Programme Review Report

Programme Reviews - 2018

BBA (Honors) Degree Programme

Faculty of Management

University of Peradeniya

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Section 1 - Brief Introduction to the Study Programme

1.1. Overview of the Faculty of Management

The Faculty of Management (FoM) is the ninth and the youngest faculty of the University of Peradeniya. Its establishment in October 2014 was a positive attempt to strengthen the management education at the University of Peradeniya which had existed as a sub discipline in the Faculty of Arts. History of commerce education at the University of Peradeniya goes back to six decades when the University initiated a BCom study programme for students who enter the Faculty of Arts after the completion of GCE(A/L) in Arts stream. In 2008/09, the Faculty of Arts commenced a Bachelor of Business Administration (Honours) study programme {BBA (Honours)} for GCE (A/L) Commerce stream students. In January, 2015, the FoM expanded the scope of the BBA (Honours) study programme by introducing 5 specialization streams.

The FoM consists of five academic departments – Business Finance, Human Resource Management, Management Studies, Marketing Management and Operations Management, and its organogram is depicted in Annex 1. As shown its organogram the administrative function is overseen by the Dean and Heads of Departments with administrative assistance from non-academic administrative units. Furthermore, its academic and allied activities are facilitated through numerous statutory and subcommittees appointed by the Faculty Board.

Annual student intake ranges from 137 to 171 over the past 5 years, with the largest intake in 2016/17. Details of the student intake and distribution among 5 specialization programmes are given in Annex 2. Academic staff of the FoM consists of 38 permanent members; 1 professor, 12 senior lecturers, 4 lecturers and 21 probationary lecturers. Details of the academic staff along with their qualification profiles are given in Annex 3 and 4.

1.2. Structure of the BBA (Honours) Degree Programme

The students who enroll in the BBA (Honours) study programme are required to follow a common programme in their first two years. In the third year, students are assigned to specialization pogrammes based on their preference and the academic performance in the first two years. Five specializations programmes currently offered by the Faculty are; Accounting and

Finance, Human Resource Management, Marketing Management, Operations Management and Organizational Management. The number of students currently following 5 specialization programmes are given in Annex 2.

A specific number of compulsory courses pertaining to each field of specialization are offered to the students after their entry into specialization programmes. Five academic departments are collectively responsible for the conduct the common programme in the first two years, and then each department takes the responsibility in conducting the respective programme of specialization during the next two years.

Faculty offers a variety of student support services and common amenities. These include ICT-based learning facilities (i.e. computer workstations, Moodle online Learning Management System, technical services, etc.), mini libraries in each department for which students could have access with the recommendation of their course instructors, and English Language Teaching Unit (ELTU). Learning resources are uploaded into the Moodle, thereby facilitating student learning. In addition, students have easy access to the common facilities available in the University including the gymnasium, main Library, health center, etc. A list of office equipment and other facilities available at the Faculty are given in Annex 5.

Section 2 - Review Team's Observations on the Self - Evaluation Report

The FoM has closely followed the guidelines given by the UGC prescribed "Manual of Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Educational Institutions" (PR Manual) in preparing the Self-evaluation Report (SER) for the study programme review process. Responsibility of coordinating the study programme review process of the FoM was entrusted with the Faculty Quality Assurance Cell (FQAC).

The FQAC comprises of six members including the cordinator who held the responsibility of handling the overall coordination of the preparation of the SER. Eight sub-committees, each comprising four members assigned with respective criterion together with four additional committees delegated with other responsibilities including editorial work, were entrusted with the task of compiling the SER. Details of subcommittees and assigned responsibilities are given in Annex 6. FQAC organized a SER writing awareness workshop on 29th November 2017 to facilitate the SER writing process. Regular meetings were held by sub-committees and SER writing teams who were responsible in collecting, filing and coding of evidence and writing assigned sections. Sub-committees and SER writing teams were assisted by the Senior Assistant Registrar of the Faculty and the staff of the Dean's office under the supervision of the Chairperson of FQAC, and overall supervision of the Dean of the Faculty. Both the Dean of the Faculty and the coordinator of FQAC regularly participated at the committee meetings of the SER writing teams.

After the completion of the tasks assigned to each committee, meetings were organized for verifying the claims made and evidence gathered by each committee under each criterion, and thereafter, for facilitation of compilation of the first draft of the SER. Draft SER was revised and edited by the SER writing team before it was reviewed by the Dean of the Faculty. The final draft of the SER was approved by the FQAC and was subsequently edited by a three-member editorial board appointed by the Faculty Board. The final version of SER was completed after incorporating the feedback obtained during several meetings held for the purpose of finalizing the SER where information under each criterion was extensively discussed prior to making final statements. Coding and filing of evidence for the claims made were also carried out parallel to this process. Final version of SER was approved at the Special Faculty Board Meeting (36th) held on May 28th, 2018.

Even though serious attention was paid to and necessary procedures have been followed in preparing the SER, review team was concerned about its level of compliance with the guidelines given in PR Manual. Listing of evidences has not been done in accordance with the standard numbering system prescribed by the PR Manual. This has made the review process rather cumbersome for the reviewers.

