curriculum has been designed few years back and the department itself identifies the need for a revision in order to address the future needs.

Introduction of Industrial Training course unit to the curricula facilitates the students in gaining practical training in the business environment. This may enhance employability of Tourism and Hospitality Management undergraduates. However, practical training is limited to only one category out of eight categories listed under the training record book. Students are required to complete 700 hours of practical training within six month period. Students are in the view that they need to cover all eight categories of practical component during the 700 hours.

Reviewers have observed that non-availability of sufficient number of permanent qualified lecturers for tourism limits the opportunity of students in selecting elective course units during the third and fourth years.

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

4.2 Teaching, Learning and Assessment Methods

The academic staff of the Department of Tourism & Hospitality Management consists of 1 Senior Lecture, 2 Probationary Lectures and 2 Temporary Lectures. Department gets the support of the lectures of other departments with in the faculty as well as a panel of experienced 7 visiting staff. Department staff members and visiting members are responsible in teaching Tourism & Hospitality Management specialized course units. Other academics from the faculty cover the rest of the subjects offering by the department. A senior member of the department is the present Dean of the Faculty, there was no other senior member to take over the Head of the Department position (HOD). Therefore a lecturer from the Department of Accountancy and Finance has been appointed as the HOD. One probationary lecturer is also on study leave, following her Masters degree. At present department have only two

permanent lectures. This may be critically effecting to the teaching and learning process of the department.

Teaching is scheduled for weekdays and weekends. Visiting lecturers conduct classes on weekday afternoons or weekends. Practical classes are held for professional cookery and restaurant & bar operations in the practical premises (kitchen) which is located in the university. Lecturers and the students are both in the view that the facilities available with in the university is not adequate to cover necessary practical knowledge of the subjects.

A range of attractive teaching methods are presently being used by the Department staff. 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. This was also noted by the review team during the observation of teaching sessions and practical sessions. 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, etc. are being used.

The lecture halls of the faculty which are equipped with white boards and overhead projectors are shared by all three departments. Lecturers also can use multimedia facilities of the faculty for teaching activities but the numbers of multimedia projectors are not sufficient for teaching. 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 in summary form for distribution among students. The review team has observed some of these materials prepared by the lectures.

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.

According to mid semester teacher's evaluation by the students, majority of the students are satisfied with the teaching. However, the degree of satisfaction has varied among the 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 a course unit. Generally, a course unit has 20% marks for continues assessment and 80% marks for the final written examination.

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 (20% Marks), (b) evaluation of training experiences through a student presentation (20% Marks), (c) submission of final report (50% Marks), and (d) evaluation by the training supervisor (10% Marks).

No special calendar is prepared to balance the distribution of assignments through out a semester. According to the timetables of the current semester, the number of teaching hours per week allocated to a lecturer varies between 8 and 12.

Reviewers observed that the facilities available within the department and the Faculty are not sufficient to have better teaching and learning environment. Reviewers are in the view that in

order to improve the quality of education, all facilities available for the department are needed to be improved.

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.

The first year of study is common for all 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 15% of students to the Department of Tourism and Hospitality Management. At present 95 students are registered under the department, consist of 27 in the second year, 36 in the third year and 32 in the fourth year. Students are not happy the way students are allocated to the department.

All the students admitted to the faculty are given an undergraduate handbook, which provides fair understanding about all four degree programs and how to select a program after completion of common programme.

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 attendance for lectures is recorded and students with poor attendance are required to justify their absenteeism to the committee, which consist of five academic staff members and two students' representatives. This can be highlighted as a good practice.

According to the SER, Student Dropout rate is for 2001/2002 batch is 30% and completion rate is 70%. Student failure rate is also higher than the normal situation. Student who failed to obtain required GPA should resit the examination during the following year.

Students following the current four year degree programme have not passed out yet but last five year performance of three year degree programme students shows considerable level of success. According to the SER, 5% of students got 1st Classes, 14% got 2nd class upper and 14% of 2nd class lower division pass at the graduation.

To encourage the students, department is offering gold medal to the best performed student annually for each batch. 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 campus and 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

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, Qualitative and Quantitative

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 is 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 department 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. The 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 the existence of a close rapport between the students and the staff. No special meetings are conducted to get the students views related to the problems they faced.

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 are engaged in post graduate degree programmes conducted by the faculty. Senior lecturer of the department is actively involved in teaching and supervising faculty postgraduate diploma and MBA students. All the junior members of the staff are currently engaged in post graduate studies.
Due to the lack of senior lecturers no research culture was established within the department. Junior lectures are also not encouraged to do research due less number of staff available for the department.

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

4.6 Peer Observation

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

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.

According to the SER two or three members of senior academic staff of the faculty observe lecturers teaching activities and making their comments to the particular lecturer to improve the quality of teaching. Review team observed some of the comments made by the peers and satisfied with the views.

All final examination question papers are moderated by second examiners and answer scripts are evaluated by two examiners.

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

4.7 Skills Development

Skills development is embedded in the curriculum of the degree programme. Mainly the department focuses on the operational skills in the Tourism & Hospitality industry. For this purposes the department conducts practical classes for professional cookery and restaurants operations using facilities available in the university. SER, itself recognized unavailability of enough facilities to handle practical for the undergraduates within the university.

The compulsory industrial training in the 4th year 2nd semester is mostly focused on the skill development of students. According to the views of the students they are not happy the way this industrial training programme is conducted.

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.

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, critical and analytical thinking, problem solving and report writing skills.

