Program Review Report

Program Reviews - 2018

Bachelor of Business Administration (Honours) Degr

Faculty of Management Studies and Commerce

University of Jaffna

12th -15th November, 2018

Dr. W.G.S.Kelum
Dr. K.S.Hemachandra
Dr. S.Arasaretnam

Quality Assurance Council
University Grants Commission, Sri Lanka

CONTENTS **Page No**

Section 1	**Brief introduction to the program**	**02**
Section 2	**Review team's observation on the Self-Evaluation Report**	**06**
Section 3	**A brief description of the Review Process**	**10**
Section 4	**Overview of the Department's approach to Quality and Standards**	**15**
Section 5	**Judgment on the eight criteria of the programme**	**17**
	Criterion 1	**17**
	Criterion 2	**18**
	Criterion 3	**19**
	Criterion 4	**20**
	Criterion 5	**21**
	Criterion 6	**22**
	Criterion 7	**23**
	Criterion 8	**25**
Section 6	**Grading of Overall Performance of the programme**	**27**
Section 7	**Commendations and Recommendations**	**28**
Section 8	**Summary**	**30**

Section 1

Brief introduction to the programme

The Faculty of Management Studies and Commerce (FMSC) is the fast-growing Faculty in the University of Jaffna, Sri Lanka, committed to the expansion of knowledge and preparation of management and commerce professionals through quality teaching, learning and research. The FMSC has five Departments: Accounting, Financial Management, Human Resource Management, Marketing and Commerce. The FMSC currently offers Bachelor of Business Administration (BBA) and Bachelor of Commerce (B. Com) Honours degrees and two external degree programmes viz Bachelor of Commerce and Bachelor of Business Management (BBM). Further, a postgraduate programme on Master of Business Administration (MBA) and three diploma programmes such as Diploma in Micro Finance, Diploma in Human Resource Management and Diploma in Marketing Management are also offered by the Faculty. The Faculty facilitates to offer the Master of Philosophy, and Doctor of Philosophy degrees through the Faculty of Graduate Studies.

The Faculty offers Bachelor of Business Administration (BBA) with four specializations: Accounting, Financial Management, Human Resource Management, and Marketing. All students enrolled in the FMSC are required to follow a common curriculum in the first two years of the study at their respective programs. This is intended to provide the core business knowledge by teaching basic concepts in all functional areas of business. This also gives students an opportunity to make a better informed choice of the area of concentration in the last two years of degree program. The course units of the common curriculum are offered by all the four departments pertaining to its relevant field.

From third year, BBA students are allowed to select their own field of specialization subject to a restriction of minimum of 10% and maximum of 40% of the total number of students to each area of specialization. This will be imposed considering the performance in the First and Second Year Examinations pertaining to the relevant field.

Students are allocated to the Faculty by the UGC (Table 1.1).

Table 1.1.Maximum capacity of students allocated by the University Grants Commission in the last 4 years

Batch No	**2016/2017**		**2015/2016**		**2014/2015**		**2013/2014**	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**
BBA Honours Programme	106	213	123	173	107	186	148	151
Total	**319**		**296**		**293**		**299**	

The breakup of the BBA undergraduates during four years is stated in Table 1.2. Table 1.3 gives the number of students graduated from its inception.

Table 1.2. Student Intakes (presently studying) of BBA program Department level

Department	**2016/2017**	**2015/2016**	**2014/2015**	**2013/2014**
Accountancy	**324**	**281**	**110**	**112**
HRM			**33**	**39**
Marketing			**28**	**54**
Financial Management			**103**	**61**
Total	**324**	**281**	**274**	**266**

Table 1.3.Number of batches graduated through the programme from its inception

Name of the Degree Programe	**Year**	**No of Students Entered**	**No of Students Pass out**	**Year of pass out**
B.SC(BA)	1981	39	35	1985
B.SC (BA)	1982	50	49	1986
BBA	1983	85	81	1987
BBA	1984	70	76	1988
BBA	1985	67	59	1989
BBA	1986	35	34	1990
BBA	1987	72	59	1991
BBA	1988	54	49	1992
BBA	1989	81	79	1993

BBA	1990	66	66	1994
BBA	1991	76	72	1995
BBA	1992	35	31	1996
BBA	1993	98	89	1997
BBA	1994	43	37	1998
BBA	1995	71	69	1999
BBA	1996	92	90	2000
BBA	1997	100	94	2001
BBA	1998	104	97	2002
BBA	1999	95	91	2003
BBA	2000	108	105	2004
BBA	2001	89	80	2005
BBA	2002	79	63	2006
BBA	2003	98	78	2006b
BBA	2004	145	101	2007
BBA	2005	135	83	2008
BBA	2006	104	65	2009
BBA	2007	68	56	2010
BBA	2008	140	113	2011
BBA	2009	132	104	2012
BBA	2010	166	143	2013
BBA	2011	305	248	2014
BBA	2012	318	280	2015
BBA	2013	303		2016
BBA	2014	299		
BBA	2015	293		
BBA	2016	296		
BBA	2017	319		

At present the Faculty staff consists of two Professors, 32 Senior Lecturers and Lecturers, and 14 Probationary Lecturers. Furthermore, about 31% of the senior staff are PhD holders with foreign exposure and about 40% of the academic staff are females. The detail of the staff profile of the Faculty is given in Table 1.4.

