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SUBJECT REVIEW REPORT

**DEPARTMENT OF
ACCOUNTANCY AND FINANCE**



**FACULTY OF BUSINESS STUDIES AND
FINANCE**

WAYAMBA UNIVERSITY OF SRI LANKA

20th to 22nd 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 (DoA), Wayamba University of Sri Lanka.

The review team consists of Dr. W.G.S. Kelum (University of Sri Jayewardenepura), Dr. N.N.J. Navaratne (University of Colombo) and Mr. T.B. Andarawewa (Rajarata Univesity of Sri Lanaka), and the team visited the Department of Accoutancy during the period from 20th to 22nd 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 supported by the information provided and gathered during the three-day site visit to the Department of Accountancy, Wayamba 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, Meeting with a staff who are doing Post Graduate Studies, undergraduate students representing 1st, 2nd, and 3rd years, student counsellors including welfare director and career guidance director of the university, Director of English Language Teaching Unit (ELTU), visiting staff members and three past out student of the department.
- Observation of department and other facilities of the faculty (library, resource centre, main computer centre, medical centre, 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

Based on the recommendations to upgrade the Wayamba Campus to a fully-fledged University. Based on the recommendations of this committee, the Wayamba University of Sri Lanka (WUSL) was established in August 1999 by upgrading the Wayamba Campus of Rajarata University and adding two new Faculties (i.e. with four Faculties) namely Faculty of Applied Sciences, Faculty of Business Studies and Finance, Faculty of Agriculture and Plantation Management and Faculty of Livestock, Fisheries and Nutrition. WUSL is the thirteenth national university in Sri Lanka. The university is located in two separate premises, each consists of two faculties. 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, have been established in Kuliyapitiya premises. The university is headquartered at Kuliyapitiya.

The Vision of the University is to:

“Achieve excellence in higher education, research & technology and training for developing human resources to meet national and global needs.”

The Mission of the University is to:

“Develop innovative, skilled, trained man power and their capabilities to fulfil national and global needs through undergraduate and postgraduate education, research & outreach programmes.”

Faculty of Business Studies and Finance:

According to the Government notification in the Extraordinary Gazette No. 1093/8 of Tuesday, 17 August 1999, the Faculty of Business Studies and Finance (FBSF) of the Wayamba University of Sri Lanka was established with effect from 01 October 1999. FBSF consists with four departments; Department of Accountancy, Department of Banking & Finance, Department of Business Management and Department of Insurance & Valuation.

The four Departments of the Faculty of Business Studies and Finance offer degree courses leading to B.Sc. (Special) Degree in Accountancy & Business Finance, B.Sc. (Special) Degree in Banking & Finance, B.Sc. (Special) degree in Business Management, B.Sc. (Special) Degree in Insurance & Valuation respectively. The duration of the course is 4 years; this includes one-year in-plant training. All the degree programmes are conducted only in English Medium.

The Vision of the faculty is to:

“Be the centre of excellence for business studies & finance education in Sri Lanka.”

The Mission of the Faculty:

“We are committed for the development of Human Resources Competencies through Management education, Research, and Outreach programmes to meet the challenges in the Business World”

The Faculty's curriculum was planned for four year specialized degree programme of which first two years devoted to theoretical knowledge in all aspects of business studies under common programme. The next two years are students are given an opportunity to select any of the four specializations offered by the Faculty. However the final selection is dependent on

programme, because of the number of placements are
faculty is as follows:

Table 1: Students Composition in the Faculty

Academic Year	Year	Male	%	Female	%	Total
2007/2008	1 st Year	85	56	154	64	239
2006/2007	2 nd Year	76	52	71	48	147
2005/2006	3 rd Year	67	48	71	52	138
2004/2005	4 rd Year	56	48	60	52	116
2003/2004	pass out	62	54	53	46	115
2002/2003	pass out	61	48	67	52	128
2000/2001, 2001/2002	pass out	74	62	46	38	120

Source: Department information

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

Table 2: Student Allocations for each Degree Program

	Name of Degree Programme	No of students % (max)
1	B.Sc. (Special) Degree in Accountancy and Business Finance	25%
2	B.Sc. (Special) Degree in Banking & Finance	25%
3	B.Sc. (Special) Degree in Insurance & Valuation	25%
4	B.Sc. (Special) degree in Business Management	No upper limit

Source: Faculty Hand book

Goals of the Faculty are:

1. Enhance undergraduate education and postgraduate education in the field of business studies and finance
2. Design and development of management researches, and
3. Design and development of community development programmes.

