SUBJECT REVIEW REPORT

DEPARTMENT OF
INDUSTRIAL MANAGEMENT

FACULTY OF APPLIED SCIENCES
WAYAMBA UNIVERSITY OF SRI LANKA

24th to 26th November 2009

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...ality of education within a specific subject or discipline. This review evaluates the quality of education within the specific disciplines of Industrial Management being offered by the Department of Industrial Management (DIM) of Faculty of Applied Sciences (FAS) of the Wayamba University of Sri Lanka (WUSL). The review focused on the Self Evaluation Report (SER) prepared by the DIM. Based on the SER, the team evaluated the quality of the B.Sc. (General) degree programme, B.Sc. (Joint Major) degree programme in Industrial Management and Major II subject, B. Sc. (Joint Major) degree programme in another subject and Industrial Management Major II subject, using the criteria set out by the Quality Assurance Council (QAC) of the Ministry of Higher Education.

The SER consisted of: introduction; program details including aims of the DIM, learning outcomes; students, staff and facilities; curriculum design, content and review; teaching, learning and assessment methods; quality of students, including student progress and achievement; extent and use of student feedback; postgraduate studies; peer observations; skills development; academic counselling and conclusions.

The quality of education within the discipline 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/FAS, Head/DIM, academic and non-academic staff members of the DIM, Career Guidance Coordinator-FAS, Student Counsellors, and undergraduate students.
- Observation of teaching sessions
- Observation of relevant documents (prospectus of the faculty, detailed module information sheets, curriculum review documents, teaching & learning materials, minutes of department meetings, samples of students work, assignments, dissertation, summary of mark sheets, details of teaching learning and assessment strategies, details of programmes, additional reading materials (books, etc.), students entry quality, ratio of applicants to places available, details of students achievements (no of degrees and classes), details of graduates destinations / employment, students feedback, staff students meeting reports, academic research involvements, research articles of the staff members, contribution to the nation / society, peer observation process, peer observation forms, documents related to industrial training, academic guidance, workshops organized etc.)
- Observation of department and other facilities (computer centre, lecture rooms, library, medical centre, canteen, sports centre, gymnasium, hostel, etc.)

Each subject review aspect of education was judged by making one of the three levels namely; good, satisfactory and unsatisfactory. For this purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made from the three options, confidence, limited confidence and no confidence, by taking into

nts given for all the eight aspects of the academic

24th, 25th and 26th of November, 2009.
The agenda of the subject review is in Annex 1.

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The Wayamba University of Sri Lanka (WUSL) was established in August 1999 by upgrading the Wayamba Campus of the Rajarata Universtiy of Sri Lanka.
The university is located in two separate premises, and each consists of two faculties. Faculty of Agriculture and Plantation Management and Faculty of Livestock, Fisheries and Nutrition, are located at Makandura premises of the university. Other two faculties, Faculty of Applied Sciences and Faculty of Business Studies and Finance are located at Kuliyapitiya premises.
The Faculty of Applied Science (FAS) is assigned with four academic departments namely; Electronics, Computing and Information Systems, Industrial Management and Mathematical Sciences.
All the degree programmes of the FAS are conducted only in English Medium. From its inception, three batches were conferred degree by the FAS and almost all graduates have been absorbed by the industry.
During the first year of studies, students are offered courses by four departments on five subject areas (Electronics, Computing and Information Systems, Industrial Management, Mathematics & Mathematical Modelling, and Statistics). During the second year students are selected for a stream of two major subject areas for the balance period of the degree programme.
Selection for the Majors I & II is based on student performance during the first year.

Number of students following Industrial Management (IMGT), either as Major I or Major II, are as follows:

	Level 1	Level 2	Level 3	Level 4
Major I	100	23	24	16
Major II		4	23	4

At present, the DIM plays a vital role in the Faculty by producing competent and innovative human resources, through a structured approach whereby undergraduates can acquire competency in social, economic and managerial disciplines with the aims of increasing productivity and competitiveness of manufacturing and service enterprises.
Department conducts basic courses in Industrial Management in the level I of the degree program, which is common for all the students who are enrolled in the FAS. Students are expected to select two major subject areas in level 2. Those who select Industrial Management as their Major I or II, have an opportunity to acquire comprehensive knowledge and skills in Industrial Management to meet current needs of the industry with practical exposure. Department also offers number of important optional modules to non-industrial management students as well.
Department consist of nine permanent academic staff members and five temporary demonstrators/ tutors. It also obtains the services of several members of visiting staff. DIM also has a technical officer and a minor employee.
The FAS has nine lecture rooms and two of them are equipped with multi media projectors. Faculty has three more multimedia projectors which are made available on request. The nine lecture rooms are shared by all the four departments of the faculty. Considering the large

elivered, the available number of lecture rooms seems
rangement in the new building does not facilitate group
construct a lecture theatre complex.

