

SUBJECT REVIEW REPORT

DEPARTMENT OF DECISION SCIENCES



**FACULTY OF MANAGEMENT STUDIES AND
COMMERCE**

UNIVERSITY OF SRI JAYEWARDENEPURA

16th to 18th December 2009

Review Team :

Prof. L. Jayathilake, NIBM

Prof. Lalith Munasinghe, University of Kelaniya

Dr. Chandana Perera, University of Moratuwa

Dr. H. N. P. Jayasinghe, University of Colombo



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The Subject review evaluates the quality of education within a specific subject or discipline. This review evaluates the quality of education within the specific discipline of Decision Science being offered by the Department of Decision Science (DDS), Faculty of Management Studies and Commerce (FMSC), University of Sri Jayawardenepura. The review focused on the Self Evaluation Report (SER) prepared by the DDS. Based on the SER, the team evaluated the quality of the B.Sc. in Operations and Technology Management (Special) degree programme, using the criteria set out by the Quality Assurance Council (QAC) of the Ministry of Higher Education.

The self-evaluation report consisted of eleven sections, i.e., introduction; aims, learning outcomes and programme details; students, staff and facilities; curriculum design, content and review; teaching, learning and assessment methods; quality of students, including student progress and achievement; extent and use of student feedback; postgraduate studies; peer observations; skills development; academic counselling.

The quality of education within the disciplines was evaluated in the light of the aims and learning outcomes given in the SER submitted by the department.

The review focused on the following eight aspects of education:

- É Curriculum design, content and review
- É Teaching, learning and assessment methods
- É Quality of students, including student progress and achievement
- É Extent and use of student feedback (qualitative and quantitative)
- É Postgraduate studies
- É Peer observation
- É Skills development
- É Academic guidance and counselling

The evaluation of the above eight aspects of the program were done by obtaining the information from the following sources:

- É The self-evaluation report submitted by the Department
- É Meeting with: The Vice Chancellor, Dean, Director Internal QA Unit, Head/DDS and Deputy Proctor; academic and non-academic staff members of the DDS, English Language Teaching Unit Staff of the FMSC; Deputy Proctor and the student Counsellors of the Faculty; Operations Management degree students.
- É Observation of teaching and student presentations.
- É Observation of relevant documents (lecture notes, marked tutorials, question papers, model answers and marking schemes, comments of moderators, answer scripts, project reports, examination guidelines for undergraduate projects, peer evaluation reports, minutes of departmental meetings)

other facilities (computer resource centre, lecture rooms, centre, canteen etc.)

Each subject review aspect of education was given a judgement: good/ satisfactory/ unsatisfactory. For this purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made from the three options, confidence, limited confidence and no confidence, by taking into account the status of the judgments given for all the eight aspects of the academic programme.

The review team visited the DDS on 16th, 17th and 18th December 2009.

The agenda of the subject review is given in annex 1.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT

Vidyodaya Pirivena was established in 1883 at Maligakanda by the Rev. Hikkaduwe Sri Sumangala Thero. This Pirivena was up graded and University status were given in 1959 and named as Vidyodaya University of Ceylon. Together with this transformation the University was shifted to Gangodawila, Nugegoda. In 1978, it was re-named as University of Sri Jayewardenepura. Today it is one of the leading national Universities in the country hosting about eight thousand students. The University consists of five faculties, namely; Arts, Applied Sciences, Management Studies and Commerce, Medical Sciences and Graduate Studies.

The Faculty of Management Studies and Commerce (FMSC) was established in 1972. With the continued improvement, in 2001, the FMSC marked a turning point in the history. That is the re-structuring process which was started in 1997 resulted in formation of ten (10) academic departments, which were oriented as service departments. A service department is a department which is identified with a specific functional area of business, whose staff members are solely from that specific area of expertise, and which offers courses solely from its own area of expertise for all the degree programmes offered by the FMSC. All degrees are offered by the FMSC and each department will serve the needs of all the degree programmes by offering courses from its functional area. Currently there are 11 departments in the FMSC offering 11 degree programmes. Each department offers a unique degree program within their scope. B.Sc. Operations and Technology Management (Special) degree is offered by the Department of Decision Science which is under the review.