Department of Accountancy:

The Department of Accountancy (DoA) offers B.Sc. (Special) Degree in Accountancy and Business Finance. This course of undergraduate study would be a key to the professional courses in Accountancy, with a more in depth background in Management, Economics, Statistics, Information Technology, Communication Skill and Human Resources Management.

The first two years would give a good foundation in these fields, while the next two years would concentrate on Decision Sciences, Corporate Finance and Law, Management Accounting, Strategic Management, Accounting Information Systems, Taxation, Financial Statement Analysis, Financial reporting and Disclosure, Auditing, Computer Based Accounting and other related disciplines in Accountancy and Business Finance.

The students would spend last year at an appropriate business enterprise and prepare a comprehensive report on Accountancy practice based on their own experience.

The vision of the department:

“An assured future for all Sri Lankans and a prosperous society through learning”

provision of high-quality accountancy education and
 , control and development of resource that:
Raises achievement, Reduces disparity, Leads to opportunities”

The student composition for the B.Sc. (Special) Degree in Accountancy and Business Finance Programme is shown as table 3.

Table 3: Students Composition in the Department of Accountancy

Academic Year	Year	Male	%	Female	%	Total
2005/2006	3 rd Year	22	46	26	54	48
2004/2005	4 th Year	12	36	21	64	33
2003/2004	pass out	16	46	19	54	35
2002/2003	pass out	5	34	10	66	15
2000/2001/2002	pass out	13	52	12	48	25

Source: Department SE Report

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

DoA is expecting to offer with the students a sound academic and professional background in Accountancy and Finance enabling to develop productive business organizations and management disciplines in Sri Lanka and elsewhere in the global. In this context, we aim to provide;

- A degree programme specialized in Accountancy and Business Finance that offer a high-quality learning experiences in both academic and professional backgrounds.
- A friendly, responsive and supportive departmental environment, enabling students to expose enthusiastic learning.
- Opportunities for students to develop skills, abilities and insights.
- One year In-plant Training in the fourth year at an appropriate enterprise.
- Supervision to prepare a comprehensive report on Accountancy practices based on their own experience gather at the In-Plant Training.

3.2. Learning Outcome

On successful completion of our B.Sc. (Special) Degree in Accountancy and Business Finance, students should be able to;

- Gain knowledge and conceptual understanding in Accountancy and Finance with a more in depth background in Management, Economics, Statistics, Information Technology, Communication Skills and Human Resource Management.
- Learn how this knowledge and understanding can be applied to the practical world, in a rational way.
- Develop a range of personal skills (e.g. teamwork, communication skills, independence of thought, computer literacy, information management, etcí) and apply them in varied situations.

suitable for working environment through Internship

through various strategies in the learning process

- Communicate in an international language (E.g. English, since English is the medium of instruction).
- Gain knowledge and a conceptual understanding of Information and Communication Technology.

4. FINDINGS OF THE REVIEW TEAM

Findings of the review team are given under the following subheadings

4.1. Curriculum Design, Content and Review

Existing curriculum is a four year (08 semesters) academic programme having 36 courses assigning a total of 120 credits. The total program is divided into two distinct programmes, namely; Common Program (first and second year - four semesters) and Specialization Program (third and fourth year of four semesters.) The Credit weight assigned for each program is 68 and 52 respectively.

The Common Program consists of 22 courses in varied areas including Management (24%), Accountancy & Finance (24%), Economics (16%), IT, Computer awareness, English (Zero credit), and Business Mathematics. It is evidenced that these courses have been included in the Common Programme, with the intention of giving a basic knowledge for all the students enrolled in the Faculty of Business Studies & Finance (FBSF), before they go for their specialization areas in the third and fourth years. The Department of Accountancy is responsible for conducting 04 courses (01 in each semester) namely; ACT 1114 Financial Accounting, ACT 1224 Cost & Management Accounting, ACT 2114 Taxation and Auditing, and ACT 2224 Financial Management in the Common Program. These 04 out of 22 courses prescribed for the Common Program, carry 16 credits out of 68 (24%) assigned for the Common Program.

Curriculum designed for the 3rd and the 4th year, B.Sc. Special Program in Accountancy & Business Finance has been given consideration to include courses coming under the purview of the respective discipline. There are 09 courses included, carrying a credit weight of 33 (63%) and they are directly related to Accountancy & Business Finance. The other 05 courses included in the special program, carrying a credit weight of 19 (37%).namely; MGT 3113 Operations Management, ACT 3143 Corporate Law, ACT 3274 Sri Lanka Income Tax, ACT 3293 Research Methodology and ACT 4236 Industrial Training and dissertation are relevant but indirectly related to Accountancy & Business Finance degree

The undergraduates to obtain a B.Sc. (Special) Degree in Accountancy & Business Finance, it is mandatory for them to follow all these 36 courses with no choice, during the common and specialization programs. Reviewers observed that the programme has been structured in such a way that it tries to maintain a rational linkage among different subjects in the area of Accountancy and Business Finance.