3. AIMS AND LEARNING OUTCOMES

Vision, Mission, Aims and Learning Outcomes

Vision of the DIM
To become a centre of excellence for the development of human resources in the field of Industrial Management to match the national and global trends.

Mission of the DIM
To provide undergraduate reach to education, research facilities and out program in the field of Industrial Management to enable the students perform effectively and efficiently in the manufacturing and service industry.

3.1 Aims

Aims of the Department of Industrial Management are to;
- Provide a range of learning opportunities within the modular system
- Provide opportunities for students to develop skills and attitudes required for self-learning and lifelong learning
- Provide a friendly and supportive environment, which is conducive to enthusiastic learning and developing skills
- Encourage students to develop knowledge and understanding on the new theories and inventions

Support the teaching staff in their career development by providing feedback and peer advices and opportunities for effective teaching, learning and assurance.
In its endeavour of creating well qualified graduates, the DIM provides range of opportunities to its undergraduates which include:
- Out Bound Training
- Field Visits
- Video Programs
- Project Work
- Workshops
- Seminars and Presentations and
- Laboratory Sessions and Discussion Classes

The DIM of WUSL expects to produce graduates who are well equipped with the theoretical knowledge and skills in many relevant disciplines and right attitudes. The graduates would possess distinctive competency to suit the needs of the industry. They would be capable in increasing the productivity and competitiveness in manufacturing and service enterprises and thereby help them reach their objectives.

3.2 Learning Outcomes

On the successful completion of course modules, the students are supposed to be enriched with the knowledge on using concepts, models and management techniques, which are implemented in the industrial environment.

ht attitudes with respect to theory and practice of

- Develop ability for continuous learning and self-development
- Provide continuous assessments and feedback for individual progress
- Develop a range of personal and transferable skills such as the analytical thinking, information technology and computer literacy

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

- The FAS of WUSL established the semester system curriculum from its first intake in 2001. The curriculum has been developed, in consultation and assistance from academia and professionals, to include all aspects of the semester system, and the continuous assessment fundamentals.
- Curriculum has been designed to enable students to obtain a joint major degree of 4 year duration. Those who do not qualify/ do not opt to proceed to the 4th year are awarded a general degree.
- Joint major degrees being a new concept to Sri Lanka, most prospective students and employers are not aware of it. As a result, the degree is not considered as an eligible qualification for recruitment for some organisations such as the Central Bank.
- The DIM follows the accepted norm of 120 credits for a four year degree and 90 credits for a 3 year general degree. The DIM offers 2-credit and 4-credit course modules. A 2-credit course consists with 2 lecture hours and 1 tutorial hour per week during a 15 weeks long semester.
- The medium of instruction is English for all academic work. The English Language Teaching Unit (ELTU) conducts a 3-month English course for new entrants before the commencement of the academic programmes.
- As stated by DIM the curriculum is designed to enhance the theoretical and practical knowledge as well as the skills of the students to effectively meet the demands of the industry.
- Based on feedback from academia from other universities and those returned on completion of postgraduate studies, regular revisions are made to the curriculum to meet the changing needs of the industry and thereby enhance the competitiveness of students in the job market. Some recent revisions include introduction of a course modules in Business Logistics, SSADM and Visual Programming. However there is no formal mechanism to enable regular feedback on industry requirements from relevant stakeholders.
- There are two English Language Proficiency courses within the first two years to enhance studentsølanguage skills. It is a compulsory partial requirement for each student to obtain a minimum of an ordinary pass at both Level I and Level II of the English Proficiency test held at the end of the first two academic years respectively, to be considered for the award of the Degree. The students have the opportunity to follow two optional courses, the Business English Course and the Advanced English Proficiency Course, during the third year. A certificate will be issued by the ELTU to those with satisfactory performance of the English courses offered in the third year.
- Curriculum for students offering IMGT as Major I includes Design and Development of a Computer Based Project during level-III. This subject module includes presentation of

...ysis, demonstration of the design, a final demonstration ... of the report.

