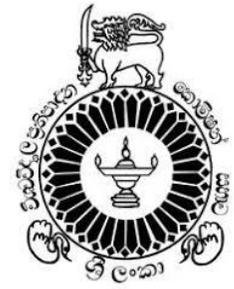




**Program Review Report**  
**Program Reviews - 2018**  
**Bachelor of Science (Entrepreneurship) Special**  
**Faculty of Management Studies and Commerce**  
**University of Sri Jayewardenepura**  
**3<sup>rd</sup> to 6<sup>th</sup> December 2018**



**Dr. (Mrs) Rathiranee Yogendrarajah**

**Prof. H.M. Nawarathna Banda**

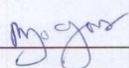
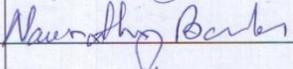
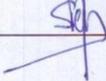
**Dr. P L S Peter**

**Quality Assurance Council of the**  
**University Grants Commission**

**Programme Reviews - 2018**  
Conducted by  
**Quality Assurance Council,**  
**University Grants Commission, Sri Lanka.**

**University:** University of Sri Jayewardenepura  
**Faculty:** Faculty of Management Studies & Commerce  
**Program:** B.Sc. Entrepreneurship (Special)

**Review Panel:**

Name	Signature	Date
Dr.(Mrs) R.Yogendrarajah (Chair)		06/12/18
Prof. H.M. Nawarathna Banda		06/12/2018
Dr. P L S Peter		06/12/2018

Date: 06/12/2018

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## **1 Brief Introduction to the programme**

University of Sri Jayewardenapura evolved from the Vidyodaya Pirivena, a Buddhist educational centre setup by Ven. Hikkaduwe Sri Sumangala Thera in 1873. Following the coming to power of the government of Prime Minister, S. W. R. D. Bandaranaike in 1956, and the focus shifting to the promotion of national languages and culture, the Vidyodaya Pirivena, Maligakanda and Vidyalankara Pirivena, Kelaniya were converted to two new seats of learning. They were initially known as Vidyodya University of Ceylon and Vidyalankara University respectively.

The Faculty of Management Studies and Commerce (FMSC) of the University of Sri Jayewardenepura (SJP) has a proud history of over fifty years in the development of management education in the country. They are the largest management faculty in the country and are in the forefront of design, development and delivery of cutting edge programmes in management designed to empower business leaders to compete in the global marketplace and thus contribute to the growth of the national economy. The FMSC offers twelve undergraduate degree programmes with more than sixty subjects, a number of masters and diploma programmes and the doctoral programme. They have a strong research culture underlying their product offerings and provide an ideal blend of both theoretical knowledge and practical exposure that provides the participants the ability to develop their competencies to succeed in the global environment.

The Department of Entrepreneurship (DoE) is the youngest of the twelve departments and was set up in October 2010, under the initiative of the Dean of FMSC and the present Vice Chancellor of the university. The strategic intent of the DoE is to “Establish an entrepreneurial culture in Mother Lanka”. While understanding that Sri Lankan culture does not look at the concept of entrepreneurship as an attractive career path, they have strived to highlight the need for the country to focus on job creators rather than just producing job seekers.

Students to the B.Sc. Entrepreneurship (Special) are enrolled from the students allocated by the University Grants Commission to the FMSC. The programmes at the FMSC follow the one plus three format, where all students follow a common first year programme, and then branch out to the twelve different degree programmes, based on their preference and their Z-score.

The number of students taking up this programme is still small in number, but recent enrollment and feedback indicate that more and more students are open to taking entrepreneurship as a possible career path. The new batch of students who have just been enrolled are twenty one in number. There has been a total of four batches that have completed the programme, with a total of fifty eight students completing the degree programme.

The overall core strengths include, being part of the largest and premier management faculties in the country, a supportive and entrepreneurial oriented academic administration, and supportive infrastructure facilities for learning and general wellness of all stakeholders.

It was noted that the last curriculum update was done in the latter part of 2014, just prior to the establishment of the SLQF - 2015 framework. Therefore, the degree would have to be aligned

with this framework expeditiously. Other areas that could be addressed are to reassess the graduate profile with the course modules offered, limitations on the research project in terms of the SLQF requirement and the very restrictive flexibility the course offers its students.

DoE has extended its service to develop an entrepreneurial front via establishing a Chamber of Small and Medium Enterprise (COSME) to offer services such as preparation of corporate/business plans etc. and business consultancies; Small and Medium Enterprise Development Support Unit (SMEDSU) to provide a complete career development path for entrepreneurs, offering courses from Certificate level to Masters in Entrepreneurship, and a Centre from Entrepreneurship (CEFEN), a focal point for innovation and entrepreneurship education, training, research, consultation, advocacy and practice, at USJ to promote Sri Lankan economy.

The academic staff of DoE currently consists of nine full time staff, with four at Senior Lecturer II and above. While, noting that none of the staff have doctoral qualifications at present, six of the members are currently enrolled in PhD programmes. The team is young, dynamic, motivated, committed and driven. They demonstrate through their initiatives, attributes of successful entrepreneurs including innovative thinking and rational risk taking. They have also a very good industry network and working relationships with at least two international universities, among others. With the necessary guidance from the Dean of the Faculty and Vice Chancellor of the university, DoE would be able to exploit the niche for entrepreneurial studies currently opening up in the country.

## **2 Review Team's Observation on the Self-Evaluation Report (SER)**

The self-evaluation report of the Bachelor of Science Entrepreneurship (Special) degree programme was written in line with the guidelines postulated in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions of the UGC. Department of Entrepreneurship (DoE) adopted the following series of steps in writing the SER.