Section 3 - A Brief Description of the Review Process

Programme review of the FoM was conducted by the three-member review team appointed by the University Grants Commission (UGC). Review team was given a period of four weeks for the task of completing a desk review of the SER submitted by the FoM to the Quality Assurance and Accreditation Council of the UGC (QAAC/UGC). Individual marks assigned to each standard of eight criteria during individual desk evaluations were discussed among the team members at the pre-site visit meeting held on 31st July 2018 at the QAAC/UGC. Review team had the opportunity at the pre-site visit meeting to justify, adjust marks, if required, and agree upon the final marks allocated for respective standards and criteria.

As per the instructions given by the QAAC/UGC, four-day site visit was commenced on the 17th of September 2018, and concluded on the 20th of September. Review visit was conducted according to a pre-planned schedule prepared by the host faculty and agreed upon by both parties prior to the visit (Annex 7). The Dean of the Faculty and coordinator of FQAC extended immense support in organizing and carrying out the review visit.

Day 1 of the visit began with a meeting scheduled at 8.00 am with the Director of the Internal Quality Assurance Unit (IQAU) of the University, and this was followed by a meeting with the Vice Chancellor, Deputy Vice Chancellor, Dean of the Faculty, Director of IQAU, Coordinator of FQAC, Registrar, Bursar and other relevant officials of the University. Rest of the morning was spent for a number of separate meetings; meeting with the Dean of the FoM, Heads of Departments, and all academic staff members of the Faculty. Afternoon of the day was allocated for scrutinizing the documents produced by the Faculty as evidences for the claims made in the SER.

Morning of Day 2 of the visit was spent on observing teaching and learning sessions and infra-structure facilities. Afternoon hours of Day 2 were devoted for meetings with administrative staff of the Faculty, and the technical officers along with the academic support staff of respective specializations programmes. During Day 3, scrutiny of documents was continued, and besides that several meetings were held with the members of the student union and the general studentship of the Faculty. Review team completed the scrutiny of documentary evidences in the morning of Day 4, and this was followed by an internal discussion of the review team. Finally,

the wrap up meeting was held in the afternoon of Day 4 with the participation of all academic and administrative staff of the Faculty and Internal Quality Assurance Team of the University.

Section 4 - Overview of the Faculty's Approach to Quality and Standards

The UoP has a well-established IQAU under the leadership of a senior academic dedicated to guiding and coordination of university-wide quality related activities. With the guidance provided by the IQAU, the FoM operates its FQAC led by a highly energetic young academic with high-level support extended by the Dean and the staff of the Faculty.

The FoM is conducting all its quality enhancement procedures in accordance with the PR Manual, and the UGC Circular of 04/2015 on establishment of internal quality assurance system. As explicated in the organogram provided in the SER (Annex 1), the Faculty operates several statutory and ad-hoc committees to ensure the smooth functioning of the Faculty and its academic programme and allied activities. FQAC seems to liaise closely with these committees as evinced in the process undertaken during the preparation of SER.

During the site visit, the review team observed the documentary and physical evidences relating to functioning of IQAU and FQAC - action plans of IQAU and FQAC, minutes of FQAC meetings, reports of FQAC submitted to the Faculty Board, and UGC circulars on quality assurance and related activities, evidence of internal monitoring strategies, and the relevant Faculty Board meeting minutes where quality assurance activities of the Faculty had been reported and discussed..

Academic staff of the Faculty seems to use appropriate tools to obtain student feedback on teaching and peer evaluation of teachers on regular basis. However, it was observed that both these mechanisms need to be fully adopted and operationalized throughout the programmes, including introduction of a proper mechanism for conduct, analysis and follow-up.

Academic staff of the Faculty is relatively young, and this indeed has a bearing on the maintenance of quality and standards of its academic programme and allied activities. It was observed that having a younger inexperienced staff in certain ways hamper the positive outcomes of the quality enhancement efforts and the depth of the subject matter taught. However, such drawbacks are managed to a considerable extent by the senior staff including the Dean of the Faculty, thus preventing any significant disadvantage to the study programme. Moreover, the

dedication of the younger staff, and the support extended by them to the Coordinator of the FQAC is commendable and this too seem to negate the some of the drawbacks.

Section 5 - Judgement on the Eight Criteria of Programme Review

Criterion 1 - Programme Management

Organizational structure of the Faculty and the governance and administrative procedures in place are in compliance with the accepted management standards. Faculty has prepared its strategic action plan in accordance with the University's Strategic Plan. Management of the Faculty is done in accordance with the university establishment procedures, and the Faculty appears to pursue the faculty action plan diligently, thus maintaining the quality and standards expected by an undergraduate study programme in the tertiary education system.

Faculty has adopted the participatory approach in decision making process to so as to ensure that all academics, senior administrators and other categories of staff remain aware of the vision, missions, goals and planned activities of the Faculty and also in implementation of such planned activities. Quality assurance has been made an essential component of the Faculty and included in the agenda of the Faculty Board meetings. Contributions made by the FQAC in this regard is commendable. Nevertheless, it would have been highly beneficial to the study programme, if the stakeholder involvement has further been strengthened, particularly in the design and delivery of the study programme.

Student Handbook of the Faculty is updated annually and it provides all the necessary information of the Faculty, and the details of its study programme and requirements for entry into the specialization pathways. Faculty also maintains an up to date Faculty Website.

Faculty has established several national and international collaborative partnerships, and efforts are being taken to strengthen them further. Review team is of the view that this is an area that needs further strengthening so as to attain higher standards. It is well recognized that enhanced partnerships and national and international collaborations could significantly improve the opportunities available for the staff and students in their academic and research pursuits.