Table 1.4. Staff Profile

Academic Staff	**No**	**Non-Academic Staff**	**No**
Professor	02	Register	01
Senior Lecturer Gr I	19	Computer application assistant	05
Senior Lecturer Gr II	11	Network Manager	01
Lecturer (Confirmed)	02	Clerk	01
Lecturer (Probationary)	14	Labour	06
Instructor	01	Health Service Labour	01
Total	**49**	**Total**	**15**

The following are the strength and weaknesses of the FMSC

Strengths	Weaknesses
• The staff of the program in terms of the numbers, qualification, expertise and competencies is adequate • The program complies with the Sri Lanka Qualifications Framework (SLQF) and uses the Subject Benchmark Statements (SBS) as reference. • Well updated curriculum. • The Faculty website is up to date. • The program has memorandum of understandings (MOUs) with national and international universities and professional organizations. • The program provides equal opportunities to all students to access cultural as well as aesthetic activities, recreational activities and sports • The Faculty encourages research activities by providing favorable atmosphere. • Self-Funding is available through the Fee-levying courses	• Limitation of the facilities provided to the academic staff and students. • Academic and administrative procedures are lengthy and complex. • The program doesn't use an ICT platform and applications for all its key functions and to maintain an updated data base • The program doesn't implement development oriented performance appraisal system for staff • The faculty doesn't offer special support and assistance for students with special needs or are differently abled • The program doesn't have adequate and well-maintained infrastructure facilities for administration, teaching and learning • Lack of internet facilities for all staff members due to the location of their offices

Section 2

Review Team's observation on the Self-Evaluation Report (SER)

Process of Preparing the Self Evaluation Report

The SER was prepared according to the guidelines given in the Programme Review Manual using a participatory approach. A team for SER writing was nominated at the IQAC meeting. Following that Dr.P.Pratheepkanth (ACC), Dr.S.Rajumesh (MKG), Dr.J.Robinson (HRM), Mrs.S.Balagobi (FMG), were appointed as members of the SER writing team. Then Dr.J.Robinson was designated as the leader of the team at the Faculty Board meeting held on January 26, 2018.

Evidence has been presented alongside the standards and criteria in the appendix of the SER report. SER team members were aware of the interpretations and discussions on the assigned criterion. The final report was compiled to one cluster draft report by the coordinator of the writing team with a series of constant discussions with all the SER team members. Members of the Team were aware of the file management and coding of the evidences. The final SER was presented to all the faculty staff members, Director of IQAU, IQAC members of the other faculties, and non-academic and academic support staff of the faculty on May 15, 2018

SWOT Analysis of SER

Strengths

- The program adopts management procedures that are in compliance with national and institutional Standard Operational Procedures (SOPs).
- The Faculty website is up to date.
- Organizational structure is adequate for effective management and execution of its core functions.
- The program complies with the Sri Lanka Qualifications Framework (SLQF) and uses

Weaknesses

- Lack of employability survey, graduate tracer studies based on each programme/ department as it is difficult to extract information from the University.
- The program doesn't use an ICT platform and applications for all its key functions and to maintains an updated data base
- There is no award scheme for teaching

the Subject Benchmark Statements (SBS) as reference

- The program facilitates academic mentoring, student counselling and welfare mechanisms and procedures
- The program provides equal opportunities to all students to access ~~to~~ cultural as well as aesthetic activities,; recreational activities and sports.
- The program adopts and practices University approved by-laws pertaining to examinations, student discipline, and student unions/Societies
- Academic staff are equipped with required qualifications and competencies.
- Faculty Student Association of the Faculty of Management Studies and Commerce of University of Jaffna has coordinating structure and mechanism.
- The FMSC adopts a participatory approach in the SER writing.
- Procedures offered are duly approved by the Department, Faculty, Senate, Council and UGC.

and non-academic work performances.

- Staff of FMSC need to adopt more outcome based teaching and learning activities.
- Limitation of the facilities provided to the academic staff and students
- The faculty doesn't offer special support and assistance for students with special needs or are differently abled
- The program doesn't ensure that the capacity of all staff is continuously upgraded and enhanced through provision of in-service
- Lack of approved policy and guidelines on the use of Open Education Resources
- Lack of internet facilities to all staff members due to the location of their offices.

Opportunities

- Exemptions from professional bodies
- The programs maintains link with graduates through alumni for the development of the faculty
- Admission of foreign students with the approval of UGC.

Threats

- Establishment of private local and international academic centers.
- Lack of Industries available in the close proximity of the Faculty to get the industrial training opportunities

- Increasing demand for postgraduate program
- Different specialization of the study program assists the students to get a job in different sectors
- Medium of instructions is English which aids the students to develop their language skills and to compete in the National and International job markets
- Lack of protection from adverse climatic conditions

Documentations

The data collection for each criterion was done by members of the group. The FMSC has adequate human resources equipped with required competencies for design, development and produce the SER in the stipulated time.

The action plan of the FMSC is up to date, designed and developed in alignment with University's corporate plan. Its activities demonstrate the FMSC's readiness to embrace innovative initiatives for progressive development. We could see the policy and practice to adhere to the academic calendar enabling the students to complete the programme and graduate at the stipulated time.

FMSC adopts a participatory approach inclusive of all stakeholders at the key stages of the design and approval of the programme and courses. More outcome based teaching and learning activities need to be adopted. Further, FMSC ensures that the degree awarded and the name of the degree complies with the guidelines, credit requirements and competency levels detailed in the SLQF.