- i. Head of the Department (HoD) conducted a meeting on initial familiarization of SER for members. The need to refer the manual for study program and program review procedures in drawing up the SER was discussed.
- ii. Responsibility of writing the report was divided among the academic members and they undertook the collection of evidences.
- iii. FMSC organized workshops to share experiences of the SER of Faculty of Humanities and Social Sciences and an awareness session headed by the QA consultant was scheduled to guide the SER writing teams.
- iv. DoE writing teams participated at department level progress meetings and suggested further content improvements. Along with this, FMSC organized a series of meetings to discuss each criterion headed by the QA consultant. All those members responsible for writing up the sections participated in the respective meetings and based on feedback, made the necessary amendments.
- v. After completion of the draft report, it was sent to the IQAC coordinator for obtaining expert opinion. A special department meeting was organized headed by the QA consultant for further refinements, before it was finally submitted for evaluation.

The review team observed the involvement of both senior and junior academics in the process of writing the SER and indicated excellent teamwork in the preparation. The key features of the SER are succinct, readable, easily comprehensible, and represent all aspects of the programmes. The report has an introduction to the Study Programme (SP) explaining overview of the faculty (FMSC), the programme of study (DoE), Strategic Aspiration of DoE, Graduate Profile and Programme ILOs of DoE, Number of departments contributing to SP, number of students enrolled to the programme, numbers and profiles of the academic and non-academic staff of DoE, learning resource system and the student facilities and management. Further, the report contains analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) pertaining to the study programme. By doing such analysis the Study programme has a valuable opportunity to do a self-assessment. The SWOT analysis findings were quite objective, and highlighted inadequate focus on conducting research, lower student enrollment for SP and unavailability of modern technologically equipped class rooms. The review team is in total agreement with the "Threats" described in the SWOT analysis prepared by the department. The team applauded the comprehensive and competitive SWOT analysis and suggested to use this and the comments made by the review team as a guide to the development of the action plan at the end of the Programme Review. The process of preparing the SER clearly designates the process with necessary components. The report describes the extent to which the study programme of the

DoE complies with the standards of the eight criteria and in the same order as prescribed in the manual. The report has used the template given in the manual. The table covers serial number of the standard, claims of compliance, documentary evidence to support each claim of compliance and codes of the evidence used. Also at the end of each sub section, a summary statement on how the programme has conformed to the standards of the respective criterion is made.

The self-evaluation report on B.Sc. Entrepreneurship, our evaluation of the evidence and interaction with various stakeholders over the last three days confirms the high-level quality of teaching, learning and assessment at the Department. The SER is a clear, concise and effective evaluation report. It is prepared aligning with the standard formatting recommended in the PR manual. Review team was very happy about the way the review visit and review process were organized by the DoE during the site visit.

### 3 A Brief Description of the Review Process

The review process encompasses various stages such as workshops on programme review process, individual desk evaluation of SER, pre site visit, site visit and compiling the review report. It could be illustrated by the following diagram.

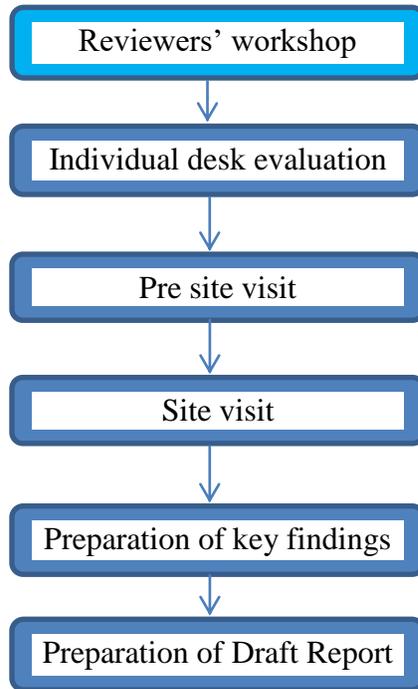


Figure 3.1: Overview of the Review Process

#### 3.1 Initiation of the Review Process

Familiarization of the review process was conducted by the UGC where procedures, possible issues, knowledge and terms of references relating to reviews were conferred and elucidated. The first Programme reviewers' training was conducted by the Quality Assurance and Accreditation Council of the UGC to provide the introductory review process on 14<sup>th</sup> February 2018 at UGC. Self-evaluation report (SER) prepared by the Department of Entrepreneurship, University of Sri Jayewardenepura was initially handed over to the Quality Assurance and Accreditation Council of the UGC adhering to the given deadline on 31<sup>st</sup> May 2018.

The review panel was appointed by the University Grant Commission, and consisted of three members: Dr. Rathirane Yagendrarajah (Chairperson, University of Jaffna), Prof. H. M. Navawarathna Banda (University of Kelaniya), and Dr. P. L. S. Peter (University of Kelaniya). Then, the pre review workshop was held on 21<sup>st</sup> June 2018 at the UGC. In this workshop, a hard

copy of the Self Evaluation Report (SER) was provided to the reviewers for the desk evaluation. The individual desk evaluation was made by all reviewers and these templates were submitted by 26<sup>th</sup> July 2018. The entire team was given the opportunity to compare and discuss the individual evaluations at the pre site visit workshop that was held on 31<sup>st</sup> July 2018 at the UGC. At this workshop the review panel team met to discuss, compare and clarify their individual assigned marks. Based on this discussion, a consensus was reached among the team on the final desk evaluation scores. Further the clarifications to be sought and evidence to be collected and reviewed, at the DoE site visit were identified. A tentative schedule was prepared for the 4 - day site visit in collaboration with the Director IQAC/ FMSC, Coordinator/DoE and the UGC. The chairperson of the team was required to submit the key findings within 2 weeks and final review report within 6 weeks from the last date of site visit.