... degree includes an Industrial Training for a period of 6 months along with a project report during the 2nd semester of the 4th year which facilitates undergraduates to gain a practical exposure about the theoretical aspects they learnt in previous semesters and to develop skills, competencies as well as positive attitudes to work in a competitive public or private business environment. In addition, students are expected to identify a prevailing issue that hinder the performance of the organization and conduct a research/ study to overcome the same. Outcomes of these research/ studies are presented at the annual õApplied Science Business and Industrial Research Symposium (ASBIRES)ö organized by the DIM. However, as a result of six-month long training programme students take more than the stipulated period of four years to complete the degree programme.

- Measures have been taken to embed skills development components to subject modules.
- Lectures are conducted from 7.30 am to 7.30 pm during the week. Lectures are conducted as and when required during the weekend, especially for lectures conducted by visiting staff. As a result students find it difficult to take part in extra curricular activities. According to the staff of the Physical Education Department, conducting lectures during the evenings prevents students from taking part in sports. Further, students find it difficult to participate/organize other extra curricular activities such as film shows, musical evenings or religious programmes due to this lecture schedule. Lecturers conducting the lectures in the early morning and late evening face difficulties in finding non-academic staff for tasks such as fixing multi media projectors as their over time payments have been restricted.
- Reviewers have observed following drawbacks in the present curriculum.
  - General Degree programme does not provide with an opportunity for Industrial Training.
  - Though some of the students have obtained exemptions on individual basis the DIM is yet to obtain any exemptions in general from professional examinations for any of the modules.
  - Lack of a course module in Financial Management.
  - Course module in MOT (delivered during 2nd year at present) is delivered too early in the degree programme.

4.2. Teaching, Learning and Assessment Methods

- Each new student is provided with the faculty prospectus during the orientation week. It contains a description about the University, the FAS and the Departments, structure of the B.Sc. degree, summary of modules offered, registration and other relevant details of the degree programme, credit requirements, evaluation criteria, criteria for the award of the degree and detailed syllabi of modules.
- At the beginning of each semester, every student participating to a course is provided with a Student Information Plan which includes the pre-requisites, course objectives, lecture hours, tutorial hours and rooms, course plan, assessment methods and allocated marks for each method, list of recommended books, lecturer, tutor and the contact details.
- An obstacle to the development of DIM is the shortage of qualified academic staff and reluctance of qualified personnel to apply because of the limited academic, recreational and other facilities available, especially being located in a remote area, and inadequate remunerations. At present four cadre positions for senior lecturers are vacant.
- Another obstacle is the difficulty of attracting visiting lecturers from Colombo, because of

remuneration.

...ed with the help of Power Point presentations and ...projectors and video clips are used according to the requirements of the lecture. However, only two of the lecture rooms are equipped with multi media projectors. Faculty has three more multimedia projectors which are made available on request.

- Variety of other teaching and learning techniques such as case studies, role play, discussions and laboratory sessions are used. However, it was observed that the class rooms at the new building complex have not been designed in such a way that group discussions can be held.
- The DIM also enhances practical knowledge of students through practical assignments, workshops, guest lectures and factory visits.
- At the discussion with the students, they pointed out that sometimes they have to complete a number of assignments, reports etc. within the same week or sometimes the deadline falls in the same date assignments/reports for different subject modules by different departments.
- At observation of teaching following strengths/ weaknesses were noticed:
  - ➢ Link with the previous lecture is explained at the commencement of a lecture.
  - ➢ Effort is made to make sessions interactive by prompting questions.
  - ➢ Explanations are reasonably clear.
  - ➢ Extensive usage of Power Point presentations.
  - ➢ Content delivered during the lecture is summarised at the end of the lecture.
  - ➢ Was able to attract the attention of students during the lecture.
  - ➢ Students were interactive in the classroom only when prompted.
  - ➢ Inadequate use of examples on real life situations.
- Handouts/course materials are generally provided to students by DIM.
- Course manuals are not available for the modules offered by the DIM.
- The IT centre common to both the faculties has 65 working computers. This is considered inadequate for the faculty which has over 450 students. Faculty of Business Studies and Finance has a separate IT centre with 40 computers.
- DIM does not have a web based Learning Management System (LMS).
- DIM has a website within the University website. However, it has not been updated recently.
- Number of copies of some of the important text books available in the lending section of the library is insufficient. Further most of them are old editions. However reference section possesses a good collection of books relevant to modules offered by DIM.
- FAS/ DIM do not provide sufficient reading room facilities for students.
- Usage of library by students seems to be minimal.
- No photocopying facility is available at the library for students.
- Cumbersome mechanism to use computers available at the library.
- Students are encouraged to meet the respective lecturers during the student contact hours to discuss any problems.
- Students on industrial training are expected to maintain a record of the nature of work on a daily basis and also provided with NAITA record books. They are expected to visit DIM on last Wednesday of each month.
- Students feel that the industrial training will be more effective if a proper training plan is provided by the DIM in consultation with the relevant organization.
- ELTU has a language lab with 15 computers which is made use for English language teaching.

n 3 days of a week and the medical centre lacks basic
University does not have an ambulance.

vided through the IBG of IRQUE project is available.
However, the sports facilities available are inadequate.