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

es. Dissertation in Accounting has been introduced as an
ta gathering, interpretation, critical evaluation and

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 importance of increasing language skills of the students and have taken some steps to develop these soft skills, with a view to increase university student employability.

However, when taking into consideration the curriculum design and the structure, an uneven distribution of credit weights between programs and semesters is evident. Please see Table 4.

Table 4. Credit weights distributed between two Programs and among semesters.

Program	Common				Specialization			
Year	I		II		III		IV	
Semester	I	II	I	II	I	II	I	II
Credits assigned	17	18	16	17	18	17	08	09
Sub Totals				68				52
grand Total								120

Source: SER 6 Department of Accountancy

This situation looks like, inappropriate planning and disorganized work activities from the Academic point of view. The specialization area demands more credits weight than Common area. Common Program. Currently common Program carries 68 credits (57%) and the Specialization Program carries only 52 credits (43%), in realistic situations this should be on the other way around .On the other hand, the undergraduates (especially the repeaters) and the academic staff will be overburden with heavy work loads during most of the semesters which may create unnecessary problems for the teaching learning environment. An evenly distributed credit weights among the semesters can be conveniently implemented with a well thought out plan giving more emphasis to the specialization area, which can bring about harmony among all parties concerned along with due emphasis for specialization program.

Some steps have been taken in the recent past by the department to rectify these draw backs, but the outcomes seem negligible. The number of credits assigned for Management (23) under the earlier scheme has brought down to 22 by reducing 01 credit value. 02 credit values have been increased from 12 to 14 for Statistics and Mathematics. 01 credit value from 41 to 42 has been increased for Accounting and one credit value has been reduced from 08 to 07 for Finance. The specialization area has been named as "Business Accountancy & Finance" and the Accountancy component has already been assigned 41 credit values under the earlier scheme and it has been increased to 42 with 01 additional credit value with the new scheme. However the Finance component as well has a right of getting an equal number of credit values (42) where as it had assigned only 08 credit values earlier and with the new scheme it has brought down to 07. 03 credit values have been reduced from 9 to 6 for Information Technology. Information Technology, which has been given less priority in this program, is a

discipline. In this context it seems the changes are done given to the curriculum structure and designing.

The programme has been structured in such a way that it can maintain a rational linkage among different subjects in the area of Accountancy and Business Finance. Reviewers also have observed that the IT, Business Communication and English components of the programme are insufficient to maintain an adequate level of knowledge and skills among the students.

Having a practical training component in the current curricula enables the students to gain a wider exposure to the dynamic business environment. This enhances employability of accounting graduates. Dissertation in Accounting has been introduced as an elective to develop skills on data gathering, interpretation, critical evaluation and communication.

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 them. 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.

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 review team had the opportunity of observing a number of teaching sessions conducted by the lecturers for 1st, 2nd and 3rd year undergraduates on the departments concerned. The lecturers had made a big sacrifice in preparing the lessons and demonstrated capabilities in teaching. The course outline is prepared and distributed among the undergraduates at the beginning of the lecture series and hand outs are prepared and made available to undergraduates. The medium of instruction is English and the support extended by the ELTU by conducting orientation program and Language camps seem attractive. The teaching materials used by the ELTU for undergraduates seem carefully prepared. The team had an opportunity of observing an interactive English teaching session conducted for the undergraduates.. The student participation in all the lectures including English seems above average. It is around 60% to 70%. The 04 permanent members in the ELTU are assigned to two Faculties housed in the premises and the services of two instructors are available for the FBSF. Additional hands are recruited on a temporary basis during the orientation program. The four instructors in the ELTU have to handle nearly 600 undergraduates in two faculties, namely FBSF and the Faculty of Applied Sciences.