The findings of the desk evaluation were supplemented by the observations and judgments made through perusal of evidence presented during the site-visit, and information gathered at discussions held with key stakeholders. The site visit to the Department of Entrepreneurship was scheduled on 2<sup>nd</sup> to 6<sup>th</sup> December 2018. The review team arrived at Hotel Janaki on 2<sup>nd</sup> December 2018 and the team members had a pre-review meeting at 7.00 pm at the hotel premises to review and organize the sessions of the site visit.

### **3.2 Stake holder meetings**

On 3<sup>rd</sup> December the meeting was inaugurated at 8.00 am with the introduction of the review team to the Vice Chancellor (VC) of University of Sri Jayewardenepura and Director IQAU at VC Office. The Programme Review Schedule is annexed herewith (Annexure -I-). VC explained the history and current situation of the University and the administrative support and assistance rendered by the administration to accommodate requests from the FMSC. Further, as the Department of Entrepreneurship is the youngest of the 12 degree programmes, he explained the challenges faced by them when it was initially introduced in 2010 with the objective of producing job creators rather than job seekers. The IQAU Director then described the quality culture and standards of the Faculty and the internal quality enhancement programme and activities directed by the unit that are implemented in liaison with IQAC.

The next meeting was held with the Dean of the Faculty of Management Studies & Commerce (FMSC). The Dean/FMSC made a presentation and he introduced the key features of the Study Stream and its journey to date, together, with its' long-term vision and mission. The team was able to ask and verify many technical details of how the SER report was prepared by them. The Dean stressed the importance of the overall review process for the faculty. This was reiterated by the fact that they hired a consultant to guide the individual departments in reviewing their process and assisting in finalizing the SER. Dean acknowledged that the SER writing teams worked diligently to finish the SER, and under the guidance of the consultant, and they were able to accomplish completing all 12 SERs successfully for all their degree programmes. In addition to this, he pointed out that physical infrastructure facilities of the faculty are satisfactory, except for the relatively limited space. He indicated that from a teaching faculty standpoint, they are sufficiently equipped and that even the administrative human resources of the faculty are at a

satisfactory level. Further, he explained the special focus they have in building up the communication and interpersonal skills of their graduates. They have setup a separate Business Communication Unit within the Faculty tasked with building up the skill set of the students. They even have designed and conducted a pre-orientation residential programme even prior to the formal commencement of the study programme. Further, he explained their automated examination unit system and finance unit that they have separately put in place to the faculty.

The next meeting was held with the Head and staff of the Department of Entrepreneurship. The Head/ Department of Entrepreneurship made a presentation on the overall process of the SER preparation and the contribution of the staff of DOE. Head of the Department highlighted about the DoE Study Programme being the only department that focuses on producing 'job creators' rather than 'job seekers' among the 12 degree programmes. Further, he emphasized that the academic staff assist in promoting entrepreneurship among school students by writing and editing student handbooks, teacher instruction manuals in entrepreneurship and business studies for grade 10 and 11, contributing to G.C.E (O/L) Examination paper setting and marking in entrepreneurship studies. They also conduct research, consultancy, training, workshops and other modes of interaction for the benefit of public and private sector organizations.

During the meeting with academic staff members of the department, the SER preparation was discussed including the staff contribution to the SER preparation. The academic staff explained the process of SER preparation and different level of contributions, the strengths and weaknesses in the current education/student perceptions and shared their experiences in delivering the study programme.

The review team met with Alumni members and visiting lecturers and had a fruitful discussion regarding curriculum of the programme, facilities available to the study programme and language skill proficiency and soft skill development etc., At this meeting, the Alumni members agreed that a revision to the research study and internship programme may be necessary including the classification of modules as core course/s. Further, they expressed their opinions on technology development, guest lectures and inclusion of activities on social harmony.

The next meeting was held with Coordinators of the Internal Quality Assurance Cell of the FMSC, and they explained the activities tracked by the cell.

The review team met with Administrative staff of FMSC, where they discussed how they support the programme and the faculty as well. None of them expressed any significant issues at this meeting.

The meeting with support staff (i.e. computer instructors, and technical officers, etc.) was held next. Requirements and needs of the supporting staff were discussed; limited space, lack of relevant short-term training opportunities, etc. were cited as their main concerns.

Subsequently, the review team met with students at the old board room of the FMSC. The students expressed their overall happiness with the study programme, the learning environment, and the support services facilitated by the department.

### **3.3 Documentary evidences**

All the documentary evidence listed in the SER were examined by the team on all three days, except the time spent at meetings with stakeholders and visiting places to observe the facilities. In order to verify certain processes and practices, additional information was requested by reviewers. All additional information requested was promptly provided and documented very well in the private room which was allocated to the review team. The special effort to organize the documents systematically and logically was especially impressive. The reviewers were very impressed by the way the review process was facilitated by the staff members and the hospitality extended. The review team would like to commend the head of the department, coordinator and the staff members of the department who supported in conducting the SER review.

### **3.4 Observation of Facilities**

The review team visited the Information Technology Resource Centre (ITRC) to observe the ICT facilities which facilitated DoE Programme courses and provide Wi-Fi facilities to the students. It's resources usage and functions were satisfactory. The team then visited the Business Communication Unit (BCU) exclusively setup to facilitate the buildup of interpersonal skills and communication / language skills for FMSC students. The review team thereafter, visited the physical education unit and observed resources and students using the facility. It was noted that the university provides financial assistance to all students engaged in sports.

When the team visited the Medical Centre, the person in charge of the centre expressed that they had insufficient human resources to manage the large number of students. On the same day, review team also met the Bursar/ Finance and Bursar/ Supply.

Subsequently, the review team met the Director of the Career Guidance Unit (CGU) at CGU. The unit appears to be providing training to student to improve 'soft skills'. The review team had an opportunity to observe an ongoing training programme schedule. The review team also visited the Library and also had a productive discussion with the Librarian. She provided information on the facilities in the library, particularly, providing facilities on both online mode and physical mode. In addition to this, the library provides a free laptop rental facility to the students. The review team also visited the student canteen to observe the facilities.