- Hostel facilities are provided for 153 boys and 107 girls of the students in the Kuliapitiya premises. University policy is to provide hostel facilities for all the first year and the third year students.
- The faculty does not have a suitable vehicle that the students can use for field/ factory visits etc.

Assessment Methods

- Performance of each student is evaluated by continuous assessments and end of semester examinations. The continuous assessment marks are given based on the student performance in mid semester examinations, spot tests, presentations and reports, assignments, tutorials, quizzes, and case studies and discussions.
- The continuous assessment component of a module generally carries up to 30% to 40% of the total marks. To be eligible for the end semester examination, students are required to obtain a minimum weighted mean score of 30% for continuous assessments for that particular module.
- End of the Semester examination papers include essay questions, short notes writing questions, numerical problems, MCQs, and case studies. Open book examinations are also used in some course modules.
- Assessment of Industrial training is based on interim reports, daily diary and monthly briefing (20%); oral examination (30%) and the final report (50%).
- The end of the semester examinations are designed to test the students' ability to perform within time limitations of what has been learnt during the Semester.
- 90% of the examination papers are moderated by external moderators to ensure that questions are clear, relevant and appropriately cover the entire syllabus. Moderators are provided with the suggested answers and allocation of marks.
- It is noted that there are no external examiners to evaluate the process in a broader perspective.
- Special repeat examinations are not held.
- As per students, at times examination time tables are provided only few days prior to commencement date of the examination.
- Faculty has stipulated a total of a three month time period to release results. However, as per student feedback, sometimes, release of results takes around four months.

4.3 Quality of Students including Student Progress and Achievements

- In general, students having the least Z-score for Mathematics stream at GCE (A/L) secure places in faculties of AS. The FAS finds it difficult to attract sufficient number of students to fill all the available places.
- A maximum of 25 students, out of 125 who get admitted to the faculty, are selected to follow Major I in IMGT. The selection is based on students' preference and performance during the 1st year. There is no limit of number of students for Major II in IMGT.
- According to the maximum and minimum ÷Y-Scoresø of selected students given in the SER, the best performers of the faculty during the 1st year secure admission to follow Major I in IMGT.
- The following is the distribution of class honours and successful students of the general and joint major degree programmes during last 4 years.

			2nd Upper		2nd Lower		Pass	
	Gen.	Jt M	Gen.	Jt M	Gen.	Jt M	Gen.	Jt M
2006	7		8		6		2	
2007	-		2		5		5	
2008				3		1	2	2
2009	2	2	4	2	5	2	4	
Total	9	2	14	5	16	3	13	2

- 81%, 57% and 72% of the students have completed the degree within the stipulated time period during the last three years.
- The DIM has been successful in producing high quality graduates who are able to compete in the job market.
- To date, those graduating have found employment within a few months of graduation.
- Only few students have registered for professional examinations.
- Non-availability of a student database at the DIM was seen as a drawback.

4.4. Extent and Use of Student Feedback

- The DIM encourages direct and indirect feedback from students through mechanisms such as formal questionnaire survey, free access to academic staff, student-teacher meetings and informal sources.
- Department obtains a feedback for each course module from students twice in a semester i.e. in the mid and at the end of the semester. Feedback obtained is analysed and corrective actions are taken wherever required. However, it was observed that the responses for open ended questions are not summarised and analysed.
- Students can meet staff at any time without a prior appointment. This was also endorsed by students.
- Each semester the DIM organizes staff-student meetings to discuss the academic matters of the department and the progress of the department. In such meetings students are free to express their grievances, if any, and discuss with the head of the department and the lecturers. Minutes of meetings with decisions taken were not available.
- The DIM holds meetings with batch representatives as and when there is a need.
- At present the DIM keeps contact with the alumni on individual basis. The department has not yet established an alumni association.

4.5. Postgraduate Studies

- Both the senior lecturers in the DIM have made publications at conferences and in journals.
- One of the staff members is involved in supervision of research projects of MBA students (completed – 3, in progress – 3). He is also involved in teaching in a PG Diploma programme.
- One of the staff members is reading for a PhD and 4 others are reading for Masters. Once they complete their postgraduate studies, the DIM will be in a better position to conduct postgraduate programmes.

observation system for the identification, development and dissemination of good teaching, learning practices and assessment of its academic staff. However the form used is not sufficiently comprehensive.