DDS was set up in December 2008 by splitting the department of IT and DS. The main intention of the creation of the DDS has been to produce graduates suitable for employment opportunities in the operations and technology management areas in service and manufacturing sector. Department recruits 50 students for its B.Sc. in Operations and Technology Management (Special) degree programme (OTM). During the first two years

at common programme while in the 3rd and 4th years they curriculum effective from academic year 2009/2010 the common programme will consist of one year). The 1st batch recruited in academic year 2008/2009 will be attached to the department in the academic year 2010/2011. The first batch of B.Sc. in OTM is due to pass out only at the end of the academic year 2011/2012. In addition around 4200 students follow modules offered by the DDS.

3. AIMS AND LEARNING OUTCOMES

3.1 Aims

OTM degree programme covers philosophies, issues, theories and implementation of management principles, in particular, pertaining to operations and technology management. Students are expected to go through a practical training programme in addition to class room learning at the university to gather the much needed exposure. Activities performed by operations managers include: improving quality of manufactured products or services, selecting and implementing appropriate technologies, increasing of productivity, managing projects, planning and scheduling productions, and constructing models to facilitate decision making to improve profits or reduce costs. This programme focuses on developing problem solving skills, analytical thinking, communication and the implementation of cutting edge management principles and technologies. These skills are needed to deal with operational problems faced by managers in manufacturing, services and public organizations. With these skills, Operations and Technology Management graduates will be in a better position to acquire employment and perform up to the expectations of the management so that their contribution to national development is assured.

3.2 Learning Outcomes

At the end of the degree programme BSc Operations and Technology Management graduates will demonstrate

- an understanding of the functional areas of Operations Management
- an understanding of latest developments in Operations Management
- an understanding of the legal and social environment of business
- the ability to select, acquire and maintain appropriate technology
- an understanding of the global environment of business.
- the ability to use quantitative techniques to solve business problems
- the ability to use information technology for effective managerial decision making
- the ability to communicate effectively.

of business concepts and functions in an integrated

- the ability to work effectively in teams and/or groups.

4. FINDINGS OF THE REVIEW TEAM

4.1 Curriculum Design, Content and Review

- The DDS established the semester system curriculum from its first intake in 2008. The curriculum has been developed to include all aspects of the semester system, and the continuous assessment fundamentals.
- All students of the FMSC follow a common programme during the first year (prior to 2009/2010 two years) consisting modules amounting to 30 credit hours. During 2nd, 3rd and 4th years OTM students follow modules which aggregate to a total of 90 credit hours, out of which modules offered by DDS account for 52 credit hours.
- The objective of the curriculum, as stated by the DDS, is to produce graduates having problem solving skills, analytical thinking, communication skills and capacity for implementation of cutting edge management principles and technologies which are needed to deal with operational problems faced by managers in manufacturing, services and public organizations. DDS also expect that these attributes would enable OTM graduates to meet the expectations of the relevant employers. However identified aims of the B.Sc. in OTM were not sufficiently comprehensive.
- The curriculum has been planned to include modules in functional areas of a business; Operations and Technology Management; Management, business environment and peripheral subjects; skills development; non-operations management areas.
- Structure of the curriculum is designed by the Curriculum Review Committee of the faculty which comprise of heads and two most senior lecturers of each department. However each department has a major say in design of the curriculum for the last three years.
- DDS has identified the following shortcoming of the B.Sc. in OTM degree programme approved by the FMSC.
 - Lack of mathematical knowledge of students.
 - High specialization of the degree programme
 - Necessity of including subjects from other areas of management to increase the employability of graduates
 - Necessity to provide the exposure to the industry
- Thus a major curriculum revision has been carried out in the year 2009. However consultation with key stakeholders such as professionals from industry, alumni and

list of modules for the OTM students in the revised 2.