The review team then visited the Student Centre and Student Support Centre. The Student Centre for this DoE Programme is responsible for the publication of a research journal, student symposium and other students activities etc., The Student Support Centre provides mentoring and counseling facilities to students who have been affected psychologically due to financial issues, family and personal problems etc.,

Further, the review team visited the faculty board room, lecture halls, hostels and Post graduate Degree programme unit etc.,

The review team also observed the teaching sessions conducted by lecturers. They used the available teaching aids, such as multimedia, white boards, etc., and lecture discussions were supplemented with handouts and the material was uploaded in the LMS too.

Based on the evidences examined, facilities observed and observations of lecture and practical sessions, the assessments were made on the extent of achievement of prescribed standards listed under eight criteria.

In the third day, the review was concluded with a wrap-up meeting, at 4.30 p.m which was scheduled in advance on request of the coordinator/IQAC due to the staff unavailability on the 4th day because the International conference of the FMSC was scheduled on 6<sup>th</sup> Dec 2018. The team had a comprehensive discussion with the Dean, Head of the Department and academic staff members. During this meeting reviewers explained their observations and key findings, and also had a very fruitful discussion about the process and methods to further improve the quality of the academic programme and allied aspects.

The review team desires to articulate their appreciation to the Dean of FMSC and Head of the Department, academic, non-academic and administrative staff of the faculty to all the arrangements made for successfully completing the site visit within the time frame. On the 4<sup>th</sup> and final day of the review, the team visited the department to finalize the findings and discuss the process of writing the final report. The outline for the initial draft report was finalized. All attendance sheets of stakeholders meeting and reviewers meeting and photographs are annexed as appendix II, III and IV.

## **04 Overview of the Faculty's / Institute's approach to Quality and Standards**

The Faculty of Management Studies and Commerce (FMSC) of University of Sri Jayewardenepura (USJ), renowned as one of the premier management educational institutions in the country, consists of twelve academic departments offering twelve special degrees, in the Management stream and B.Sc. Entrepreneurship (Special) Degree Programme is the youngest program of FMSC offered by Department of Entrepreneurship (DoE).

Entrepreneurship is the process of generating wealth and social wellbeing through creative ideas, processes and products and is inseparably connected to creativity, innovation, achievement, orientation and risk taking. Entrepreneurship progression and advancement is vital for development of any country. Importance of the educational system in producing entrepreneurs of high intellectual and professional caliber has been emphasized worldwide. In such a context, a national initiative on entrepreneurship education, in the Sri Lankan University System has been realized with the establishment of Department of Entrepreneurship on 18<sup>th</sup> October 2010, mainly addressing the need of generating “job creators”, entrepreneurs, rather than “job seekers”.

External Quality Assurance is an important component of the Quality Assurance (QA) framework of any higher education system. The main objective of the QA is to ensure the quality of education provision and standards of awards achieved by inculcating a quality culture within the institutions and promoting continuous quality improvement in all spheres of higher education, facilitated through periodic review and feedback.

It was observed during the review visit that the Department is moving in the right direction towards enhancing the quality of entrepreneurship education even though the progress needs to be stepped up. The University maintains an Internal Quality Assurance Unit (IQAU) under able directorship and adequate resources. Further, the Faculty of Management studies operates an Internal Quality Assurance Cell (IQAC) under the guidance of the IQAU. Both IQAU and IQAC are playing an important role with a view to ensuring the quality of the B.Sc. degree programme. The submissions through the SER, outcomes of meetings with relevant stakeholders, observations made on documentary evidences and facilities have amply demonstrated that the Faculty and department have taken progressive and determined efforts to internalize quality culture within all spheres of activities. Both IQAU and IQAC are working according to the Internal Quality Assurance Manual (2013) of the UGC and the Internal Quality Assurance Circular of 2015. As prescribed by the UGC Circular of 2015, the University has established the internal quality assurance system by establishing the Internal Quality Assurance Unit (IQAU) at the Centre and Internal Quality Assurance Cells (IQACs) at faculty level. Both bodies appear to be conducting regular meetings in order to uphold the quality of the existing study programmes. Further, the FMSC has obtained services of an external consultant to design and implement quality enhancement activities. Furthermore, with the assistance of the consultant, the Faculty too had been able to introduce reforms into the existing academic programmes and course specifications. The Faculty is fully committed towards the quality enhancement of its study

programmes even though the review team is not satisfied with the progress of some of the activities e.g. the progress of curriculum revision.

It was observed that the Faculty has a very strong organizational structure that is adequate for effective quality management and execution of its core functions. Its management procedures are in compliance with national and institutional goals and objectives. Student participation is ensured at the FB and a detailed student handbook was made available. The academic calendar is communicated and followed and the website is up-to date and the ICT platforms have been put in place and are used by the students.

The review team is of the opinion that the Department has a great potential to update/upgrade its existing study programmes by incorporating the SLQF guidelines into the existing curriculum. Further, the review team recommends that the various standards given under the eight quality criteria of the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions (2015) be adopted by the Department of Entrepreneurship, University of Sri Jayewardenepura on an ongoing basis. There was no adequate evidence that the study programme has incorporated fallback options, credit transfers, lateral entry/exit points, verification of marks/grades, facilities for repeat examinations without lag times for final year students etc. Therefore, a comprehensive revision of the existing B.Sc. curriculum by incorporating all the guidelines of the SLQF (2015) is highly recommended by the review team. Further, the review team suggests that a few workshops on curriculum development be held for the benefit of staff members with the participation of suitable resource persons from the UGC.