4.7. Skills Development

- It is observed that the DIM has successfully embedded the skill development components such as projects, reports and presentations into the subject modules.
- The Career Guidance Unit (CGU) of the University assists the DIM to develop soft skills of students. However, the lecturers of the DIM informed that some of the programmes are to be scrapped in this year due to lack of funding available for the CGU of the University.
- It was observed during the discussions with student groups that the communication skills of students have been improved due to inclusion of relevant components to course modules.
- Industrial training programme helps students to interact with industry and lead them to develop their application, management, intellectual and leadership skills.
- The 3rd year computer based project also develops the problem identification, analytical and project management skills of students.
- The DIM closely works with the English Language Teaching Unit (ELTU) to improve õLanguage Skillsö of its students and strongly advise them to follow the õBusiness Englishö courses offered by the ELTU and use facilities available in the Unit.
- Association of Industrial Management Students (AIMSS) plays an important role in organizing activities which promote development of a variety of soft skills.
- AIMSS, with the assistance of DIM staff, also organizes a three day outbound training programme.

4.8 Academic Guidance and Counseling

- During the first year, each student is assigned an academic staff member from the faculty as his/her student counsellor (15 to 20 students per academic staff member). All staff members of the DIM have volunteered to serve as student counsellors despite their heavy work load. Senior student counsellor, deputy proctor and the faculty coordinator for career guidance unit are from the DIM.
- In addition to the academic advisors, the faculty has a group of student counsellors (one from each department) appointed by the Vice-Chancellor. Each department in the faculty has a representative in this group. This gives students easy access to the counsellors to discuss their problems.
- However there is no professional full time counsellor in the University.
- CGU has a director and a computer applications assistant. Each faculty has a CG coordinator and a committee made of one academic staff member from each department.
- CGU has an annual allocation of Rs. 250,000 of which Rs. 80,000 can be utilised for related workshops.
- CGU has already completed 6 workshops/ activities out of an impressive list of 26 planned for the year 2009.

ing the study visit by the review team, the eight aspects

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

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Good Practices/Strengths
- A broad curriculum with joint majors to cover a wider job market for its graduates.
- Availability of a computer based project during the 3rd year for IMGT major I students.
- Availability well administrated industrial training programme for all joint major students during the fourth year.
- Availability of skills development components in many course modules.
- Availability of an effective full time three months course to develop English language skills prior to the commencement of the degree programme.
- Availability of English Proficiency courses during the first two years of the programme and Business English course and an Advanced English Proficiency course for third year students.
- Revision of the curriculum based on feedback from academia from other universities and those returned on completion of postgraduate studies.
- Introduction of course modules in Visual Programming and SSADM to supplement the computer based project.

Weaknesses
- Curriculum revisions have not been validated by the industry.
- Lack of a formal mechanism for regular review of curriculum.
- General Degree programme does not provide an opportunity for Industrial Training.
- Department has not yet obtained any exemptions for any modules for professional examinations.
- Lack of a course module in Finance Management.
- Inappropriate timing of delivery of course module in MOT.

ent Methods

- Provision of faculty prospectus during the orientation programme.
- Provision of student information plan at commencement of the each module.
- Usage of modern technology in the dissemination of knowledge.
- Use of power point presentations by most of the academic staff.
- Most of the lectures are supplemented with tutorials.
- Provision of feedback for assignments, presentations and projects.
- Availability of a well administrated industrial training programme.
- Provision of hostel facilities for 1st and 3rd year students, both on campus and in the vicinity.
- Evaluation of performance by continuous assessment using a variety of methods and end of semester examinations.
- Moderation of around 90% of the examination papers by external examiners.
- Availability of fixed schedule for release of end semester results.

Weaknesses
- Shortage of qualified academic staff and the difficulty in attracting visiting lecturers.
- Availability of fixed audiovisual equipment only in few classrooms.
- Inadequate computer facilities for students.
- Non-adherence to the fixed schedule of release of end semester results during certain semesters
- Delays in informing the examination time tables to the students.
- Non availability of course manuals.
- Non availability of web based LMS.
- Lack of new editions of text books in the library, especially in the lending section.

3. Quality of Students, including Student Progress and Achievement

Strengths/Good practices
- The DIM attracts the best students of the FAS.
- The DIM has been successful in producing high quality graduates who are able to compete in the job market.

Weaknesses
- Students in the lowest category of Z score for the mathematics stream at the GCE A/L secure places in the FAS.
- Non-availability of a student database at the DIM.