Comments of the Subject Review

The SER report of the FMSC has not incorporated any information about the subject reviews conducted earlier and during the site visit reviewers found that the previous subject review was conducted in the year 2009. Accordingly, many weaknesses were identified and reported in the review report. Based on the identified weaknesses, the reviewers recommended 9 major recommendations to the study programme and most of those recommendations have been implemented during the past 10 years.

Section 3

A brief description of the Review Process

Review Panel

Review panel appointed by the University Grant Commission (UGC) consist of Dr. W.G.S.Kelum (Chairperson, University of Sri Jayewardenapura), Dr. K.S.Hemachandra (University of Peradeniya), Dr. S.Arasaretnam (Eastern University of Sri Lanka) as the members.

The review was conducted in the Faculty of Management Studies and Commerce, (FMSC) Bachelor of Business Administration (Honours) study programme of University of Jaffna from 12th to 15th November 2018 adhering to the guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, published by the Project, Higher Education for the Twenty First Century (HETC), Ministry of Higher Education, Sri Lanka and the University Grants Commission in December 2015.

Pre-Site visit evaluation

The SER prepared by Bachelor of Business Administration (Honours) programme of the University of Jaffna was handed over by QAAC of the UGC to the individual members of the team well before the site visit. Members of the panel went through the report and the individual assessments were reported to the QACC. Team met at the pre- site visit workshop held on 31st July 2018, at the UGC and discussed the individual scores and finalized the average score for each criterion after the team discussion.

Site visit

The team visited the FMSC, University of Jaffna on Monday 12th November at 8.00 am. The team was welcomed by the Dean and Heads of the Departments and Faculty IQAC Coordinator.

Meeting with VC/ Deputy VC

The team met the Vice-Chancellor at the Senate room located in the main administrative building in order to explain the purpose of the visit and to gain his views on the process. The Vice Chancellor highly emphasized the importance of quality culture in HEIs and explained the current status of the University. He requested the review panel to do a fair evaluation about quality of the BBA Degree offered by the Faculty.

Meeting with IQAU Director/ Dean

The Deputy Director IQAU of the University of Jaffna explained the overall structure and the activities carried out by the IQAU unit of the University. Monthly meetings were being conducted and minutes of meetings were available as evidences. Monthly progress is presented at the senate on a regular basis. The IQAU facilitates the IQAC of the Faculty by means of providing workshop funds through the annual budget.

This meeting was followed by a meeting with the Dean of the Faculty of Management Studies and Commerce (FMSC) and academic and administrative activities of the faculty were discussed. He was really keen to get the review comments regarding the degree programme offered by the faculty for future developments.

Meeting with Heads/ Academic Members of BBA programme

At the meeting, the coordinator made a presentation which gave a glimpse of the faculty, staff, academic programme and the processes involved in quality assurance of the faculty. She also introduced the academic members of the Faculty. Members also express their views about the QA process and explained the developments of the BBA programme. HOD's also explained the future directions and activities. They also expressed the unavailability of a better working environment of the Faculty at present and hope the new premises will give them more space and facilities to carryout academic work better than now.

Meeting with administrative staff, Technical Staff and Non Academic staff

Discussions were held with administrative staff including AR of the Faculty, and Faculty administrative staff and technical officers. The administrative staff undergo capacity development programmse every year. The AR explained the procedure of maintaining student records confidentially in the office in addition to the routine office administration. Technical staff also explained their day to day duties and the support they provide to the faculty and departments to maintain all equipmentin good working condition. At the meeting with the non-academic staff, the review team discussed the problems faced by them, which are related to new cadres, promotions, training, internet facilities, and requirement of equipment.

Meeting with Library Staff

The university library located near the administration building has sufficient facilities to accommodate students. Online cataloguing system and many online databases are maintained by the library. Many copies of books, normally used by the Faculty lecturers for teaching purposes, were available for the students to borrow for the semester. According to the librarian, usage of the library facilities by students is not very satisfactory. During the examination period, many students are using the library.

Meeting Student Counsellors

During the meeting, the student counsellor explained the student counselling process of the University and the Faculty. When the students need the help of the counsellors, they have the opportunity to approach any counsellor at any time.

Meeting with Director CGU

Director CGU explained the current activities they were able to complete during this year with limited number of human assets and other constrains. He also explained the future plan of the CGU. According to the Director this will be more effective than the annual career fairs organized by the CGU.

Meeting with Director SDC

The Director SDC also explained the staff development programs conducted by the SDC. This includes a Staff Development programme for probationary lecturers as a 10 module programme. Other than that, many workshops have been conducted by the Centre for the academic, and administrative staff as well as for the nonacademic staff. SDC does not have a well equipped lecturer hall with all modern teaching and learning facilities.

Meeting with Students

The team met the 2nd, 3rd and 4th year students for the discussions. They were happy with the programme. Students are satisfied with the first year orientation program. They have been active in societies and cultural events. Students are well aware of the procedure of assessments. However, it was noted that students are not expressing their views, probably due to the poor language skill/ speaking ability. Even the final year students were not expressing the views about

the current course structure and their problems. They are not satisfied with current learning environment of the faculty and want to move to the new location as soon as possible.