The IQAC of the Faculty, headed by a very able and committed Coordinator has adopted a participatory approach in spearheading its activities. Meetings of the IQAC management committee are held regularly and activities of the IQAC and the progress in quality enhancement efforts are monitored by the Faculty Board. The review team was convinced that the Faculty possesses the capacity to internalize quality culture within all spheres of activities and enhance the standards of all academic programmes and research and development efforts.

The positive attitude of the Faculty towards quality enhancement however does not seem to be shared among academic members, unanimously. Within the Faculty there appears to exist some resistance to change, and instances where tradition stands against the modern practices as revealed in the quality standards. For example, the B.Sc (Special) is still named as B.Sc Entrepreneurship (Special) Degree though the SLQF recommendation is to rename the degree without the word Special in case of 120 credits programme and to add the word honours.

The IQAU and IQAC together have taken commendable efforts to internalize best practices and achieve the prescribed standards through provision of guidance and training. However, their activities must be further expanded to include a suitable performance appraisal system for monitoring of implementing the curriculum; both the delivery and the outcomes, so that based on the findings, the Faculty could make progressive changes into its academic programmes and allied activities. It is also necessary to perform curricula revisions, minor revisions on annual basis and major revisions in 4-5 five year intervals, by taking into consideration student

feedback, peer reviews, external review reports, employment surveys, and also with participation of all stakeholders. Furthermore, it is also recommended to design codes of practice as a policy document for areas such as program and course and development, programme approval, programme delivery, monitoring and review, assessment of students, external assessors, student support and guidance services, career guidance services, postgraduate research programs, etc. The review team earnestly believe that through such determined efforts, the Faculty could internalize quality culture in its all spheres of activities and raise the quality and standards of the academic programmes to global standards while retaining their unique features, as they are.

## Section 5 – Judgment on the Eight Criteria of Programme Review

### Criterion 1 – Programme Management

#### Strengths:

1. The organisational structure is adequate for effective management and execution of its core functions such as programme design, development and delivery, student support and research and outreach activities.
2. The action plan is designed and developed aligned with University's corporate plan. The action plan reflects the study programme's vigilance on new trends in the curriculum sphere nationally and globally, and its activities demonstrate the readiness to embrace innovative initiatives for progressive development.
3. Study programme is committed to improve its governance and management that complies with administrative and financial regulations and guidelines in effecting general administration and financial management and are documented as SOPs.
4. Stakeholder consultation is assured through participatory approach promoted through a mix of formal and informal mechanisms.
5. Study programme is designed in compliance with vision, mission, objectives and core values.
6. Physical handbook and soft copy (ie LMS) is available to all students that provides general information on the history and current status of the faculty, brief descriptions of the study programs offered, learning resources, student support services, disciplinary procedures, welfare measures, students' rights and responsibilities, and grievance redress mechanisms.
7. The programme has the policy and practice to adhere to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.
8. Study programme uses Information and Communication Technology (ICT) platform for programme management, teaching and learning, research and community engagement, and the data bases maintain links with University MIS and provide relevant inputs in a regular manner.
9. It maintains an up-to-date website, which provides information about the study programme and links to all publications such as handbook, study programme prospectus, special notices, announcements and innovative practices of the study programme.
10. Proper mechanism is adopted in implementing new curricula.
11. It has put in place mechanisms to optimize the learning environment though provision of student support mechanisms such as academic counselling/mentoring system, access to health care services and recreational and sport facilities and security and safety measure are all of a high standard. Support for differently abled students seems adequate.
12. It has approved laws for examinations, students discipline and appropriate guidelines for student unions that are available to both staff and students and evidence suggest that guidelines are strictly followed.

13. A comprehensive computerized examination management system with decision support information for effective decision making.

**Weaknesses:**

1. Lack of Student feedback on orientation programme and support service.
2. Formal structured performance appraisal system for academic staff is not available.
3. Comprehensive regular guidance and monitoring of study programme by IQAC is inadequate.

**Criterion 2 – Human & Physical Resources**

**Strengths:**

1. Department has appropriate and adequate infrastructure facilities such as lecture rooms, laboratories, libraries and reading rooms, transport facilities, ICT resources and common amenities for teaching and learning while these facilities are well maintained and regularly upgraded.
2. Department requires all newly recruited academic staff to undergo an induction programme which helps them to acquire minimum competencies required to perform satisfactorily in their assigned roles and it has a dedicated and committed staff.
3. Well-resourced Career Guidance Unit (CGU) which provides training opportunities to the students to acquire soft skills and life skills through regular career guidance programme..
4. Well-resourced library ensures that students have access to library facility, which is networked, and holds up to date print and electronic forms of titles, electronic data bases and provides other facilities such as reprography, internet, inter-library loan mechanism and laptop rental facilities etc., along with user friendly service.
5. Department has put in place adequate ICT facilities including access to computer terminals and internet connectivity and technical guidance as and when required for students to acquire ICT skills.
6. Study Programme motivates students and staff to adopt Outcome Based Education and Student Centered Learning (OBE-SCL) approach and provides adequate facilities to practice OBE – SCL approach in education provision.
7. Study programme has well-resourced Business Communication Unit (BCU) that provides students with instructional training and practical guidance in learning and use of English as a second language (ESL) in their academic activities.
8. The Study Programme has put in place specialized training facilities as appropriate and students are provided with access to and training in such specialized training facilities even though it has no external internship training programme in their curriculum.

### **Criterion 3 – Programme Design and Development**

#### **Strengths:**

1. Study programme developed aligning with the mission, goals and strategic plan of University and faculty and addresses contemporary trends and national needs.
2. Adherence to programme approval process which is duly approved by Faculty/Senate/Council. The programme approval criteria include the design principles underpinning the programme, title of the award, volume of learning, course contents, teaching/learning and assessment strategies, physical and human resources and learner support, monitoring, evaluation and review.
3. Study programme has put in place learning strategies for self-directed learning, creative and critical thinking, and lifelong learning.
4. Study Programme is designed using OBE and multi-disciplinary approach to broaden the outlook and enrich the generic skills of the students.
5. Academic standards of the programme appropriate to the level and nature of the award.
6. Pre-orientation programme arranged for the new entrants to enrich their English language skill.
7. The programme information prospectus is available and accessible in print and electronic forms. It includes the entry requirements, programme specification along with course specifications, credit hours, course contents and recommended and supplementary readings.