4. Extent and Use of Student Feedback

Strengths/Good practices
- Direct and indirect feedback from students obtained through mechanisms such as: formal questionnaire survey, free access to academic staff, student-teacher meetings and informal sources.
- Analysis of responses other than open ended questions of teacher evaluation questionnaires.

...tings between the academic staff and batch

Weaknesses
- Restricting teacher evaluation by students to internal staff.
- No evidence of discussion of student feedback at department meetings.
- Non-analysis of responses to open ended questions of teacher evaluation questionnaires.
- Absence of an alumni association for the Department.

5. Postgraduate Studies

Strengths/Good practices
- A staff member delivers a course module and also supervises research projects of Postgraduate Diploma and MBA programmes.
- Two senior lecturers have contributed to conferences/ research journals.
- Four of the staff members are currently following postgraduate degrees.

Weaknesses
- Lack of senior staff with relevant qualifications to involve in PG level teaching and supervision.
- Absence of research students in the department.
- Non-involvement of lecturers in PG programmes.

6. Peer Observation

Strengths/Good practices
- Acceptance and initiation of peer observation process

Weaknesses
- Absence of documentation of good practices to ensure continuity

7. Skills Development

Strengths/Good practices
- Inclusion of skills development components such as report preparation, mini projects and presentations into the course modules.
- The CGU of the university assists the DIM to develop soft skills of students.
- Availability of industrial training programme and a computer based project.
- Availability of comprehensive industrial training guidelines and close supervision of the training.

Weaknesses
- Non-availability of industrial training programme for general degree students.
- Absence of a calendar of activities for the AIMSS.

ling

- Availability of various levels of academic guidance and counselling to students from the point of entry into the faculty.
- Availability of academic staff for consultation during office hours.
- Availability of an annual allocation for CGU.
- Availability of a annual calendar with a large number of activities for CGU
- All Students have been assigned to counsellors.

Weaknesses
- Non-availability of a professional full time counsellor in the University.
- Insufficiency of funds allocated to the CGU to conduct all the necessary courses requested by the DIM.

6. RECOMMENDATIONS

- Launch a campaign to make prospective students, industry, other relevant organisations and general public aware of the degree programme. This may include open days, publicity through media, careers fairs etc.(4.1.3)
- Establish formal mechanisms such as Department-Industry Consultative Committees, and Alumni Association to obtain views and recommendations of all stakeholders such as industry, academia, alumni, employers of alumni and students on the current and future requirements of graduates.(4.1.7)
- Explore the possibility of completing lectures and exams for the final year students early in the first semester to allow them to start the training programme early which will allow them to complete the degree within the stipulated time. (4.1.10)
- Extend work done through ASBIRE symposium to produce research articles to publish in the national level such as research sessions in SLAAS. (4.1.10)
- Reviewers accept the fact that long lecture schedule is a result of offering of a large number of Major I and Major II combinations. However, explore the possibility of keeping one afternoon free from lectures for students to engage in other extracurricular activities. Further, the Faculty office take necessary steps to provide required non-academic staff to early morning and late afternoon classes, may be by introducing a shift system. (4.1.12)
- Explore the possibility of providing an opportunity for Industrial Training, may be even for a shorter period, for those following the general degree programme as well. (4.1.13)
- Include a course module in Financial Management. (4.1.13)
- Explore the possibility of shifting the course module in MOT to the 3rd year. (4.1.13)
- Include requirements necessary to obtain full/part exemptions from professional examinations, to the curriculum and expedite the process of obtaining exemptions by the DIM. (4.1.13)
- Improve the remuneration package of academic staff through increased consultancy and postgraduate teaching etc. Lobby the UGC for increased salaries and other incentives for the academic staff. Further, lobby the UGC/Government to provide special allowance for lecturers work in the Universities located in remote areas. Explore the possibility of recruiting senior academics from other universities eligible for sabbatical leave on contract basis for a limited period. (4.2.1.3)

owances for visiting staff. The FAS may explore the ...ures conducted by the visiting lecturers in a location in ... students to Colombo rather than asking the lecturers to come to Kuliyapitiya. Also explore the possibility of using video conferencing facilities being provided to all universities through the IRQUE project to deliver some of the lectures from their own university to save on the travel time of visiting lecturers. (4.2.1.4)