Meeting with Alumni

The team was also able to meet a few alumni members of the BBA programme. During that discussion most of the members expressed their views about the faculty and the structure of the academic programme. The most important point highlighted by the alumni members was the introduction of more IT related course units specially SAP ERP systems to the course curriculum. They also mentioned that it is good to have 1st year internship program for the students to get more working experiences.

Observation Visits

During the site visit, the review team were able to visit several important units of the University and the Faculty for observation purposes such as Main Library of the University, Faculty computer center, University Gym, University SDC, CGU, Medical center and GEE centers. The upcoming new building of the faculty, current lecturer halls, departments and individual lecturer's rooms and student center are not in a very good condition.

Observation of Documentary evidence

All the necessary documents were arranged in a proper manner needed for the standards and criterions. All department staff from the professor to lecturers were very well conversant with the documents. They were there to assist the review team promptly which facilitated the review process. The review team appreciated the efforts taken by all the staff members to make the review process meaningful.

Final Wrap up Meeting

The final wrap up meeting was held with Dean, Heads of the Departments and all the academic and nonacademic staff members of the BBA programme. In the final wrap up, the Chairperson explained the strengths and weaknesses or suggestions for further improvement for each criterion. The BBA programme has more strengths than weaknesses. The review team commended the programme and the facilities available for the faculty. In addition, the team suggested to pay more attention to students/ stakeholder feedback. Further, employability survey

for the department was suggested together with proper documentation which will be useful for future reviews. Dean and the Heads of the Departments appreciated the review team and ensured that the weakness or needed improvements as pointed out by the review team will be taken positively and improve towards excellence.

Section 4

Overview on the Department's approach to Quality and Standards

The university has established the Internal Quality Assurance Unit (IQAU) in 2015 and currently Prof. G. Mikunthan is leading the unit. As said by the Director of the IQAU, they get all the required support from the Vice-chancellor, academic and administrative staff and departments. The Centre oversees all quality assurance activities of the University of Jaffna and Vavuniya Campus. In order to carry out faculty level QA activities smoothly, faculty level IQAC Coordinators have been appointed.

The Faculty has established its IQAC in accordance with the Internal Quality Assurance Manual (2013) of the UGC and the IQA circular of 2017 with evidence of appointments from 2017. The IQAC works in liaison with the University's IQAU. The subject of the Quality Assurance is permanently included as an agenda item in the Faculty Board as well as in the Senate, which marks the commitment of the University in persuading all the staff to engage in a discussion to assess and improve the quality of academic programmes.

The Internal Quality Assurance Cell (IQAC) of the Faculty is under the leadership of Dr. (Mrs.) S. Shanmugathas and IQAC is functioning with a satisfactory progress. The faculty has allocated an office space with some office equipment inside the Dean's office. One supporting staff member has been assigned to the Coordinator of IQAC by the Faculty to maintain the office work of the IQAC unit. Dr. (Mrs.) S. Shanmugathas is a Senior Lecturer of the Faculty and she has to do her assigned academic work of the department in addition to the IQAC activities. Hence, the Faculty needs to consider providing support staff and facilities to IQAC to do QA work of adequate quality Dr. (Mrs.) S. Shanmugathas has been very active and the review team appreciated her support during the review process.

The FMSC possess sufficient human resources but lacks well-equipped physical resources to maintain study programs at high quality and standard. A total of 49 qualified staff members with 15 PhD holders including 02 professors together with other postgraduate qualified staff are serving in the departments. Moreover, academic support and other relevant non-academics are available to assist the academic programme. There is evidence of providing various kinds of training to some of the academics on quality assurance requirements on various occasions. Therefore, the BBA Honours Degree programme is conducted under strong organizational and

administrative mechanisms that incorporate innovative and standardized HEI practices which ensure optimal participation by students and lecturers.

The FMSC has established effective links with potential employers for their graduates by way of an internship programme and having MOUs with some employers who can provide training opportunities to the BBA undergraduates. The FMSC has made significant efforts and commitments to promote the Out-come Based Education and Student-Centered Learning in the BBA degree with ╞particular emphasis on future employability potential of graduates.

A student-friendly environment that is caring and conducive is sustained by allowing students to be involved in the decision making process that concerns their learning as well as well-being. Several student-support mechanisms are put in place to provide academic support to students facing difficulties in IT and English. Counselling services are provided to help students deal with personal issues. Student assessment is done as per the examination by-laws of the Faculty and in line with SLQF.

During the review process the team observed that the checks and balances and transparency of the teaching and learning are improving. It has noted that procedures followed by the BBA to maintain fairness and transparency of student assessment. It was also observed that some remedial measures have been implemented from the comments made from the previous subject and institutional reviews to a great extent.

Overall, the review team is happy about the quality and standard of the Bachelor of Business Administration (Honours) programme, University of Jaffna.