#### **Weaknesses**

1. External stakeholder participation (mix) is not adequate in the program design and development process.
2. Full compliance with SLQF standards not reflected in the existing curriculum.
3. Study programme has not incorporated required sequential core courses satisfactorily which lead to possible gaps in course modules.
4. Lack of flexibility for the students to take other elective courses in the programme.
5. Lack of tracer studies to assist in improving the programme.
6. Coordinating structures and mechanisms to encourage and facilitate students to engage in multicultural programmes to promote social harmony and ethnic and cultural cohesion seems to be insufficient.

### **Criterion 4 – Course Design and Development**

#### **Strengths:**

1. Course design and development is integrated with appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking and lifelong learning individuals.

2. Department adopts a participatory approach inclusive of academic staff, technical staff, students, alumni and some external stakeholder at key stages of the design and development of courses.
3. Programme is organized into focused ILOs of the courses and is in line with the PLOs.
4. Department developed standardized formats for course design and development of courses for effective instructional design and efficient course development.
5. Courses are scheduled and offered in a manner that allows students to complete them within the intended period of time.
6. Course contents have sufficient breadth and depth. Course outcomes are clearly stated in the course specifications and these are directly communicated to the students.
7. Courses have a clear description of the ILOs, contents, teaching, learning resources, credit weight and assessment strategies etc., which is made accessible to all students.
8. Student centered and teacher centered teaching methods are used to deliver courses.
9. Choice of media and technology are integrated into the course design.
10. Courses are structured in a manner that progressively increases the challenges on students intellectually in terms of knowledge, skill, conceptualization and autonomy of learning.

**Weaknesses:**

1. Compliance with SLQF credit definition is not adequately demonstrated.
2. Peer review reports are not available.
3. Internal monitoring strategies and effective process management is not followed through IQAC activities.
4. Attendance signatures are not available in the minutes of Dept. meeting.
5. Faculty has not adopted a system of credit transfer.
6. Even though courses are designed based on student centered principles with teaching-learning and assessment strategies, the usage of ICT in the course contents seems to be inadequate.
7. There is insufficient evidence to indicate that some of the processes / systems that are now in place, have been in existence over a sustained period in the past.

**Criterion 5 – Teaching and Learning**

**Strengths:**

1. Teaching and learning processes are based on vision, mission, objectives and core values of the faculty and University as well.
2. DoE provides course specification and timetable before the commencement of the programme.
3. It adopts direct delivery mode and student centered learning methods.
4. It has sufficient ICT facilities in teaching learning process.
5. Department has access to and uses well equipped and resourced career guidance unit.

6. Self-directed learning is encouraged through assignments that require students to refer books, journals, internet and other resources and network with other industrialists/entrepreneurs.
7. Workload seems to be distributed to ensure they have adequate time to provide effective instruction, advice, conduct assessments and contribute to programme evaluation and improvement.
8. Teachers encourage and facilitate students to take personal responsibility of their learning fostered by appropriate teaching learning methods.

**Weaknesses:**

1. There is no established process for conducting Peer observation on teaching.
2. There is no mechanism to identify and reward excellence in teaching.
3. Department has no fall back option.
4. Engaging students in research as part of teaching and learning strategy and support students to publish their research seems to be inadequate.

## **Criterion 6 – Learning Environment, Student Support and Progression**

**Strengths:**

1. Close rapport with the students and the learning environment is conducive for student learning.
2. Feedback from Alumni and industry partners has been utilized in enhancing the student learning environment.
3. Usage of library by the students of the study programme is significant.
4. The study programme conducts several career and soft skill development programmes to enhance the employability of graduates.
5. Student support provides a suitable learning environment that enables the students to successfully achieve the ILOs.
6. DoE adopts a student friendly, administrative, academic and technical support system.
7. Students are guided to optimally use the available student support services.
8. Promotes active academic and social interactions between academic staff and students.
9. The study programme enhances learning opportunities for students by collaborating with entrepreneurs who offer business based learning to start an own business.
10. Study programme provides advice and guidance enabling students to start their own businesses.

**Weaknesses:**

1. Fallback option is not available.

## **Criterion 7 – Students Assessments and Awards**

### **Strengths:**

1. Assessment strategy of student learning is considered as an integral part of the programme design with clear relationship between assessment tasks and programme ILOs.
2. Study programme has approved procedures for designing, setting, moderating, marking, grading, monitoring and reviewing the assessment methods and standards of awards.
3. Clear policy in relation to appointment of internal / external examiners.
4. Department appoints entrepreneurs, industry experts as internship mentors and supervisors of student businesses.
5. Timely feedback is given to the students on the continuous assessments.
6. Strict enforcement of examination laws and regulations.
7. Clearly designed course regulations, procedures and assessment criteria are conveyed to the students at the beginning of the study programme.
8. A complete transcript indicating the courses followed, grades obtained and the aggregate GPA and class is made available to all students at graduation.

### **Weaknesses:**

1. Faculty has no avenue for students requesting re-scrutiny and re-sitting examination in the final year.

## **Criterion 8 – Innovative and Healthy Practices**

### **Strengths:**

1. The study programme established ICT – based platform ie., LMS to facilitate multi-mode teaching and student centered learning.
2. High level of industry engagement facilitated by the alumni and the strong links maintained by the department with the industry.
3. Has strong active links with national and international organizations. i.e., Monash University, Lovely Professional University and Griffith University.
4. Inclusion of several innovative CSR projects, industry-based ventures facilitate easier transition and entry of students to the employment market.