Faculty provides counseling and mentoring services to students. However, improved academic mentoring and student counselling could further facilitate the students in their transition from

school to university environment, particularly in their adaptation to the new learning environment and methods, and English medium of instruction. This is particularly important as the Faculty receives students from different socio-economic and educational backgrounds. Therefore, those who are in need of additional support at their entry into a new learning environment and medium of instruction have to be supported through additional guidance extended by way of efficient mentoring and counselling mechanisms.

In addition, the measures taken to address sexual and gender-based violence, especially that may be occuring in 'ragging' related incidents, and security and safety of the students, and to facilitate students' participation in cultural, leisure and sports activities are considered as areas which need further strengthening.

Criterion 2 – Human and Physical Resources

Faculty of Management, being a young faculty is currently faced with shortcomings in its human resource profile. Most of its members are in lecturer probationary category, and only very few senior members have doctoral level qualifications. Nevertheless, amidst these shortcomings, the Faculty has been able to ensure the effective and efficient delivery of its study programmes. However, it is imperative that the significantly young and less qualified staff of the Faculty needs to be provided with adequate opportunities so as to allow them to engage in higher studies and obtain higher educational qualifications, especially obtaining foreign exposure as early as possible. Given such training opportunities, the enthusiastic younger staff of the Faculty will be a valuable asset to the Faculty and study programmes. Further, training opportunities for staff at all levels would facilitate the adoption and wider use of new educational technologies in the design and delivery of study programmes.

Faculty has facilitated the adoption of outcome-based and student-centered learning (OBE-SCL) approach to a considerable extent by providing necessary infrastructure facilities such as computer units, mini libraries maintained in the departments that stores essential text books and other learning resources, main library with considerable number of books and journals specific to the study programme requirements, etc. Nonetheless, the Faculty at present is faced with limitations in infrastructure that prevent offering of a wider choice of course units that would

have widen the access to better professional and carrier pathways. However, this is expected to be resolved with the completion of the building of newly planned Faculty complex. Further, the availability of facilities for extra-curricular activities such as the gymnasium, play grounds, swimming pool, etc., located in the vicinity of the Faculty could be considered as additional resources that would enrich the student life. It is also noteworthy to mention here that the Faculty has taken considerable efforts and measures to improve the English language proficiency of students, especially through the programmes offered by the ELTU.

Faculty has a multi-ethnic and multi-religious student population which would be a highly beneficial resource base for the promotion of ethnic cohesion, and religious tolerance and social harmony. Unfortunately, this opportunity has not been exploited yet by the Faculty. New innovative programmes that take the prevailing diversity into consideration would certainly be beneficial for improving these aspects as well as the professional and social skills of students.

Criterion 3 - Programme Design and Development

Faculty adopts a participatory approach inclusive of academic staff, technical staff and students and offers an up-to-date study programme compliant with the contemporary academic environment. However, review team observed that the curriculum could have been immensely benefitted if the study programme had taken an effort to incorporate external stakeholder feedback at the key stages of curriculum development process.

Study programme complies with the SLQF guidelines and SBS reference points in Management with respect to key aspects such as the volume of learning, level descriptors and qualification descriptors, and degree awarding criteria. Programme ILOs are realistic, deliverable and feasible to achieve. L1 forms are prepared by the lecturer-in-charge of respective courses which are circulated on the first day of the commencement of respective courses. Students' feedback for each course are obtained at the end of the semester.

Curriculum of the study programme is enriched by incorporating internship, student research project and few elective course units. Where relevant, curriculum also recognizes diversity among students and addresses the issues of gender, cultural and social diversity. Curriculum of the degree has been structured in a logical manner, progressively increasing the intellectual

challenges for students in terms of knowledge, skills, and autonomy of learning as they progress from one level to the other. Further, it encourages creative and critical thinking, independent and lifelong learning, collaborative learning, and self-learning. Moreover, the programme information is made available to students both in print and electronic forms.

Criterion 4 - Course/ Module Design and Development

Courses are designed in compliance with SLQF guidelines and also to meet the programme objectives. University approved standard formats/templates and guidelines for course design and development have been adopted by the study programme. Each course is designed in a manner where contents are systematically aligned with course outcomes. Student-centered teaching strategies are taken into account during the course design and development process. Courses have clearly laid down course specifications which specify the credit value, ILOs, course synopsis and assessments methods.

Faculty follows standardized formats for the course design and has introduced guidelines for practical training, dissertation and field visits. Courses are offered in the manner that the students are able to complete the courses within a specified time period. Course design incorporates appropriate media and technology. Staff is involved in instructional design and development. Course approval decisions have taken design principles into full consideration.

Criterion 5 – Teaching and Learning

Faculty adopts a technology-driven mechanism to design, develop, deliver and assess each course unit. Diverse teaching and learning techniques and tools have been used to develop different learning attributes. Further, it provides appropriate and adequate infrastructure facilities such as well quipped lecture halls, mini libraries for student and staff at the department level, and a fully equipped computer lab. Further, efforts have been taken to enhance learning opportunities for students by collaborating with industry partners. Students are encouraged to complete different tasks including group works and industry visits in timely manner. Moreover, the Faculty ensures the allocation of specific weights to different components of assessments and

obtains student feedback at the end of each semester and made the outcome of the feedback assessment is available to the staff.