Section 5

Judgement on the eight criteria of Programme Review

Criterion 1: Programme Management

The Faculty has an organizational structure which is adequate for effective management and execution of its core management functions. The University and the Faculty strategic plans have been updated and aligned with the Action Plan. The Action Plan reflects the Faculty vigilance on new trends in the education sphere. The Action Plan is implemented as planned and the progress is regularly monitored. The Faculty adopts a participatory approach in its governance and management promoted through a mix of formal and informal mechanisms such as standing committees, ad-hoc committees and accommodates student representation on the Faculty Board and Department Boards. The Faculty has the policy and practice to adhere to the annual academic calendar enabling the students to complete the BBA programme and graduate at the stipulated time. The Faculty publishes a Handbook which provides general information on the history and current information of the faculty, brief description of study programmes offered, learning resources, student support services, disciplinary procedures, welfare measures, student rights and responsibilities and is distributed to all students at the time of enrolment through the print and soft forms. The Faculty publishes a Study Programme Prospectus which provides relevant information on the curricula of the BBA programme such as courses offered, options available to exit at different levels, compulsory and optional courses, examination procedures and grading mechanisms and the prospectus is available for ~~the~~ students at the time of enrolment. The Faculty and Departments maintains a regularly updated web site with current information. The Faculty has adopted the UGC approved Code of Conduct and it is communicated to the students during the orientation programme and monitored through the Student Counsellors and Marshals. The Faculty considers quality as a strategic objective and has established an Internal Quality Assurance Cell (IQAC) as per the guidelines issued by the UGC ~~and~~ which undertakes monitoring of all aspects of the study programmes and reports to the Faculty Board and to the IQAU. The Faculty level Curriculum Development Committee (CDC) was appointed and has put in place effective organizational arrangements for monitoring, revising and updating the curriculum of the BBA study programmes. The Faculty adopts the policy to consider the guidelines and standards prescribed in the SLQF and SBS in designing and development of

curricula of the study programmes. The Faculty level counselling programs are available for the students to get required advice and safety and security measures are being implemented through the security service. The Faculty complies fully with the institutional policy to promote gender equity and to ensure a policy of no sexual and gender based violence. It adopts appropriate strategies and executes activities to promote GEE among all categories of staff and students. The Faculty and the Departments is fully committed to maintaining a secure environment for students free from ragging.

Apart from the above mentioned good practices of the BBA programme, the review team observed some weaknesses of management of the study programme as given below. The documentary evidence of Standard Operational Procedures for good governance and management is not available and is not widely circulated among all relevant stakeholders to ensure compliance. The Faculty does not have any formal mechanism to securely maintain and update permanent records of all students, accessible only to authorized personnel with provision to secure backup of all files. Evidence of adoption of ICT tools for programme management, teaching, assessments and other operations like processing of results, and administration work and maintaining links with University MIS system are not available. The Faculty does not implement a performance appraisal system and its outcomes for promotions of staff. The Faculty does not adopt the policy on and procedures for facilitating Outcome Based Education and Student Centered Learning for most of the subjects offered in the BBA programme. The Faculty does not have a clear policy for monitoring the implementation of the curriculum, and quality of education provision through multiple measures and using those findings for continuous improvement of learning

Criterion 2: Human and Physical Resources

The staff of the Faculty in terms of academic qualifications and research competencies is adequate for designing, development and delivery of academic programmes, research and outreach. Sufficient training on curriculum development has been provided to the academic staff of the BBA programme. The human resources profile is compatible with its needs and nearly comparable with national norms. Almost all cadre positions have been filled. All newly recruited academic staff has under gone an induction programme which helps them to acquire minimum competencies required to perform satisfactorily in their assigned roles. The Faculty ensures fair

participation of staff in CPD programmes of the SDC. ICT facilities and technical assistance are available for students to provide adequate opportunities to acquire ICT skills through the Faculty e-lab. The BBA curriculum comprises a compulsory course unit in Business Skills Development which enhances the soft skills of students and the University CGU ensures that students are provided with adequate training on 'soft skills'/'life skills' which is addressed through seminars, workshops and other self-assessment activities.

Apart from the above mentioned good practices of the BBA programme, the review team observed some weaknesses in the human and physical resources of the study programme as given below. The Faculty has barely sufficient infrastructure facilities such as lecture rooms, reading rooms, library, transport facilities, common amenities for administration, and teaching and learning purposes. However, along with the relocation of the Faculty at its new premises, it is in the process of acquiring these facilities. The Faculty does not have its own place / training facilities and coordination office to provide adequate access and training for the specialization areas for the students. Though the Faculty ensures that students have access to library facilities, the library does not have up to date print and electronic forms of databases, e-books, e-journals. Internet and laptop borrowing facilities to the students are not evident. The Faculty does not have a coordinating body or a mechanism to encourage and facilitate students to engage in multicultural activities. The present facilities and space provided to the academic staff and the students of the BBA is not adequate to maintain a good teaching and learning environment. There is not enough evidence to show that the impact of CPD programmes is monitored and the outcome is used for the improvement of the programme.

Criterion 3: Programme Design and Development

The Faculty adopts a participatory approach inclusive of academic staff, technical staff, students alumni and external stakeholders, to design and develop the curriculum of the BBA programme. The Curriculum Development Committee is the responsible body for planning, design, and improvement of the programme and comprises of all academic members of the Faculty and other relevant stakeholders. The BBA honours programme is consistent with the mission, goals and objectives of the University of Jaffna. The BBA programme complies with the SLQF level 6 and SBS with respect to the award, volume of learning, level descriptors and qualification descriptors. The programme design and development procedures include exit pathways and fall

back options for students. Where relevant, the curriculum recognizes diversity among students and addresses issues of gender, cultural and social diversity. The curriculum of the degree has been structured in a logical manner to progressively increase the challenges on students intellectually in terms of skills, knowledge, and autonomy of learning, and to promote progression of students from one level to the other. The Faculty has identified key outcome based performance indicators for the BBA programme, such as student progress and success rates, student satisfactions with the programme. The academic standards of the programme with respect to its awards and qualifications are appropriate to the level of SLQF and SBS. The BBA programmes offered are duly approved by the Faculty, Senate and UGC. The curriculum of the programme encourage creative and critical thinking, independent and lifelong learning, collaborative learning, and self-learning. The programme information is made available and is accessible in print and electronic forms with relevant information.