5. Has established COSME/SMEDSU to generate funds through research, consultancies, conducting academic programmes and training according to the requests of industries.
6. Active student wing of DoE (CEFEN) generates funds for foreign training.
7. Government funds and other institutional funds are accessed through competitive proposal writing.

**Weaknesses:**

1. Absence of credit transfer policy and fall back options.

## Section 6 Criteria Performance

**Table 6.1 Criteria Performance**

No	Criteria	Weighted minimum score*	Actual criteria wise score	Total stds x 3	Total Criteria score	Actual Score
01	Programme Management	75	144	81	78	144
02	Human and Physical Resources	50	100	36	36	100
03	Programme Design and Development	75	127	72	61	127
04	Course / Module Design and Development	75	92	57	35	92
05	Teaching and Learning	75	132	57	50	132
06	Learning Environment, Student Support and Progression	50	90	72	65	90
07	Student Assessment and Awards	75	118	51	40	118
08	Innovative and Healthy Practices	25	48	42	40	48
	<b>Total on a thousand scale</b>		851			851
	<b>%</b>		85			85
<b>Grade: A – Very Good.</b>						

	<b>Study Programme Score expressed as a %</b>	Actual Criteria wise score	Grade	Performance Descriptor	Interpretation of Descriptor
	<b>85</b>	Equal to or more the minimum weighted score for each of all eight Criteria	A	Very Good	High level of accomplishment of quality expected of a programme of study; should move towards excellence

## **7 Commendations and Recommendations**

### **7.1. Programme Management**

#### **Commendations**

- Availability of comprehensive Student Handbook and the faculty Prospectus which include information on study programmes, courses, rules and regulations and facilities available for the students.
- Department website is up-to-date and timely information and notifications are provided by this.
- Provision of a student pre-orientation programme that helps new students to manage their “new life” in the university.
- FMSC has signed MoUs with foreign universities and local organizations to enhance academic and research collaboration.
- Availability of very good health care, recreational and sports facilities
- Active student involvement in extracurricular activities
- Secure and reliable examination system is maintained by the FMSC.
- University level, Faculty level and Department level Student Associations are facilitated in different units. Further, Wheelchair facilities, elevator access to lecture halls and additional time allocation at examinations for differently abled students are available.

#### **Recommendations**

- Develop and adopt relevant by-laws for internal quality assurance system that will ensure mandatory enforcement of quality principles, practices and monitoring and evaluation procedures covering academic and allied activities.
- Foster and promote internalizing best practices prescribed by the PR Manual across all spheres of administrative and academic activities of the Faculty.
- Rigorous promotion of implementation of approved policies and procedures relating to curriculum design, development and review, and management of degree programs.
- Ensure outcomes of student feedback and peer reviews are analyzed, and action are taken, where necessary.
- Conduct tracer surveys, student satisfaction surveys, employer feedback, employability surveys, etc. as part of curriculum revision process.

## **7.2 Human and Physical Resources**

### **Commendations**

- It has excellent infrastructure facilities. eg.- Main Library of the University which is rated as one of the best available among state universities. Laptop rental facilities are available.
- Ensure the Training and Development of the staff such as SDP workshops, CTHE, LMS workshops, Local and international trainings and workshops and Research work.
- ICT platform is a complete and up-to-date information system with a dedicated ITRC available for the FMSC in addition to the main centre of the University, Library facilities with fully fledged library system connected with several online libraries, Legal unit, Career Guidance Unit, Medical Centre with ambulance service, University Cultural Centre, Physical Education Centre is equipped with playgrounds, gymnasium and a swimming pool and security service etc., are available in the faculty and department as well.
- Establishing in-house unit to enhance communication skills
- Measures taken by the FMSC and BCU to impart general English language skills.
- Supportive and entrepreneurial Dean and Vice Chancellor
- Committed, passionate and dedicated faculty team and their willingness to be entrepreneurial
- Student Activities such as Subject based activities (academic tours, mini business events, industrial trainings, workshops) and Co-curricular activities (Student participation in different clubs, CGU and CEFEN activities)

### **Recommendations**

- Ensure to promote multicultural activities and foster ethnic harmony and social cohesion among students.

## **7.3. Programme Design and Development**

### **Commendations**

- Study Programme had been developed adopting a participative approach along with expert insights and reviewed, refined and approved in evaluation points such as department, curriculum review and development committee, faculty board and Senate. It is well supported by a sound literature survey and includes a relational diagram as well.

## **Recommendations**

- Adopt SLQF guidelines in defining name of the degree number of credits to the research project.
- Ensure wider stakeholder participation, including external stakeholders when designing and revising programme and course curricula.
- Ensure the graduate profile is better aligned with course offerings
- Implement Peer Review for academia and exit survey for students.
- Consider corporate full time internship to the students at least a 3 month period.
- Avoid gaps in course modules and provide flexibility to the choice of courses.
- Work with CGU to have career guidance seminar at the end of the 1st year to enhance the visibility of the programme which will lead to increase the student enrollment to the study programme.
- Strengthen and encourage the IQAC to play its due role in monitoring and review of implementation and management of study programme curriculum.

## **7.4. Course/Module Design and Development**

### **Commendations**

- Constructive alignment of course content, learning activities and assessment with the course ILOs
- Courses are designed to reflect latest developments and practices in the field of study.
- Integration of appropriate learning and assessment strategies into course curricula.
- Department develops a standardized formats for course design and development.
- Courses have ample scope for encouraging and developing creative and critical thinking, independent and lifelong learning, communication, interpersonal and team working skills.
- Students are able to complete the program within the intended period of time.

### **Recommendations**

- Consider seeking services of external experts including from academia when designing course curricula.