Criterion 6: Learning Environment, Student Support and Progression

The BBA study programme at the FoM is a 2+2 programme and conducted in English medium with contribution from all 5 departments of the Faculty. Faculty is getting ready to change the study programme structure to a 1+3 programme.

Details of the programme structure and curriculum, and specialization options including eligibility criteria and selection process are properly informed to the students during the orientation programme. Student Handbook provides all the details of the specialization paths, course selection and the examination process and the procedures. It was noted through the student discussions that they prefer to have more options and flexibility in selecting their courses in their degree programme.

Faculty is housed in two buildings. Administrative building houses the office of the Dean, administrative unit offices of the permanent academics staff, FQAC office and the auditorium. Other building holds the offices for five departments, lecture halls, 8 tutorial rooms, ICT laboratory and student union room. Largest lecture hall has the seating capacity for 200 students and smaller lecture hall has a capacity for 100 students. A lecture hall with similar capacity has been converted to ICT laboratory. Two lecture halls and the ICT laboratory have multiple entrances but only one is used as the entrance. Other entrance(s) were blocked which is not a healthy practice, especially in terms of preparedness to face crisis situations. Each of the eight tutorial rooms can accommodate 20 to 50 students at a time. Current seating arrangement facing the single entrance disturbs the teaching activities. It is suggested to have emergency exists for all the lecture halls and tutorial rooms. It is worthy to note that a ramp is being constructed to allow wheel chair access to the lecture halls in the upper floor. Faculty shows a progress in improving and expanding infrastructure facilities to create a better a learning environment.

Faculty has prepared L1 forms for each course and it is delivered to students at the commencement of respective courses. Current L1 form lists the intended learning outcomes, course synopsis, assessment process and procedures. Inclusion of few references is suggested to make to L1 be a comprehensive outline of the course. Students seem to be familiar with the L1 forms and contents.

University and Faculty have made several attempts to strengthen the student support systems. Student Charter has been conveyed to the student community. Rapport between the students and staff appears to be good, and it can further be strengthened by establishing a student 'grievance committee' to handle student complaints and appeals. Students are familiar with their specialization options and prospective carrier paths, and the internship programme enables the students to expose themselves to real 'world of work', become aware of diverse career opportunities and sometimes to secure their future workplaces.

Currently the students have the option of selecting the student research project or the internship in their final year. It is noted that many opt for the internship over the research project. As a young faculty looking for a brighter future, focusing on promoting student research in the final year is highly desirable. Staff involvement with student research projects would undoubtedly foster research culture within the Faculty and research pursuits of the young staff.

Current practice of distribution of the student evaluation from by the lecturer-in-charge of the course is not a good practice. Faculty needs to establish a proper mechanism to administer the student evaluation forms and conduct systematic assessment of feedback received to make the evaluation process to be a meaningful operation. There were no evidences to prove the use of the student feedback and peer assessments in improving teaching and learning and assessment practices.

Criterion 7: Student Assessment and Awards

Every student enrolling in the programme is given the opportunity to follow a four-year special degree programme. Students with better academic performances in the first two years has the priority of selecting special degree programme of their choice. Number of the students enrolled

into the specializations streams is based on a quota system. Allowing all the students to read for a special degree can be considered as a positive approach adopted by the Faculty. It is suggested to set a minimum edibility criterion for enrolling into specialization programme which may, perhaps lead to a stronger competition and thus enhancing the student performances. Furthermore, it is recommended to introduce a fall back system which would allow the underperforming students to exit with a diploma or certificate, as prescribed in SLQF guidelines. Currently students are automatically elevated to the next level irrespective of their performances. It is suggested to establish minimum criteria for the elevation to the next level. Furthermore, it is suggested to have a credit transfer option which would allow the students get an exposure to other degree awarding institutions locally and abroad, if they wish to do so.

Faculty has adopted a practice of appointing all the examiners for the entire exam without identifying the responsible individuals for setting questions of respective papers, moderation or second marking. It was noted that some papers have two setters, and one serves as the first examiner while other serves as the second examiner. This is not a healthy practice at all. Both the setters are examiners and the service of a subject expert is needed for moderation and second marking.

Review team appreciates the initiative taken to appoint examiners, moderators and second examiners for individual papers from this year onwards for final year students. However, only the examination paper moderation was evident and there were no records to indicate the moderation of marking schemes. Review team highly recommends extending the moderation and second marking practice for all examinations, using subject experts within or outside the university. Review team is of the opinion that such a practice would enhance fairness and transparency of the examination process and would undoubtedly improve the quality of the BBA study programme.

Continuous assessment marks were available for the students after the examination but the releasing the final grade after the end-semester examinations has usually been delayed. Faculty needs to expedite the marking of the answer scripts. It is advisable to establish a re-scrutiny mechanism to clear the doubts among the students. Faculty adopts university guidelines on

disciplinary procedures to deal with incidences of breaching of codes of conduct and examination offences.

Review team noted significant flaws in the results sheets which need to be addressed immediately. For example, the English courses offered as the enhancement courses are considered as non-credit courses and accordingly not considered in computing the GPA. But the academic transcript had indicated a credit value based on the number of lecture hours allocated and it is somewhat misleading and contradictory. Therefore, it is suggested to separate these non-credit courses in the transcript from the credit courses, and also use a different rubric system or marking system to assess the non-credit courses.