While appreciating all good practices of the BBA programme design and development, the review team observed the following weaknesses as well. No evidence was provided for incorporating the feedback from employers and other stakeholders. Currently the academic programs are not regularly monitored, evaluated and reviewed by the IQAC as part of the IQA process, to ensure that the programme remains current. The Faculty is not conducting annual tracer studies and this data is not used for continuous improvement of the study programmes.

Criterion 4: Course / Module Design and Development

The course module design is in alignment with the SLQF and reflects the expectations of the SBS-requirements. Courses are designed to reflect latest development and practices in the field of study. Most of the courses are designed based on the student centered principles with teaching learning and assessments strategies enabling students to engage in self-study. Each individual course has a credit value, designated number of contact hours and a detailed description of course outlines with teaching and learning activities. Course design and development integrates appropriate learning strategies to encourage students engaged in lifelong learning, communication, interpersonal and team work skills. Courses have appropriate breadth and depth in learning content and activities to stimulate and challenge students intellectually. The Faculty provides prior training and necessary inputs to the staff involved in design and development of the course through SDC. Course approval decision is taken after full consideration of design

principles, academic standards, and appropriateness of the available learning opportunities. The Faculty ensures that relevant staff are informed of the criteria against which the courses are designed and developed through the Faculty Board and department meetings. Courses are evaluated at the end of each course module with regard to its content, effectiveness of teaching, measurement of student learning outcomes and feedback.

It is also worthwhile to mention that the review team noted a few weaknesses of the BBA programme as mentioned below. The Faculty does not adopts a participatory approach inclusive of an internal subject specialist for the course design and development process. Participation of external specialist is lacking. No evidence of course ILOs is mapped against Programme ILOs to ensure that programmes are coherent and comprehensive. Course outlines are not indicating notional hours which include direct teaching hours, learning activities, assignments, tutorials, lab work, project work, self-learning, revisions and examinations as described in the SLQF. The Faculty has not taken into account the needs of differently abled students when designing courses. No evidence was shown for providing of adequate physical and human resources for course design, approval, monitoring and review. No evidence was provided related to the monitoring and review arrangement of courses.

Criterion 5: Teaching and Learning

The teaching and learning processes are based on the mission of the faculty, goals and values and curriculum requirements. The Faculty provides the time tables before the commencement of the programme and the course specification during first lecture to the students. The Faculty ensures that the staffs draw upon their research, scholarship, or professional activity to enhance teaching. Self-directed learning is encouraged through assignments which require students to refer books, journals, internet and other resources. The BBA students have been motivated by the lecturers to express their creative work and knowledge. Teachers encourage and facilitate BBA students to take personal responsibility of their learning, fostered by appropriate teaching learning methods. Students are engaged in research through the dissertation that carries 8 credits. Teachers are sensitive to gender, culture, and race and religion; they design teaching learning activities that are not discriminative and avoid making derogatory comments. Teachers adopt both teacher-directed and student-centered methodologies, where students learn by actively engaging in and

interacting with the content and activities. The Faculty regularly collects the feedback from student and peers also use them to improve the quality of subjects and the student experience.

The review panel also observed the following weaknesses of the teaching and learning process of the BBA programme. The current curriculum of the BBA programme, course module ILOs, teaching learning strategies and assessment strategies are not meticulously planned and closely aligned with each other and are also not appropriate and accessible to differently abled students if the programme caters to such students. The Faculty needs to promote the use of blended learning to maximize student engagement with the curriculum for all the specializing students. Not all teachers adopt innovative pedagogy and appropriate technology into the teaching learning processes and monitor progress in the use of technology. No evidence was provided on the use of the information gained from assessments of student learning by the teachers to improve teaching learning. No evidence was provided for the fair distribution of the workload among the academic staff to ensure that they have adequate time to provide effective instruction, advice, conduct assessments and engage in continues professional growth, while participating in scholarship and research.

Criterion 6: Learning Environment, Student Support and Progression

The Faculty adopts a student friendly administrative, academic and technical support system that ensures a conducive and caring environment and greater interaction among students and staff. The Faculty offers an induction programme for all incoming students which includes briefing on university, faculty, student welfare, examination procedures and social and ethnic harmony. The students are clearly conveyed of their rights, responsibilities and conduct for successfully completing the programme through student charter. The Faculty promotes active academic/social interaction between the faculty and students through the student body. The Faculty with help of the students and staff organized co-curricular activities such as MACOS, inter- faulty sport meet, and cultural festivals. The CGU of the faculty frequently conducts activities to enhance student's soft skills. The Faculty enhances learning opportunities for students by collaborating with employers who offer work based learning or practical training for all BBA students during the final year second semester. The Faculty implements the policy on gender equity and equality and the academic staff also participated in the workshop on GEE. The Faculty regularly and systematically gathers information about student satisfaction regarding

support services. Information collected is used for improvement of the services. The Faculty provides fall back options for the students who do not complete the programme successfully. The Faculty has fair, effective and timely procedures for handling student's complaints and the academic appeals process, ensuring opportunities for students to raise matters of concerns without risk of disadvantages.