- Provide adequate multimedia and audio visual facilities. (4.2.1.5)
- Redesign at least few class rooms in a way that the lecturers can do group work. (4.2.1.6)
- Balance the student work load through interdepartmental communication. (4.2.1.8)
- Provide academic staff with an opportunity to expose into the industry. (4.2.1.9)
- Provide academic staff with training facilities on effective teaching methods. (4.2.1.9)
- Encourage usage of interactive techniques such as providing opportunities to participate in group discussions to promote student interaction with a view to establish a student centred learning environment. (4.2.1.9)
- Develop course manuals for the modules offered by the DIM and make available sufficient number of copies in the library. (4.2.1.11)
- Provide sufficient IT facilities to meet the needs of present number of students. (4.2.1.12)
- Use IT based techniques such as Moodle based course management systems so that students can access necessary information as well as teaching/ learning material using the internet. (4.1.1.13)
- Update the DIM website as well as the FAS website. Explore the possibility of using the website as a promotional tool to provide required information to prospective students as well as prospective employers. (4.1.3 and 4.1.1.14)
- Provide sufficient number of copies of latest editions of required text books especially to the lending section. (4.1.15)
- Provide more reading room facilities for students. (4.1.16)
- Encourage students to gather knowledge from recommended text books and references as a part of improving the skills of self learning by giving them appropriate assignments. (4.2.1.17)
- Provide photocopying facility within the library at a concessionary rate. (4.2.1.18)
- Make the access of computers at the library to students easy. (4.2.1.19)
- Provide a training plan in consultation with the relevant organizations at the commencement of the training. (4.2.1.22)
- Improve the facilities at the Medical Centre and provide with an ambulance to the Kuliyapitiya premises. (4.2.1.24)
- Complete the construction work of playground as soon as possible. (4.2.1.25)
- Explore the possibility of purchasing of a vehicle for the University/FAS to provide transport facilities for students to participate factory visits and field trips. (4.2.1.27)
- Provide examination paper moderators with course content, expected learning outcomes of the modules, details of continuous assessment in addition to skeleton answers and marking scheme. Improve the moderator's feedback form further. (4.2.2.6)
- Initiate evaluation of the degree programme in a broad perspective by an external examiner. Further, establish a mechanism to make a payment for such an evaluation. (4.2.2.7)
- Provide the examination time table in advance, ideally before commencing the study leave period. (4.2.2.9)
- Strict adherence to the specific deadlines set by the Faculty in releasing results. Consider suitability of taking into account, adherence to such deadline along with the work load

ments of academic staff. (4.2.2.10)

good students to the FAS. Make the best use of the 10th University to increase the awareness among the prospective students. Initiate an awareness programme among advanced level students with the help of subject society, which may include events such as open days and seminars at schools. Use mass media to increase the awareness. University/Faculty/Department websites can also be used to increase the awareness. (4.3.1)

- Monitor ÷Yøscore and the average GPA of modules completed during the first year of the students selected for DIM. This is a good indicator to measure of the quality of intake to the DIM. (4.3.3)
- Establish a student database at the DIM. (4.3.9)
- Maintain records of current GPA of all students following IMGT Major I & Major II at the end of each semester. Use them to identify students performing below expected levels and to take corrective action. (4.3.9)
- Analyse responses to open ended questions of lecturer evaluation questionnaires. (4.4.2)
- Analyse the responses of students obtained through lecturer evaluation questionnaires and identify corrective action at a discussion with the Head of DIM. Discuss the findings, good as well as bad, in general in the department meeting with the view of uplifting the quality of teaching. Extend the process to external staff as well (4.4.2).
- Have student - staff meetings on a regular basis at the end or beginning of each semester, maintain minutes and display decisions/ corrective actions on a separate notice board. Also appoint two student representatives from each batch for head DIM to maintain a regular dialogue (4.4.4 & 4.4.5).
- Initiate an Alumni Association to ensure a formal and lasting relationship with passed out students. Further, maintain a database of alumni (4.4.6).
- Explore the possibility of funding the staff members by the university for presenting research papers in international conferences, at least held in the Asian region. (4.5.1)
- Encourage all senior staff to engage in PG teaching. (4.5.2)
- Explore the possibility of conducting joint PG programmes and establishing links with local & foreign universities. (4.5.2)
- Improve the peer evaluation procedure by encouraging each staff member to select a colleague for the observation of his/her teaching. The selected colleague to observe the teaching, teaching material and assignments given to students by his associate and make comments on preparation, method of teaching, delivery, lecture materials, relationship and interaction with the students by filling a standard form covering all the said aspects. (4.6.1).
- The pair to meet and discuss the observations made during the lecture, course content, teaching methodologies, learning and assessment methods and new developments for the module with a view to identify corrective actions before communicating to the head. (4.6.1).
- Document good practices of academic staff identified through peer observations to ensure continuity (4.6.1).
- Provide CGU with adequate funding to organise planned activities.(4.7.2)
- Explore the possibility of creating a full time õDirector/ Coordinator Industrial Trainingö post for the faculty to coordinate all matters (securing placements, pre-internship guidance, supervision, evaluation and assessment) related to Industrial Training programme. This is an enormous task and those involved deserve recognition and remuneration. (4.7.4)