Review team also noted that repeat attempts were not indicated in the transcript and the best mark of all the attempts was indicated in the transcript. It is suggested to indicate the number of the repeat attempts in the transcript. It was noted that when the repeat mark is better than a "C" grade, transcript has a 'C' grade which is in accordance with the university examination criteria. It was noted that the SAR of the Faculty issues mark sheets with grades only. Further, SAR issues detailed mark sheets confidentially which carry both the grades and the marks. These confidential mark sheets had the actual mark for the repeat papers with the adjusted grade of "C" which is confusing. It was also noted that the confidential mark sheets were sent to other institutions through a third part party which gives the opportunity for the students to have access to his/her own marks. To avoid such misuses, it is suggested to release the confidential marks directly to relevant organizations.

Criterion 8: Innovative and Healthy Practices

Faculty of Management conducts its BBA study programme in compliance with the SLQF guidelines and has made a significant progress in maintaining the quality and standards of the study programme. Faculty ensures smooth functioning of its BBA programme by abiding the university by-laws.

Preparation of L1 forms for all the courses and commitment to achieve the ILOs through interactive teaching practices are appreciated. Young academics appear to have maintained a continuous dialogue with the students throughout the teaching and learning process.

Internship programme coupled with student oral presentations at the annual symposium enables the students to interact with the ‘world of work’ and enrich their soft skills. Faculty can expand its horizons by expanding their teaching activities at the postgraduate level and by introducing capacity building programmes targeted to the workforce in the region.

Section 6 - Grading of Overall Performance of the Programme

The assessment made by the review team, based on the criteria and standards prescribed by the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, on the level of accomplishment of quality of the BBA (Honours) study programme is given in the table below.

Table 6.1: Grading of Overall Performance of the Study Programme.

Criterion Number	Assessment Criteria	Weighted Minimum Score	Actual Criteria-wise Score
1.	Programme Management	75	130
2.	Human and Physical Resources	50	92
3.	Programme Design and Development	75	121
4.	Course/ Module Design and Development	75	134
5.	Teaching and Learning	75	116
6.	Learning Environment, Student Support and Progression	50	72
7.	Student Assessment and Awards	75	100
8.	Innovative and Healthy Practices	25	32
Total on a Thousand Scale			797
As a Percentage			79.7
Grade			A
Performance Descriptor			Very Good
Interpretation of Performance Descriptor			
"High level of accomplishment of quality expected of a programme of study; should move towards excellence".			

Based on the above evaluation made, the review team recommends that the BBA (Honours) study programme of the Faculty of Management of the University of Peradeniya is awarded the grade of 'A', which is interpreted as *"high level of accomplishment of quality expected of a programme of study; should move towards excellence".*

Section 7 - Commendations and Recommendations

The following section provides an overview of good practices identified by the review team that have contributed to the success of the BBA programme of the Faculty of Management, and they are elaborated briefly under the subtitle of "Commendations". And those aspects that are considered requiring urgent attention for further strengthening the quality and standards of the programme are presented under the subtheme "Recommendations".

Commendations

- Faculty of Management with its five academic departments, despite being very young faculty, has been able to design and deliver a study programme of high quality and standards.
- Study programme is managed in accordance with the by-laws of the University and the action plan of the Faculty, and with the support of numerous statutory and ad-hoc committees appointed by the Faculty Board.
- Dedication of the academic staff could be considered as the main pillar of the success achieved by this young faculty within a considerably shorter duration of three years.
- Faculty, within this short period has been able to accomplish significantly, in both physical and human resources. However, shortages in both these aspects could hinder the positive outcomes of high-level commitment shown by the young Faculty. Nevertheless, the efforts taken to train the younger staff and get them to complete their postgraduate studies as early as possible appear to generate some level of optimism regarding the future of the Faculty.
- Observation of teaching sessions indicated that teaching sessions are conducted in an interactive atmosphere, adopting learner-centered approach which facilitate building a dynamic relationship between the teachers and students. Teachers appear to demonstrate a thorough understanding in the subject matter delivered.
- L1 forms used in all courses that provide the students with a good understanding of what to expect from each course and lecture sessions, including the objectives and leaning outcomes of the course and lessons , and it is indeed could be considered as a good practice adopted by the Faculty.

- Internship programme and annual research and internship symposium organized by the Departments seem to provide the opportunity for students to acquire not only the knowledge and experiences but also an array of soft skills that are necessary for them to enter and succeed in the 'world of work'.
- Satisfactory standards are maintained with regard to the curriculum of the study programme. However, absence of sufficient number of optional courses seems to prevent its full potential.
- Medium of instruction which is English has the potential of contributing to prepare the students to 'world of work'. Nevertheless, the review team felt that some students need additional support especially in the first two years to facilitate their transition to the new learning environment, and to ensure that their grades are not unduly affected because of their language limitations.
- Up to date Faculty Website, adoption of SLQF guidelines SBS, student-centered learning, use of LMS, and participatory decision making could be considered as factors that have catered to the success of the programme.

Recommendations

- Stakeholder involvement in Faculty activities does not seem to be adequate, and therefore needs improvements, especially in the area of interaction with industrial partners.
- Younger academic staff seem to be overburdened to a certain extent with the heavy workload, which is not easy to avoid in a new faculty setting. Nevertheless, it is highly recommended that they are accorded adequate opportunities for their postgraduate studies and career advancement.
- Adequate knowledge and competencies of academic staff is of paramount importance for successful adoption of modern higher educational technologies. Therefore, it is recommended to provide adequate training to academic staff on the application of new educational technologies such as use of SLQF, SBS, application of OBE-SCL tools and techniques in programmee development and delivery, application of ICT-based techniques and tools in programme delivery and assessments, etc.