While appreciating all the good work of the FMSC, the review team is of the view that the learning environment, student support and progression can be further improved by overcoming the following weaknesses. No evidence was provided on provision of an inclusive educational environment considering the needs of individual student and diversity of the student body, in enabling student development and achievements. The FMSC is not using ICT led tools to facilitate student access and use of the library efficiently which ensures that the use of library and information resources is integrated into the learning process. Other than the orientation programme, students are not guided in the optimal use of available students support services which empower learners to take personal control of their own developments. No evidence of conducting training programmes to provide ongoing training for student and staff of common learning resources and specialized learning resources was provided. No Faculty policy was provided on special support and assistance services for students with special needs and no evidence was provided to support the strategy and activities aimed at students with special needs. No evidence was provided to prove that the teachers are in partnership with library and information resource personnel, which would ensure the use of library and information resources for the teaching process. The FMSC and each department does not maintain up-to-date records on student progress through continuous assessment including quizzes, assignments and presentations. No evidence was provided of holding meaningful discussions between academic counsellors and students, focusing on areas such as student support, choice of courses, assessments, and career paths. No evidence was provided to prove that the Faculty monitors student learning experience, achievement and satisfaction annually to ensure that learning experiences are effective and help in achieving the desired outcomes of the BBA programmes. No processes are in place for communicating with students throughout the period of study in a structured, clear and timely manner about opportunities designed to enable their development and achievement towards employment. Retention, progression, completion, employment rate and cost per student are not regularly monitored and remedial measures have been taken where

necessary. The FMSC, is not maintaining a good network with alumni association of the BBA programme.

Criterion 7: Student Assessment and Awards

The Faculty has approved procedures for designing, setting, moderating, marking, grading, monitoring and reviewing the assessment methods and standards of awards. The assessment procedures and the weightage assigned for different components are clearly stated in the course specifications and communicated to the students. The Faculty adopts the policy of appointing first and second examiners for each subject from the senior academics in the faculty. The Faculty ensures that policies, regulations and processes relating to assessments are clear and accessible to all stakeholders through printed and soft versions. The Faculty Board recommends competent staff as examiners to the Senate for its approval. Assessment strategies are aligned with ILOs and enable students to provide evidence of achieving the ILOs. The FMSC uses both formative and summative assessment to track individual student's learning and uses this information to ensure the achievements of ILOs. The degree certification process is verified at the Department level and finalized at the Faculty Examination Board and finally this is verified by the University Examination branch. A complete transcript indicating the courses followed, grades obtained and the aggregate GPA and Class is provided to the students by the examination branch. Examination boards are responsible for timely release of results and recording assessment decisions accurately. Such records are maintained for a designated period of time. The Faculty ensures that the degree awarded and the name of the degree complies with SLQF guidelines, credit requirements and competency levels. Assessment regulations are strictly enforced and disciplinary procedures are in place for handling breaches of examination regulations by students.

The following weaknesses of student assessment and awards are also observed by the review team. Assessment strategy of student learning is not considered as an integral part of the programme design with clear relationship between assessment tasks and programme ILOs. Student assessment policies are not aligned to the level descriptors of the SLQF and relevant SBS. No evidence was provided of Faculty reviews and amendment of assessment strategies and regulations periodically as appropriate to ensures those being suitable for market requirements.. No evidence for providing regular training on methods of assessments to staff and ensure that

staff involved in assessing is competent to undertake their roles and responsibilities. No evidence of clear policy on consideration of the external examiners reports and ensuring that changes recommended in the examiners reports are implemented. There are no special assessment and examination policies, practices and procedures to provide differently abled students with the same opportunity as their peers other than giving additional time. Students are not regularly provided with feedback on formative assessments by the subject lecturers to promote effective learning and support the academic development of student. No evidence was provided to prove that the assessments are designed and sequenced to provide a reasonable spread of assessment items throughout the course enabling students to monitor and progressively improve their capabilities. No evidence provided for the issuing the degree certificate during the graduation ceremony to the students.

Criterion 8: Innovative and Healthy Practices

The Faculty recognizes the complementarity between academic teaching, research and innovations and has a coordinating structure to facilitate staff engagement in research and innovation, and interaction with community and industry. The Faculty organizes an annual international research conference and a student colloquium to encourage research and publications which foster a research culture among academia and students. The Faculty is currently publishing two peer-reviewed journals such as the Journal of Business Studies and International Journal of Accounting and Business Finance. The research and outreach activities are considered for promotion, confirmation and increment. The study programmes contains an undergraduate research project as a part of the teaching and learning strategy and also encourages them to disseminate the findings through oral presentation and publications. The Faculty recognizes the value of exposing students to the world of work during their undergraduate career by offering industrial training as a part of the degree programme. The Faculty has adopted the policy to engage in income generating activities in order to diversify its sources of income by offering Certificate, Diploma, Masters and External degree programmes. Students and staff engagement in co-curricular activities, such as social, cultural and aesthetic pursuits, is promoted. The Faculty now encourages and rewards student participation at sports, general knowledge competitions at regional and national levels without adversely affecting their progression in the academic programme. The academic standard of the study programme is assured through regular revision of curriculum of the BBA study programmes. The Faculty has

put in place the policy and strategy for the students who are unable to complete the programme successfully. Provision is allowed for such students to exit at a lower level with a diploma or certificate depending on the level of attainment.