However, the majority lecturers in the department including the Head of the Department are young and their teaching is almost teacher centred. Teaching is done in English language and they are sufficiently fluent in the language. Few lecturers demonstrated student centred teaching but the lecture halls and the equipment provided for them to deliver the lecture confined the lecturer to the podium preventing the lecturer to maintain acceptable level of interaction with the recipients. The lecture halls are with poor ventilation and facilities. The chairs are uncomfortable and in the some lecture halls there are no facilities provided for the students who are left handed. The white Boards in the lecture rooms have gone discoloured and most of the things written on the board are not visible. There are two Multimedia projectors and they are used seldom effectively. The text extracted from the text books are

ages with least attraction. Course manuals or any other

students is scheduled for weekdays, from Monday to Friday from 9.00 a. m. to 5.00 p.m. For the fourth year students lectures are conducted from 8.00 a. m to 5.00 p.m. on Fridays, Saturdays and Sundays. This arrangement facilitates the final year students, to go for their practical for four days and to take part in lectures for three days.

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 least interaction between the lecturer and the student. A range of productive interactive methods such as case studies, individual and group presentations, take home assignments, term papers, reports, tutorials, field studies and practical classes could have been used successfully in these sessions. There are courses for which 04 credits have been assigned, but the lectures are conducted only for 45 hours. It should be 60 hours. (Eg. ACT 4114 Financial Reporting and Disclosure)

There are nearly 5000 volumes of Management and Accountancy related books in the library and the space available for the library seems inadequate. There are nearly 45 seats available in the Reference section of the library and 75% of the seats were occupied at the time of the visit of the review team. Undergraduates are allowed to bring their notes other than the printed materials to this reference section as there is no space reserved for a reading room. The Librarian is with lots of expectations to expand the facilities in the library for the readers with the increased number of personnel and space made available to the library. Presently there is only around 50% cadre available in the library and hence the services are confined only to most essentials. The computer unit in the library, with internet facilities left unused due to non availability of required personnel. Undergraduates borrow nearly 30 books (average) daily from the lending section and some readers borrow books from the reference section as well for their overnight use. This number of borrowing books seems minimal. An Annual allocation of Rs. 200,000/= is provided for each faculty and the books are recommended by the lecturers for purchase. The readers can have access to international journals through Emerald Journal link for which the University makes payments. In addition a few hard copies of few International Journals are available in the library. can have access to the library through internet not only at the library of the Wayamba University but at Ruhuna University as well free of charge, through the link known as "ISURU" developed by the Ruhuna University library.

The assessment methods adopted by the Department of accountancy in student assessment are consisted of both End Semester Examination (ESE) and Continuous Assessment (CA). The maximum upper limits of allocation of marks for these two components of assessments are 60%, 40% respectively. This maximum upper limit seems used seldom by the evaluators. Majority lecturers had used 70% and 30% and some had used 80% and 20% for the Assessments. The Visiting lecturers had no emphasis given to this aspect at all. Practically majority lecturers had used up to 90% marks for written type of assessments. When calculating final marks the CA component had paid least priority. The undergraduates can earn a 40% marks from any of these two components and claim for a pass for that particular subject. The requirements need to be fulfilled in this connection seem missing. The repeat students' final marks have been calculated taking into consideration only one component basically ESE.

semester results, irrespective of the Senate decision ("the a period of 6 weeks"), has made the students suffer y time for them to get ready for repeat papers.

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

The undergraduates joining the FBSF are at a higher "Z score" value, it is around 1.6 (2006) to 1.7 (2007). Up to 2006/2007 close upon 125 to 150 undergraduates have got the registration and in 2007/08 this number has increased to 250.

During the initial two years all undergraduates follow a common program and at the end of the 2nd year the undergraduates have the option of joining one of the specialization areas namely: Accountancy and Finance, Business Management, Banking and Finance or Insurance and Valuation. The maximum number selected for each specialization except for Business Management is 25%. The Business Management specialization program does entertain undergraduates beyond 25%. It seems that, the respective department selects undergraduates by its own irrespective of the student choice, example, in 2008 there had been only 31 requests from the undergraduates to join the Accountancy & Finance specialization but 33 have been selected. In 2009, 46 have requested for the same specialization but only 41 were selected. How did the two undergraduates select to the department in 2008 for the specialization irrespective of their choice? In 2009, 05 undergraduates requests have been rejected in 2009 and these undergraduates must have been compelled to join the Business Management specialization irrespective of their choice. (SER ó Table 6.1, p.14)

When looking at student achievements and progress, it seems declining gradually. There had been 25 undergraduates in 2007 (final year) and out of them 19 have earned honours passes and 01 has failed (incomplete) the final examination. In the subsequent year (2008) there had been 15 undergraduates in the final year, and out of them only 05 are earning honours passes and 06 are failing (incomplete) the examination. (SER ó Table 6.3, Degree Completion Rate, p.15 and Table 6.4, Students' Performance at the final examination, p.16) 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.