- Technical and other non-academic staff plays an important role in educational provisions. Therefore, the technical and academic support staff must be provided with adequate competencies in maintenance of ICT facilities and application ICT-based technologies in teaching and learning. Requests made by the non-academic staff in this regard need to be given adequate consideration.
- Fair and transparent assessments are key elements in improving quality and standards of study programmes. Therefore, it is highly recommended to improve the evaluation process, including the adoption of best practices such as moderation of question papers and second marking. Further, the issues pertaining to delays in releasing results and the inconsistencies prevailing in results sheets must also be addressed.
- Absence of sufficient number of optional courses that would cater to improve carrier opportunities of students is considered as a deficiency that needs a closer scrutiny and rectification.
- A well-established system of academic mentoring could immensely benefit the students especially in their transition from the secondary schools to university environment, particularly in their adjustment from learning through vernacular languages to English medium instructions.
- It is advisable to develop a proper mechanism to incorporate student feedback for the improvement of shortcomings highlighted by students. Ad-hoc measures may not necessarily generate the desired outcomes.
- Even though the number of dropouts of the programme is negligible, absence of a fall back options needs to be paid adequate attention. Moreover, a clear credit transfer policy and mechanism would undoubtedly benefit the development of international corporation.
- Building construction that does not ensure adequate safety of the students and staff, absence of emergency escape roots and reasonable measures to ensure the inclusion of the students with disabilities in the system, and absence of a clear gender policy preventing any occurrence of gender-based violence are considered as areas that need unguent attention.
- Well-designed students' grievance addressing mechanism would be an additional benefit to the Faculty. Further, it would help to prevent or minimize any form ragging, violence

and harassment, and would also benefit the students in their progression in academic pursuits.

Section 8 - Summary

The Faculty of Management of the University of Peradeniya is the youngest faculty of the University and its BBA (Honors) study programme is the newest study programme of the University with a history of just four years. Study programme extends over 4 years, adopts 2+2 model and offers 5 specializations streams; common programme for all students during the first 2 years before they are selected into different specializations which they follow in the 3rd and 4th years.

The review team is of the view that despite the short time span, the study programme has demonstrated a remarkable level of achievement. During the last four years, the study programme has been able to maintain a minimal dropout rate and a considerably high level of student satisfaction. Few senior academics with very young staff have been able to deliver a fully pledged four-year degree programme offering an up to date curriculum with a well-designed internship programme. Adoption of OBE-SCL approach to some extent in the programme design and development and delivery, use of a fair level of modern technologies in programme delivery, provision of student support services such as library facilities, online teaching and learning facilities and a custom-made English language teaching programme that especially caters to the needs of the study programmes are the key elements appear to have helped to achieve the high quality and standards of the programme. Besides that, the commendable level of dedication shown by both young and senior staff, commitment of the Dean of the Faculty and the coordinator of the Faculty Quality Assurance Cell guided by a well-organized Internal Quality Assurance Unit of the University too would have contributed to the success of the study programme.

Nevertheless, the review team was of the view that the study programme is not entirely free of paucities. In brief, the main drawbacks are; inadequacy of sufficiently qualified staff, inadequacy of opportunities for the younger staff for pursuing higher qualifications and training, lapses prevailing in question paper setting, moderation and second marking procedures, absence of an appropriate mechanism to use the student feedback and peer review outcomes to improve teaching and learning process, and dearth of international linkages that could provide opportunities for younger staff and the students. Improved student counselling and mentoring services facilitating the transition of students to study in English medium, and provision of

facilities for students with disabilities enabling their independent living could be considered as areas that would cater to the further improvement of the teaching and learning process. Review team earnestly hope that the proposed new faculty building complex with enhanced facilities would positively contribute in redressing at least some of the above-mentioned shortcomings, mainly those that are associated with the inadequacy of space, and would also provide impetus for further improvement of the quality and standards of the study programme.