The review team observed the following weaknesses under innovative and healthy practices of the FMSC. No evidence of having a policy and use of ICT based multi-mode teaching delivery and learning through VLE/LMS by all lecturers. No evidence of encouraging the staff and students to use Open Educational Resources to supplement the teaching and learning process. No formal mechanisms and procedures to encourage and facilitate academic staff to establish linkages with industry and community and using such linkages to strengthen the reputation of the Faculty and expose the students to world of work. No evidence of adopting a policy and procedure for a credit transfer system among faculties and universities in conformity with institutional policies, which allows ~~its~~ students to transfer earned credits among faculties and universities.

Section 6

Grading of Overall Performance of the Programme

The Bachelor of Business Administration (Honours) Degree of the Faculty of Management Studies and Commerce, University of Jaffna achieved above 80% in all the eight criteria with few weakness. These areas could be positively considered towards the excellence of the degree programme.

Table 6.1. Criteria Performance

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	**Programme Management**	**75**	115.51
02	**Human and Physical Resources**	**50**	66.66
03	**Programme Design and Development**	**75**	127.08
04	**Course / Module Design and Development**	**75**	131.58
05	**Teaching and Learning**	**75**	118.42
06	**Learning Environment, Student Support and Progression**	**50**	79.16
07	**Student Assessment and Awards**	**75**	123.53
08	**Innovative and Healthy Practices**	**25**	44.04
	Total on a thousand scale		805.98
	%		80.59%

Grade: The program observations and recommendations of the site visits of the review team, we recommended grading **"A" (81%).** The programme has high level of accomplishment of quality expected and should move towards excellence.

Section 7

Commendations and Recommendations

Commendations

- The FMSC has well qualified staff with skills and the programme management is satisfactory to achieve the required standards.
- The FMSC ensures that the degree awarded and the name of the degree complies with the guidelines of SLQF.
- The Course Specifications have published the ILOs in terms of knowledge, skills, attitudes and mindset; teaching learning methods that enable to demonstrate the outcomes.
- The FMSC enhances learning opportunities for students by collaborating with industry partners.
- The FMSC provides industrial training from the second semester of the final year for students to get adequate industrial exposure.
- The FMSC obtains stakeholder input from curriculum revision to industrial training and therefore have a good relationship with stakeholders.
- The FMSC has signed several fruitful MoUs with industrial associations and other related institutions.

Recommendations

- Better to have records on employability surveya and graduate tracer studies based on each programme/department such as Accountancy as its is difficult to extract this information from university records.
- Data / information on stake holder feedback and student feedback need to be analysed and shown how these findings are included in improvement.
- Introduce an award scheme for teaching and non-academic work performances
- Introduce a staff performance appraisal system.
- Improve on adoption of outcome based teaching and learning activities and provide adequate facilities to practice the OBE-SCL approach.

- Improve the facilities and space provided to the academic staff and the students of the BBA; currently it is not adequate to maintain a good teaching, learning educational environment.
- The study program can offer more inter-disciplinary and multi-disciplinary course units to broaden the outlook and enrich the generic skills of students.
- Improve student ability of speaking in front of audience and forwardness. An appropriate access for the differently abled student must be improved.
- Identification of learning support needs and providing effective learning environment based on need analysis data, student feedback and student satisfaction survey~~..~~
- No special provisions and facilities including a policy developed by the Faculty to facilitate the needs of the differently abled students. Improve gender equity activities at department level.
- Consider using student feedback more effectively and strongly in planning and designing teaching and learning activities.
- Improve/devise university approved policy and guidelines/by-law regarding credit transfer.
- Improve ICT based multi-mode teaching, delivery and learning through VLE/LMS by all lecturers.
- Establish good links with the BBA alumni association and use~~d~~ them to improve the academic and training facilities of current students.
- Aligne~~d~~ BBA programme course module ILOs, teaching learning strategies and assessments strategies with each other.
- Develop course outlines indicating notional hours which include direct teaching hours, learning activities, assignments, tutorials, lab work, project work, self-learning, revisions and examinations as described in the SLQF
- Practice regular monitoring, evaluation and review by the IQAC as a part of the IQA process, to ensure that the BBA programme remains current.
- Have own place / training facilities and coordination office to provide adequate access to and training of specialization areas for the students

Section 8

Summary

The Bachelor of Business Administration (Honours) Degree offered by the Faculty of Management Studies and Commerce has achieved a high level of accomplishment of quality expected and should move towards excellence. Though the human and physical resources of the Faculty are not up to the expected level of an academic learning environment, commitment of the staff is excellent. The Faculty has enthusiastic academic and support staff.

The Faculty also can expand links with industrial partnership that could improve the industrial training and have theoretical input by using distance education technologies and /or evening lectures. The Faculty can improve further and achieve excellence in future.

University: University of Jaffna

Faculty: Management Studies and Commerce

Program: Bachelor of Business Administration (Honours)

Review Panel:

Name	Signature
Dr. W.G.S.Kelum	
Dr.S.Arasaretnam	
Dr. K.S. Hemachandra	

Date: 15th November 2018