- Commence a monitoring, evaluation and review system to improve quality and relevance of courses.
- Consider Internship as a core course to avoid lack of exposure to a professional corporate environment.
- Providing “fall back” option is encouraged.

## **7.5. Teaching and Learning**

### **Commendations**

- Constructive alignment of teaching and learning and assessment strategies with learning outcomes.
- Efforts taken to foster supplementary skill in students - independent learning, creativity, analytical and writing skills, etc.
- Teaching engages students as partners in learning in ways that develop curiosity driven investigative approaches and student’s personal and professional development.
- Self-directed learning is encouraged through assignments and learning process such as OBT, Saubhagya, Business Fair, Innovators Day, Prosper, Nawa Arunalu, Singha Rathriya, Annual Foreign Visits, Business Plan Field Visits and Business Model Competition etc.,

### **Recommendations**

- Analyze and use the information arising from student feedback surveys and peer observation reports to improve the quality of teaching and learning.
- Consider use of performance evaluation system for teachers to promote the adoption of student-centered teaching and learning practices.
- Ensure the workload of academics are equally distributed annually to ensure them to have adequate time to provide effective instruction, advice, conduct assessments, and contribute to programme evaluation and improvement.

## **7.6. Learning Environment, Student Support and Progression**

### **Commendations**

- Availability of conducive environment for academic pursuits.

- Availability of Information Resource center and library and commendable services provided by SDC, CGU, library, etc.
- Well organized co- curricular and extracurricular activities.
- Good relationships between students and academic staff
- Availability of recreational and sports facilities.
- Availability of mechanism to address student complaints and grievances.
- Department conducts training programmes to provide ongoing training or uses (students and relevant staff) of common learning resources and specialized learning resources.

### **Recommendations**

- Introduce fallback and exit points for students who could not complete the study programme successfully.

## **7.7. Student Assessment and Award**

### **Commendations**

- Availability of well-defined and clearly laid down examination by-laws, rules and regulations.
- Well defined assessment strategy
- Clear policies and guidelines with TORs to appoint internal and external examiners.
- Assessment procedures are informed to students at the beginning of the semester.

### **Recommendations**

- Collaborate with other universities to work out a credit transfer system to facilitate the lateral mobility of students from one university to another.
- Implementing performance appraisal and reward systems to encourage academics for achieving excellence in teaching and research.

## **7.8 Innovative and Healthy Practices**

### **Commendations**

- Well organized social and cultural activities with support of academic staff and students.

- Student participation at regional and national level competitions.
- Resources (teaching and learning environments, teaching materials, teaching aids and equipment, premises, financial resources) support the achievement of objectives in the study programme.

## 8 Summary

The Faculty of Management Studies and Commerce (FMSC) of University of Sri Jayewardenepura (USJ), is prominent as one of the premier management educational institutions in Sri Lanka, and consists of twelve academic departments offering twelve special degrees in the management stream. The report focuses on the process of generating wealth and social wellbeing through programme review of B.Sc. Entrepreneurship (Special) Degree Programme which is the youngest program of FMSC offered by Department of Entrepreneurship (DoE). The programme review of the University of Sri Jayewardenepura B.Sc. Entrepreneurship (Special) Degree FMSC was successfully completed by the review team during five months including a site visit conducted from 2<sup>nd</sup> to 6<sup>th</sup> December 2018. The review team met the top management of the University and Faculty including staff of the IQAU and IQAC, academic staff members, administrative staff members and students during the review process. Furthermore, the review team evaluated documentary evidences submitted, made observations on class room teaching, and visited departments, learning resource centers and common amenities. At the end of 3<sup>rd</sup> day, the review team had a debriefing with the programme management team and academic staff, and discussed the findings in terms of strengths and weaknesses and possible ways of improving the programme further.

As indicated in Section 2, the SER was written in line with the guidelines specified in the PR manual. The steps followed in the review process are explicated in the Section 3 of the report. The DoE was well-prepared for the site visit of the review team. The team was warmly welcomed by staff of the department. All arrangements made by the department to facilitate the review process were more than satisfactory. The Dean, Director, IQAU, Coordinators, IQAC, Head of the department and academic and non-academic staff members involved in the study programme extended their fullest cooperation for the review during the site visit. The department is the youngest department and it has young staff members working with enthusiasm and dedication and their keenness was quite evident.

As explained in Section 4, some significant steps have been taken to assure quality of the programmes, i.e., sound infrastructure facilities, trained academic and non-academic staff members, field visits and practical training for students, well equipped computer Laboratories, library facilities and internet/ Wi-Fi facilities etc. While commending the idea of having DoE in a context where there was no nationally accepted quality assurance framework in few aspects, adhering to SLQF is encouraged as it is practiced by all the national universities.

According to the Section 5, which presents the judgment on the eight criteria of the programme review, the degree programme under review has attained the quality expected of a programme of study and requires improvement in few aspects. The strengths, weaknesses under each criterion are listed under Section 5. Among them, the most important commendations and recommendations are presented in Section 7 and not itemized here to avoid repetition.

Section 6, indicates that based on the judgment on the eight criteria, the overall performance of the B.Sc Entrepreneurship (Specials) Degree Programme of the Faculty of Management Studies

and Commerce of the University of Sri Jayewardenepura attained an overall score of 85.1% and therefore, is recommended to award the grade of “A” and performance descriptor is “Very Good”. The review team is of the view that the DoE will take this as an opportunity to identify deficiencies and take necessary steps to further improve the quality of the degree programme in the areas highlighted. Key commendations and recommendations are presented in Section 7 and not stated here to avoid repetition.

The review team desires to acknowledge the cooperation and support extended by the Dean, Head of the Department, Academic Staff members, Director IQAU, Coordinators IQAC, and all non-academic staff members and students of the department during the site visit.

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