Appendix

Annex 1 – Organogram of the Faculty

Annex 2 – Student Intake and Number in BBA (Hon.) Study Programme

Annex 3 – Number and Qualifications of Academic Staff-2018

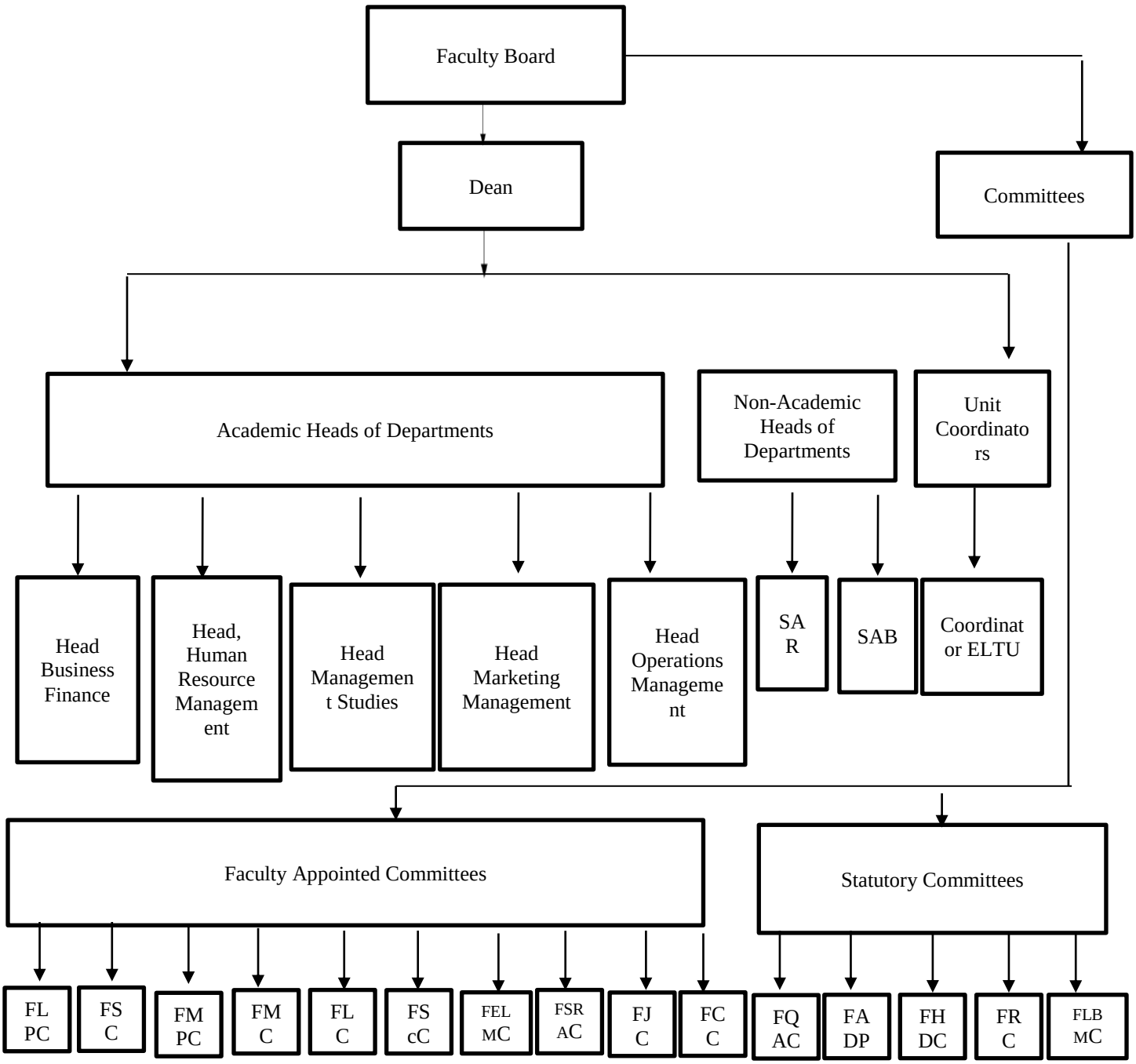
Annex 4 – Profiles of Academic Staff

Annex 5 – Observed Facilities and Equipment

Annex 6 – SER Preparation Committees

Annex 7 – Schedule for the Site Visit of the Evaluation Team

Annex 1 - Organogram of the Faculty Administration



FHDC-Faculty Higher Degrees Committee

FSC- Faculty Safety Committee
FLBMC-Faculty Land and Building Maintenance Committee
FLPC- Faculty Link Programs Committee
FMC-Faculty Magazine Committee

FScC- Faculty Scholarships Committee

FJC-Faculty Journal Committee
FQAC- Faculty Quality Assurance Cell

FADPC-Faculty Academic Development & Planning Committee
FRC-Faculty Research Committee
FLC-Faculty Library Committee
FMPC- Faculty Master Plan Committee
FSRAC-Faculty Student Request & Admission Committee
FELMC- Faculty English Language Management Committee
FCC-Faculty Counseling Committee

Annex 2- Student Intake and Number in BBA (Hon.) Degree Programme

Academic year	Student Intake (No.)	No of Students in each area of Specialization				
		Business Finance	Human Resource Management	Organizational Management	Marketing Management	Operations Management
2012/2013	137	39	26	20	25	27
2013/2014	150	37	25	28	26	34
2014/2015	148	33	38	17	22	37
2015/2016	148	**	**	**	**	**
2016/2017	171	**	**	**	**	**

** *First- and second-year students are not related to the areas of specialization.*

Annex 3 - Number and Qualifications of Academic Staff-2018

Department	**Ph.D.**	**Master's Degree**	**Bachelor's Degree**	**Total**
Business Finance	3	4	4	**11**
Human Resource Management	-	2	4	**6**
Management Studies	-	3	5	**8**
Marketing Management	1	2	1	**4**
Operations Management	2	2	5	**9**
Total	**6**	**13**	**19**	**38**

Annex 4 - Profiles of Academic Staff

Department	**Professor**		**Senior Lecturer I**		**Senior Lecturer II**		**Lecturer (Confirmed)**		**Lecturer (Probationary)**	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Business Finance	-	-	1	-	2	2	-	2	-	4
Human Resource Management	-	-	-	-	2	-	-	-	-	4
Management Studies	-	-	1	1	-	-	-	-	2	4
Marketing Management	-	-	-	-	-	1	1	1	-	1
Operations Management	1	-	-	-	2	-	-	-	2	4