- The revised curriculum includes an internship programme, research project in OTM, each worth 6 credits. However both are electives and students cannot select both while they can drop both.
- DDS has just initiated discussions with industry to obtain a feedback on the degree programme.

4.2. Teaching, Learning and Assessment Methods

Teaching and Learning Methods

- Students are provided with faculty prospectus, faculty/ department web sites and course manuals containing course outlines, names of lecturers, credit rating, pre-requisites, course objectives, learning outcomes, brief syllabus, course contents and method of assessments as well as recommended reading.
- One credit is defined as one hour lecture session per week for the period of 15 weeks duration of a semester.
- Course modules of the common programme are conducted by a panel of lecturers with the aid of course manuals prepared by them. Each module offered by over 1000 students. Students are divided into several groups (around 140 in each group) and 2 groups are assigned to a lecturer for the entire semester.
- Since the same module is delivered to different student groups by different lecturers, a course coordinator is available for each subject who coordinate activities related to teaching, course revision, setting assignments/ papers, marking and finalizing the results and convening subject group meetings with a view to ensure consistency and quality.
- The department disseminates knowledge to undergraduates, through lectures case studies, mini projects and presentations. Assignment/ tutorial classes are held regularly in small groups. However due to large numbers of students, tutorials are marked only once or twice a semester. Selection of above techniques is based on the content and requirement of relevant module.
- In addition, students have the option of undergoing an industrial training for a period of six months or a research project.
- Average size of a group being around 140, DDS find it difficult to use interactive teaching methods such as group discussions. Further the design of class rooms does not suit group discussions.
- DDS has managed to fill only 15 of the 22 allocated academic staff positions. 8 of 12 members of the permanent academic staff have obtained first degree from a faculty of

ve obtained a PG degree from an overseas university. At
file ?? staff members are reading for PhDs.

- The major obstacle to the evolution of DDS is its inability to attract qualified academics due to unattractive remuneration and the requirement of one year teaching/ research experience.
- DDS envisage difficulties in attracting visiting staff to deliver modules for 3rd and 4th year OTM degree students due to low remunerations.
- Teaching material (power point presentations, additional reading material and past papers) is also available on the web based learning management system (LMS) which can be accessed by the internal students and staff. LMS also provide a convenient platform for communication between staff and students. LMS has been introduced recently and usage is still minimal.
- A multimedia projector and a whiteboard are available in each classroom. PowerPoint slides are used to teach most modules.
- The Information Technology Resources Centre (ITRC) of the faculty has 225 computers in 5 laboratories. The University Computer Centre (UCC) has 115 computers in 4 laboratories. Said centres are kept open for students from 8 am to 8 pm. This is considered inadequate for a faculty with a population of over 4000 students.
- Students are encouraged to be interactive during the classes by raising questions, participating in group discussions and making presentations, with a view to establish a student centered learning environment.
- However it was noted that students were interactive in the classroom only when prompted.
- The medium of instruction is English for all academic work.
- Students are encouraged to meet the respective lecturers during the student contact hours to discuss any problems.

Assessment Methods

- Performance of each student is evaluated by continuous assessment and end of semester examinations. The continuous assessment marks are given based on the student performance in the individual/ group assignments (some of which include presentations), and mid-semester evaluations.
- The continuous assessment component of a module can carry up to 40% of the total marks. There is no minimum percentage of marks for continuous assessment in order to be eligible to sit for the end of semester examination. Also there is no requirement for a minimum mark at the end of semester examination to pass the module.
- The continuous and end of semester examinations are designed to assess level of achievement of expected learning outcomes.

ed by internal moderators to ensure questions are clear,
iate. It is noted that there are no external examiners to
evaluate the process in a broader perspective.

- Answer scripts are marked based on pre prepared marking scheme by the lecturers who have taught the subject. A second marking system is also adopted to make sure the consistency and accuracy of marking.