Undergraduates seem discouraged with the teaching and learning environment prevailing in the system. They seem trying to get the environment improved but due to reasons beyond their as well as the control of the management as a whole, the efforts have shown no results. The required cadres are ill filled, Medical and other logistic facilities are marginally provided, discrimination of some undergraduates by the academic staff members was evidenced and in such situations the undergraduates seem helpless and innocent. The present Medical Centre is confined to a small room (Appro. 10'x15') where more than five staff members are accommodated including the Medical Officer and the bed used for treatment. The canteen has around 100 chairs with five tables, in which around 200 to 300 undergraduates are to be accommodated at a time during break fast and lunch time. The playground is being constructed and the students are said that facilities for the sports are not enough. There is a faculty computer lab (45 machines) as well as a Common Computer laboratory (96 machines) available for faculties housed in the premises. Lack of senior personnel and least supervision and guidance available for the instructors from relevant

environment and under utilization of these machines. Less and achievement of undergraduates. The Language is underutilized as there is no appropriate personnel to deploy

for services.

Specially developed indicators, such as individual final examination performance of all students for each year, classes participation summaries for each students could have been developed to measure the student progress.

Student attendance for lectures are recorded and analysed but they are hardly used to monitor and guide the students progress. The review team evidenced that 35 students were present in the class but there were 43 signatures in the attendance sheet. The number on roll is 48. It will be advisable to use such information for academic counselling purposes.

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. It is advisable to initiate an Alumni Association 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

Obtaining student feed back in the department by the lecturers is done in an informal manner just to know whether they perform better in their delivery of lectures. This is done by interacting with the undergraduates while the lecture is in progress. In addition a questionnaire has been developed for the purpose and this questionnaire is distributed among students and collected by the lecturer himself at the end of the lecture series. Beyond this exercise there is hardly any progressive attempt seem taken by the authorities in this connection. A formal way of getting feedback is necessary launched for the benefit of the students as well as for the lecturers.

The intension of this exercise must be no reason for other than improving the teaching learning environment in the department/faculty. This may be conducted through a panel of lecturers in the department/faculty. The feedback may be obtained through the questionnaire twice a semester i.e. mid semester and end semester, in order to improve the teaching learning environment while the course is in progress, as well as at the end of the course. There again the responses have to be analysed and brought to the appropriate forums for discussion and necessary improvements.

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

4.5. Postgraduate Studies

There are post graduated programs conducted by the faculty. In addition there are Certificate courses as well as Diploma courses conducted by the faculty. The department of Accountancy as well is intending to launch a Certificate level program in the future. However, the lecturers attached to the Department of Accountancy have no involvements

grams. The reason for this situation may be the young-
 the department. There are two Senior Lecturers attached
 y Leave and the other has been assigned a Head's post in
 another department. It seems that, priority should be given to improve the internal
 undergraduate degree programs before trying to cater for the external demands.

It should be appreciated that; all junior lecturers in the department have gained registration to
 follow postgraduate degree programmes, but due to non provision of funds their carrier
 prospects are at a risk. It is the duty of the institution to see, its human resources get
 developed over the time by providing all the facilities for the employees in the probationary
 grades, so as to get the optimum services from them to the institution.

Few publications related to the two members are available in the department. It is noted that
 no research culture has been established within the department. Junior lecturers are not at all
 encouraged to do research due to less number of staff with research experience available in
 the department. On the other hand they are over burden with heavy administrative and other
 coordination work in the department or otherwise.

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

4.6. Peer Observations

There is a strong understanding among the academic members about the importance of
 having a Peer observation as a powerful tool for improving the quality of teaching learning
 process. It was observed that the overall attitude of the academic staff members about the
 Peer Observation is positive. It was revealed that, an attempt has been made recently to
 develop a mechanism for Peer Observation in the department. The existing practice with
 regard to Peer Observation in the department seems poor. Having a limited number (04) of
 the same level (Lecturer Probationary) may be one drawback in the system. A form has been
 improvised and it has to be used in a formal manner in the department.

It seems that this process could be improved further for the benefit of the students and the
 teachers of the whole institute. Some, self driven efforts to identify his/her own strengths and
 weaknesses in teaching also have been carried out by few staff members in the department in
 this regard.

It is noted that the Head of the department conducts periodical discussions especially before
 the commencement of the semester, with academic staff to get to know problems in relation
 to teaching. They also peruse the course outlines and assessment schedules for each course
 unit, during these meetings.