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

4.8 Academic Guidance and Counselling

SER does not content a section on academic guidance and counselling. However during the site visit reviewers have observed that the department has taken adequate measures to ensure effective academic guidance and counselling, both in formal and informal ways.

The university appoints student counsellors from all faculties. At present one permanent staff member of the department is appointed as a student counsellor for the year. 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.

At the discussion with the student counsellors, it was revealed that the counselling system is planned to implement some new activities. After analysing the past results of the examinations weaker students are going to be called for the discussion with faculty student counsellors to find out the reasons behind the fliers.

Faculty fund is established to help the financial assistance to the needy students of the faculty. This can be highlight as a good practice. Consultation hours are not included in the personal timetables of lecturers.

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

5. CONCLUSIONS

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

1 Curriculum Design, Content and Review

Strengths/Good Practices
- 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 tourism and hospitality management,
- 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.
- Two European Languages namely German and French are also compulsory for the degree program.
- The degree programme is conducted in English medium

Weaknesses
- The review team is of the opinion that the content of the courses offered are not well balanced to train students in the area of tourism.
- Tutorials and small group sessions are not systematically held and no proper facilities available in practical classes.
- Course outlines are not properly structured to give better understanding about the subject.
- Total number of hours allocated for foreign languages are not sufficient to improve the language skills.

2 Teaching, Learning and Assessment Methods

Strengths/Good Practices
- Department has employed 7 visiting lecturers to provide professional orientation in teaching practical oriented course units.
- In addition to the faculty computer centre, another small computer centre with internet facilities is available for students.
- Modern teaching methods and equipments are used in the Department.
- The course outlines are distributed among students at the first lecture of a course unit.
- Industrial Training is an evaluated course unit.

Weaknesses
- The academic staff is not adequate and well qualified consisting of one senior lecture, one probationary lecture and two assistant lecturers on contract basis.
- Allocation of 20% marks for continues assessment may not be sufficient to improve student learning
- Audio visual facilities are not adequate.
- Office equipments necessary for printing of handouts are not available within the department.
- No supporting staff is available for the department.

3 Quality of Students including Student Progress and Achievement

Strengths/Good Practices
- Gold Medal is awarded to the best student of the department
- New students admitted to the Campus are required to follow the orientation programme
- Student attendance for lectures is recorded and poor attendance students are required to justify their absenteeism to the committee.

Weaknesses
- Indicators are not available to measure student progress.
- Facilities available are not sufficient**.**
- Drop out rate is higher than expected normalcy
- Examination failure rate is also higher
- No of students registered for the degree is decreases during last three years
- Student subject association is inactive and alumni is not in practice

4 Extent and Use of Student Feedback, Qualitative and Quantitative

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 are not considered for revisions
- No special meetings are arranged to discuss the student's problems.

5 Postgraduate Studies

Strengths/Good Practices
- Senior member of the department who has published over 10 research articles is engaged in postgraduate teaching and supervision.

Weaknesses
- The Department itself does not have a post-graduate programme
- No research culture has been developed within the department

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 Developments

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.
- 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 Counselling

Strengths/Good Practices
- Faculty of Management Studies can appoint one academic staff member for counselling service.
- Special funding facilities are available for the financial necessary students.

Weaknesses
- Activities or evidence relevant to counselling are not visible.
- Department students are not allocated to the lecturers for personal counselling purposes.
- Consultation hours are not incorporated in the individual lecturer timetables.

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	**GOOD**
Teaching, Learning and Assessment Methods	**GOOD**
Quality of Students including Student Progress and Achievements	**SATISFACTORY**
Extent and Use of Student Feedback, Qualitative and Quantitative	**GOOD**
Postgraduate Studies	**SATISFACTORY**
Peer Observations	**GOOD**
Skills Development	**SATISFACTORY**
Academic Guidance and Counselling	**SATISFACTORY**

The overall judgment is suspended

6. RECOMMENDATIONS

1. It is advisable to improve the number of courses offered for Tourism component to balance the tourism and hospitality management degree programme.
2. More lecturers with accounting and finance qualifications have to be recruited.
3. The present staff members should be encouraged to continue studies leading to PhD in the field of Tourism and Hospitality Management.
4. New recruitments should be needed to improve the quality of the degree as number of academic staff is not sufficient to cater the degree at present.
5. It is recommended to increase credit level by adding more tourism related subjects to the course content.
6. Students should be allowed to select elective course units included in the curriculum as one of the objectives of the course unit system is to allow students to select optional subjects according to their requirements.
7. Allocation of marks for continues assessment has to be adjusted to improve student participation and learning.
8. Room and equipment facilities have to be increased in order to improve the quality of the students.
9. Student guidance and counselling provided by the student counsellors need to be expanded to cover the student study period.
10. It is needed to improve the course outline 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.
11. It is better to have a stranded structure for all subjects.
12. Practical related basic course units of hospitality management need to be done within the subjects giving some assessments weights.

13. Department students' subject association is needed to be activate and motivated to organise student activities with industrial expertise to expose the degree to professional organisations.
14. Department needs to establish some linkages with well recognised hotels and other related organisations such as Sri Lanka Hotels Association and Sri Lanka Tour Guides Association to ensure the possibilities to get better practical exposure to the students.
15. Strong alumni association is needed to establish as soon as possible to get the support to find the placements to the students and strengthen the department capability.
16. Alternative methods have to be found to provide multimedia and computer facilities to third and final year students as the students who are following evening and weekend classes cannot use these facilities available in the department.
17. Systems can be introduced to monitor student progress and performance to help them during the early stages.
18. Students can be allocated to the staff from the second year for proper academic guldens.