Annex 5 - Facilities and Equipment

Facilities

1. **Dean's Office**
2. **Office of the Dean's Administrative/ Non-Academic Staff**
3. **Department Office Rooms**
4. **Lecture Rooms**
5. **Computer Labs**
6. **Learning Management System (LMS)**
7. **Library**
8. **English Language Teaching Unit**
9. **Physical Education Facilities**

Equipment

PA systems	3
Multimedia Projectors	**20**
Multimedia Speakers	**11**
TV	**02**
Desktop Computers	**67**
Laptop Computers	**09**
Servers	**02**
Hub – Network	**11**
OHP	**02**

Photo Copier/ Duplicator	**05**
Printer	**07**
Scanner	**01**
Fax machine	**02**
Projector Screens	**?**

Equipment Available in Separate Departments

Depts.	CDMA Phone	Laptop Computer	Desktop Computer	Printer	Photocopier	Paper Shredder
HRM	**3**	**1**	**2**	**2**	**1**	**1**
Marketing Management	**1**	**2**	**2**	**2**	**1**	**1**
Management Studies	**1**	**1**	**4**	**2**	**1**	**1**
Business Finance	**1**	**2**	**2**	**2**	**1**	**1**
Operations Managements	**1**	**1**	**3**	**2**	**1**	**1**

Annex 6 - SER Preparation Committees

Task	Committee Members
Criterion 1	Mr. WPR Wickramaratne Ms. WA Edirisooriya Ms. Piyumi Tennakoon Mr. D.DC Kavinda
Criterion 2	Ms. PHRRPK Munasinghe Mr. CGI Gunaratne Ms. MNF Nuskiya Ms. EMEK Ekanayake
Criterion 3	Ms. S. Kodituwakku Ms. SP Ariyaratne Mr. DIJ Samaranayake Ms. HDMM Pusella
Criterion 4	Ms. HLM De Silva Ms. BS Hettiarachchi Ms. AS Shiromy Ms. UHI Madhuroshani
Criterion 5	Ms. WMHU Wijethunga Ms. PLW Priyadarshani Ms. PRWMSC Weerakotuwa Ms. WLNP Liyanage
Criterion 6	Ms. A Kolongahapitiya Ms. S Yamuna Mr. AMASM Bandara

Task	**Committee Members**
	Ms. TAN Gangadari
Criterion 7	Ms. HMNK Mudalige Ms. UWGYE Jayawickrama Mr. V Tharmathasan Ms. SDF Mumthaz
Criterion 8	Mr. Sameera Fernando Ms. PTM Gunathilake Dr. MGPD Menike Ms. IS Jayasinghe
Chapter 1, 2, 4, & Appendices	Mr. W.P.R Wickramaratne Ms. WMHU Wijethunga Ms. PHRRPK Munasinghe Mr. Sameera Fernando Ms. HMNK Mudalige Ms. HLM De Silva
Initial Editing	Dr. M. Alfred
Editing	Dr. EMASB Ekanayake Dr. S. Maheshwaran Mr. N. Agilan
Coding of Evidence Documents	Ms. V Jayakumar Ms. Champika Kumari

Annex 7- Schedule for the Site Visit of the Evaluation Team

Programme Review Visit (17.09.2018 – 20.09.2018)

Faculty of Management

University of Peradeniya

Day	Time	Activity: BBA Degree program
Day 1: 17/09/2018	8.00 - 8.45 am	Meeting with IQAU Director
	8.45 - 9.15 am	Meeting with Vice Chancellor/ Deputy Vice Chancellor
	9.15 -9.45 am	Meeting with Dean of the Faculty
	9.45 - 10.30 am	Meeting with Heads of the Departments
	10.30 - 11.00 am	Tea break
	11.00 - 12.30 pm	Meeting with Academic Staff members
	12.30 – 1.30 pm	Lunch
	1.30 - 3.00 pm	Scrutinizing documentation of evidence
	3.15 – 3.30 pm	Tea break
	1.45 - 2.45 pm	Scrutinizing documentation of evidence
	2.45 - 3.00 pm	Tea break
	3.00 - 4.30 pm	Scrutinizing documentation of evidence
Day 2: 18/09/2018	8.00 – 11.00 am	Observing teaching /learning sessions and physical facilities
	11.00 – 11.15	Tea break
	11.15 – 1.00 pm	Department visit
	1.00 – 2.00	Lunch
	2.00 – 3.00 am	Meeting with administrative staff of the Faculty and relevant programs
	3.00 - 3.15 pm	Tea break
	3.15 - 3.45 pm	Meeting with technical officers
	3.45 - 4.30 pm	Meeting with academic support staff

Day 3: 19/09/2018	8.00 - 10.00 am	Observing teaching/ learning sessions
	10.00 – 10.15	Tea break
	10.15 – 12.30	Observing documentation of evidence
	12.30 – 1.30 pm	Lunch
	1.30 - 2.30 am	Meeting with the members of faculty students union
	2.30 - 3.30 pm	Meeting with faculty students
	3.30 - 3.45 pm	Tea break
	3.45 – 4.30 pm	Observing documentation of evidence
Day 4: 20/09/2018	8.00 – 10.00 am	Observing documentation of evidence
	10.00 – 10.15	Tea break
	10.15 – 12.30	Wrap-up meeting
	12.30 – 1.30 pm	Lunch