All final examination question papers are moderated by an senior academic and answer
 scripts are evaluated by two examiners, which is commonly practiced in almost in all
 universities.

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

by the staff in the department seem adequate. There are other skills that need to be identified and developed gradually among the undergraduates. Leadership skills, communication skills, problem identifying and problem solving skills are yet to be developed. Critical and analytical skills as well should be taken into account. The teaching learning environment prevailing in the department/faculty seems discouraging the morale of the undergraduates. The computer and IT related courses are minimal in the curriculum structure and the opportunities available for the undergraduates to demonstrate their skills are hindered by not having a well thought out utilization plan implemented for the computer centre by the authorities. Un-availability of required number of staff and the immaturity of the existing staff seems the causes for this situation. Even the third year students are incompetent in the English language and it seems the products seem unbaked at the end of the specified period.

However, communication skills, analytical skills in Accounting and Financial Management, Computer skills and Managerial skills demanded by the students to meet the industrial needs should be further improved. It is important to have Subject Related Student Societies to organize skill development programmes in the DoA.

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

4.8. Academic Guidance and Counseling

Academic guidance and counselling seems available at the faculty level and there are student counsellors appointed representing each department. It seems that these student counsellors perform a routine job when the students come to them with problems for redress or for some consolation. Academic guidance and counselling seems rather broader in its context. This seems lacking in the faculty and this may affect the undergraduate academically and socially in performing his/her studies in the university.

The Faculty of Business Studies & Finance has a separate Senior Student Counsellor and Student Counsellors representing each department. However non of these Student Counsellors have been given any training what so ever as to how they should perform their duties. When undergraduates come to the Student Counsellors with grievances seeking for redress, and when the Student Counsellors present this to the relevant authorities, their authority is challenged by the senior staff members in the faculty itself. This situation has created embarrassing situations for the Student counsellors as well as for the co-existence of the staff in the faculty.

A faculty handbook is made available to the undergraduates at the commencement of the common program. There is an orientation programme for three months and English is taught during this period.

As per undergraduates, they follow the common program blindly as they have no other alternative. Around 20% undergraduates actively take part in extracurricular activities, a proper counselling program will make opportunities for the undergraduates to participate in these activities more, but the facilities available for sports is minimal.

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

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

Aspect	Judgment
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	Satisfactory
Postgraduate Studies	Satisfactory
Peer Observation	Unsatisfactory
Skills Development	Unsatisfactory
Academic Guidance and Counseling	Satisfactory

5. CONCLUSIONS

The strengths/ good practices and weakness identified by the Review Team in each of the eight aspects of evaluation of this review are as below.

1. Quality of Students including Student Progress and Achievements

Strengths/Good Practices

- Having a 04 year degree in Business Accountancy and Finance leading to specialization
- Having a separate Business Accountancy Department with a committed and enthusiastic young staff
- The University being located in an area where business potentials are growing

Weaknesses:

- Not having experienced senior academics in the faculty or department
- Rigid curriculum structure with no flexibility at all
- Non existence of optional and elective courses to be offered by the undergraduates
- Irrational inclusion of courses with least emphasis given to the sequence it should follow
- Least attention paid to the role of industry involvement in the preparation of the curriculum development

2. Extent and use of Student Feedback

Strengths/Good Practices

- Numbers in each batch of undergraduates being limited to maximum 50
- Having a set of Committed, enthusiastic better qualified young lecturers in the department
- Well thought out and well prepared teaching materials by the ELTU for the benefit of the undergraduates
- Having a well equipped library with a set of personnel with appropriate positive attitudes
- Understanding the significance of having appropriate assessment methods

bers on the staff

ster time tables and change of courses by giving least

emphasis to the sequence and workload to be completed by the undergraduates during a semester

- Not having proper tutorial sessions for the students
- Non existence of a carefully developed set of instructions in connection with academic and assessment methods in the faculty
- Undue, excessive time taken to release semester results of the undergraduates
- Ill equipped, poorly maintained, insufficient number of lecture rooms
- Insufficient space and insufficient human resources available for the library
- Least priority given to assessment methods approved by the Senate of the University
- Least priority given to the student activities by the academic members in the department/faculty
- Less attendance of undergraduates in lectures
- Unwieldy numbers of undergraduates need to be handled by the ELTU
- Non existence of a appropriately defined methods of calculating final examination marks

3. Quality of Students including Student Progress and Achievements

Strengths /Good Practices

- Getting undergraduates with a higher "Z Score"
- Undergraduates' commitment and their proactive approach for a targeted growth
- Small numbers selected for specialization areas
- Student enthusiasm their patients and commitment to get the teaching learning environment improved
- Better understanding among the lecturers about the difficulties undergraduates are encountering