DIM Studentsø Society to ensure the continuity of

students counsellor to the University. (4.8.3)

- Document all details pertaining to activities to ensure continuity and allocate sufficient funding to continue the work being done by the CGU. (4.8.6)

EW VISIT

Day 1 - November 24, 2009

Time	Activity	Venue
08.00 ó 09.00	Private Meeting of Review Panel with QAA Council Representatives	Common Room
09.00 ó 09.30	Discuss the Agenda for the Visit	Department
09.30 ó 10.30	Meeting with Vice Chancellor, Internal QA Unit, Dean of the Faculty, Head of the Department (*Working Tea*)	Common Room
10.30 ó 11.30	Department Presentation by the Head of the Department (All members of the Academic and Non Academic Staff to attend)	Common Room
11.30 ó 12.30	Discussion	Common Room
12.30 ó 13.30	*Lunch*	Common Room
13.30 ó 14.30	Observing Departmental Facilities	Department
14.30 ó 15.30	Observing Other Facilities (Library, Computer Unit)	Library, CMPU
15.30 ó 16.30	Meeting with Department Academic Staff (*Working Tea*)	Common Room
16.30 ó 17.30	Meeting with Undergraduate Students (*3rd Year Students – 2005/2006*)	New Lecture Room 01
17.30 ó 18.00	Brief Meeting of Reviewers	Common Room

Day 2 - November 25, 2009

Time	Activity	Venue
09.00 ó 09.30	Observing Teaching (*4th Year 2nd Semester Students – 2003/2004*) Course: INDT 421X ó Industrial Training Activity: Monthly Briefing Course Coordinator/Lecturer-In-Charge: Dr. KDDN Dissanayake	Laboratory/CMPU
09.30 ó 10.00	Meeting with Industrial Training Students (*4th Year 2nd Semester Students – 2003/2004*)	Laboratory/CMPU
10.00 ó 11.00	Observing Documents (*Working Tea*)	Department
11.00 ó 12.00	Meeting with Technical Staff and Other Non-Academic Staff	Department/ Common Room
12.00 ó 12.30	Meeting with Joint Major Degree Students (*4th Year 1st Semester Students – 2004/2005*)	Lecture Room 01
12.30 ó 13.30	*Lunch*	Common Room
13.30 ó 14.00	Observing Teaching Course: IMGT 4172 ó Productivity Techniques Activity: Studentsø Presentation Lecturer-In-Charge: Dr. KDDN Dissanayake / Miss. S Dilanthi	Lecture Room 02
14.00 ó 15.00	Observing Other Facilities (Physical Education Unit, English Unit)	Physical Education Unit, English Unit
15.00 ó 15.30	Observing Teaching Course: IMGT 4144 ó Computer Based Modelling & Simulation	Laboratory/CMPU

	Class	
	e: Miss. S Dilanthi	
		Common Room
16.00 ó 16.30	Observing Teaching Course: IMGT 3122 ó SSADM & MIS Activity: Lecture Lecturer-In-Charge: Mr. EACP Karunarathne	New Lecture Room 01
16.30 ó 17.00	Discussion on Postgraduate involvement and Research	Common Room
17.00 ó 17.30	Meeting of Reviewers	Common Room

Day 3 - November 26, 2009

Time	Activity	Venue
09.00 ó 09.30	Observing Teaching Course: IMGT 2152 ó Database Management Systems Activity: Lecture Lecturer-In-Charge: Ms. PAAU Jothirathne	Lecture Room 02
09.30 ó 10.30	Meeting with Student Counselors/ Academic Advisors / Personal Tutors (*Working Tea*)	Common Room
10.30 ó 11.00	Observing Teaching Course: IMGT 4122 ó Strategic Management Activity: Lecture Lecturer-In-Charge: Mr. MMDR Deegahawatura	New Lecture Room 02
11.00 ó 11.30	Reviewers Private Discussion	Common Room
11.30 ó 12.30	Meeting with Head and Staff for Reporting	Common Room
12.30 ó 13.30	*Lunch*	Common Room
13.30 ó 17.00	Report Writing (*Working Tea*)	Common Room

Note: CMPU ó Computer Unit