Weaknesses:

- Trepidation among junior lecturers to discuss prevalent drawbacks in appropriate forums
- Inadequate funds to meet the priority requirements of the university
- Lack of priority plans and non consultative development plans implemented at the faculty level
- Less opportunities and less caring for the undergraduates' positive views towards the growth and development of the faculty/department
- Immature behaviour and unfavourable decisions taken by the teachers towards students
- Unacceptable failure rate (incomplete) at the end of the final year examination
- Non existence of a proper supervision and guidance system at faculty levels

4. Extent and Use of Student Feedback

Strengths /Good Practices

- Knowing the significance of having a quantitative and qualitative feedback system
- Having a informal feedback system through interaction with students

Weaknesses:

- Least concern shown towards this exercise
- Non existence of a formal quantitative and qualitative feed back system

- Understanding the societal educational needs

Weaknesses:

- Not having senior grade role models for the junior staff members to follow
- Poor curriculum structure designed by the department
- Less priority given to undergraduate programs over the fee levying programs

6. Peer Observations

Strengths /Good Practices

- Understanding the importance and significance of a peer observation system
- Smallness in the department and its small number of staff would be an advantage to have close rapport with each other in order to improve the individual capabilities
- Having a system of moderating the question papers by a senior person and marking answer scripts being done by a second examiner at a senior level

Weaknesses:

- Almost all the lecturers are on the same level of designation
- Lack of guidance for improvement

7. Skills Development

Strengths/Good Practices

- Having physical resources for the development of required skills
- Having a committed young staff who are prepared to take challenges
- Having an active career guidance unit for the University

Weaknesses

- The lecturers being young and less experienced
- Non-existence of a proper supervision and guidance plan for academic development
- Non-supportive environment for staff development

8. Academic Guidance and Counseling

Strengths/Good Practices

- Understanding the requirement for having student counsellors
- Having a set of student counsellors with humane and positive attitudes

Weaknesses

- Not having Senior members in the faculty to take over these responsible positions
- Less experience and not at all a training given to these Student counsellors
- Challenging the role of the student counsellors by seniors
- Least prominence given to student counselling and guidance

- ars cycle to incorporate new disciplines which are high in demand and relevant.
2. Get the involvements of various stakeholders including present undergraduates, passed out graduates and experts from other universities and relevant industries
 3. Establish a curricula review committee at the faculty, representing members from each department to ensure high quality degree programmes being designed and offered continuously.
 4. Establish a quality assurance cell at the faculty to ensure high quality of each degree programme being offered by the faculty.
 5. Structure the degree programme in a way to cultivate knowledge, skills and competencies gradually identifying the sequence of subjects to be offered at each level of the degree programme.
 6. Overall Intended Learning Outcomes (ILO) of degree programmes must be very clear and should be informed the students. The course outlines should be improved by including a course description, learning outcomes for each course, comprehensive description of evaluation methods, breakdown of the total time among individual topics, reading list under each topic, and relationship of learning outcome of each course with the overall learning out come of the degree programme.
 7. It is needed to improve the course outlines by including learning outcomes, showing the breakdown of the total time among each topic, giving a reading list under each topic, and indicating how learning outcomes of each module are related with the overall intending learning outcomes of the Degree programme. It is better to have a stranded format in this regard
 8. Design curricular with the emphasis of creating and innovating new solutions by students to real world problems.
 9. Make dissertation compulsory to all the students to develop critical thinking and ability to work independently.
 10. It is advisable to increase the number of courses offered for Finance component to balance the Accountancy and Finance degree programme. Current curriculum is more Accounting oriented
 11. Assign a fare number of credit values for Industrial Training
 12. Collaborate with the ELTU in designing curricula for English courses offered by the department and make arrangements to improve English language skills among weaker students.
 13. Offer IT related courses write through the degree programme to develop relevant skills.
 14. It is not advisable to start any certificate or diploma programmes at this moment, without improving internal degree programme offering by the Department. It is also evident that staff strength of the department is currently not enough to run diploma or certificate courses at this moment.
 15. Assign senior lecturers for teaching specialized courses
 16. Offer teaching methodology course for all the members of the department with a view to learn different teaching methods such as the student-cantered teaching
 17. Divide the work load of the common program among senior lecturers available in the Faculty
 18. Streamline the process of distributing teaching materials to students by confirming to the minimum standards.

beginning of each course, how and when continuous to be done rather than conducting them on an ad-hoc

20. CA methods need to be further improved by making them precise and should be related to measure the learning outcome of each course.
21. Maintain student database to get to know the progress made by students during their course of studies and also their employability after the graduation.
22. Introduce a formal mechanism for peer observation.
23. Introduce a formal mechanism at the department to handle feedback information obtained from students and discuss with relevant lecturers with a view to improve their weaknesses.
24. Promote subject associations allowing students to involve in more activities such as Journal publication, organizing guest lectures, workshops etc.
25. Extend the support of the academic staff for academic activities
26. The Department lacks sufficient number of class rooms for carrying out effective teaching, The recreational and other facilities should be provided
27. Create a research culture within the department by encouraging academics to do research in their specialty areas.
28. Provide training on academic counselling for academic counsellors in the department.
29. Provide training on alternative approaches to research methodologies
30. Develop strong links between the department academic counsellors, Senior Student Counsellor of the university with an aim of redressing students unrest
31. Assist in developing the human resources in the university by providing required funds and other facilities
32. The present staff members should be encouraged to continue studies leading to PhD in the field of Accounting and Finance to strengthen them in the particular discipline
33. An Alumni Association is needed established as soon as possible to get the support to find placements to the students and strengthen the department capabilities. Alumni database need to be developed within the department.
34. Department based Subject Associations are needed activated to organise student activities with industrial expertise in order to expose the degree programme to professional organisations. This will make opportunities to develop leadership, communication and team work abilities among students.

Day 01 (20/07/2009)

08.30 ó 09.00	Reviewersø Private Meeting
09.00 ó 09.30	Finalizing the Agenda for the Visit with Tea
09.30 ó 11.30	Department Presentation on the Self Evaluation Report
11.30 ó 12.30	Discussion with the Department
12.30 ó 01.30	Lunch
01.30 ó 02.00	Observing Departmental Facilities
02.00 ó 02.15	Meeting with Non-Academic Staff
02.15 ó 03.00	Observing other Facilities (<i>Canteen, Library, Medical Centre, Computer Lab, ELTU, Physical Education Unit, Hostel</i>)
03.00 ó 04.00	Meeting with Department Academic Staff with Tea
04.00 ó 05.00	Reviewersø Meeting

Day 02 (21/07/2009)

09.00 ó 09.15	Observing Teaching ó 1 st Year
09.15 ó 10.00	Meeting with undergraduate Students ó Common Batch 1 st Year
10.00 ó 11.00	Meeting with undergraduate Students ó Common Batch 2 nd Year
11.00 ó 12.00	Observing Departmental Documents with Tea
12.00 ó 12.30	Meeting With Vice Chancellor
12.30 ó 01.00	Lunch
01.00 ó 02.00	Meeting with staff who are doing Post Graduate Studies
02.00 ó 03.00	Meeting with Passed out students with Tea
03.00 ó 03.15	Observing Lectures ó 3 rd Year
03.15 ó 03.30	Observing Studentsø Presentation ó 3 rd Year
03.30 ó 04.30	Meeting with Special Degree Students
04.30 ó 05.00	Reviewersø Meeting

Day 03 (22/07/2009)

09.00 ó 10.00	Meeting with Visiting Staff
10.00 ó 11.00	Meeting with Student Counsellors, Directors/Student Welfare and Career Guidance
11.00 ó 11.30	Reviewersø discussion
11.30 ó 12.30	Meeting with Head and Staff for Reporting
12.30 ó 01.30	Lunch
01.30 ó 04.00	Report Writing
04.00	Departure of the Review Team

University of Sri Lanka

- Dean of the Faculty of Business studies & Finance
- Head of the Department of Accountancy
- Academic staff of the DoA
- Non academic staff of the Faculty of Business studies & Finance
- Student counsellors/Academic advisor
- Undergraduate Students of Year 1, 2,3, and 4
- Postgraduate Students
- Librarian
- Director ELTU
- Director of Career Guidance Unit

Annex 3. LIST OF LECTURE SESSIONS OBSERVED

- 1st Year English Lecture
- 2nd Year Accounting Lecture
- 3rd Year Strategic Management Accounting Lecture
- 3rd Year Student Presentation

Annex 4. LIST OF FACILITIES OBSERVED

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

Annex 5. LIST OF DOCUMENTS OBSERVED

- Faculty hand book
- Peer evaluation documents
- Student evaluation forms
- Student attendance list
- Lecturer's time tables
- Lecture Materials/ handouts
- Faculty journals
- Minutes of the Faculty Board, minutes of the department meetings