4.3 Quality of Students including Student Progress and Achievements

- As a batch of BSc in OTM degree holders is yet to graduate from DDS, it is too early to comment on the quality of OTM graduates. However, a few observations as to the performance of the current students were made.
- Around 50 students of the 1100 who get admission to the Faculty are selected to the Operations and Technology Management (OTM) stream. So far, only one batch of students has been selected and now those students are in the second year of the program. They are yet to commence the second half of the degree, in which they will specialize in OTM.
- The selection of this batch was based on an aptitude test, though the basis of selection of the next intake will not be such a test. From next time onwards, the students to specialize in OTM will be selected on the basis of their preferences on completion of the first year and the Z score at the GCE(A/L) examination.
- In addition to the courses offered exclusively for BSc in OTM students, DDS contributes to the entire BSc Business Administration Degree Program in the Faculty by offering the following courses.
DSC 1320 Business Mathematics
DSC 1321 Business Statistics
DSC 2320 Statistical Analysis for Management
DSC 2302 Operations Management
The usual number of students for these courses remains as high as 1000.
- As either mathematics or statistics is not taught as supplementary courses at GCE(A/L), students in the Management stream generally do not possess good quantitative skills. This fact is well reflected in both students' results on previous examinations and their comments which were made during their meeting with the reviewers. For instance, 68.2% of the students in the very first batch of the BSc in OTM Degree Program obtained C+ or a below grade for DSC 1301 Business Mathematics.
- Demand for BSc in OTM is likely to be somewhat low in years to come as the general impression of the students in the Faculty of Management Studies and Commerce is that it is a tough study program which requires more quantitative biased skills

ditions of the text books in the library and this affects

4.4. Extent and use of Student Feedback

- Students provide feedback on their lecturers, using a standard questionnaire, for each module at the end of every semester. Responses are analyzed and suggestions are given to the lecturer for corrective action. Files are maintained to keep records of processed feedback data
- Corrective actions are taken in response to the students' feedback
- It is noted that there are no regular meetings between the academic staff and the students/student representatives.

4.5. Postgraduate Studies

- DDS is ready to offer a MBA Degree in OTM, though the process has not started yet as there is no sufficient number of applications
- Four faculty members are engaged in postgraduate teaching in other Faculties/Universities
- There exist some research carried out by the Faculty Members, mainly in the form of presentations in conferences
- Faculty members pointed out the lack of funding for participation in foreign conferences and other research work
- The library provides certain facilities such as journals, inter library loans, access to Emerald digital data base, distribution of content pages of the journals

4.6 Peer Observation

- DDS operates a peer observation system for the identification, development and dissemination of good teaching, learning practices and assessment of its academic staff.
- Each staff member selects a colleague for the observation of his/her teaching. The selected colleague observes the teaching of his associate and makes comments on method of teaching, delivery, use of teaching aids, and interaction with the students in filling the peer observation form. The observations are communicated to the observee and discuss the avenues for improvements.
- There are subject group meetings if a subject is offered by more than one lecturer. At the subject group meetings lecturers discuss the focus of the course /chapter, past

ical problems and other issues. Junior staff can fulfil the through participating at these meetings.

- Guidance of senior staff is provided to junior staff on matters related to lecturing and tutorial.
- Comments made by academic members of the other departments of the FMSC are used to improve the quality of the course, teaching and assessments.
- Question paper setting and paper marking are done by the teaching panel of the relevant subject. Question papers are moderated by another internal staff member.
- Junior staff members are guided by senior members in writing research papers reading for Postgraduate degrees.
- Departmental meetings are held every two month period to discuss various matters and staff members share their views. Minutes of the meetings are properly maintained.

4.7. Skills Development

- DDS has identified six categories of skills to be acquired by OTM graduates: Communication, Character/Personality, Literacy (good writing skills), Numeracy (good with numbers), Analysis and Decision making skills, Leadership and Teamwork Skills
- DSS has incorporated compulsory subjects to develop the skills in above areas.
- Business communication unit, which has expertise in communication and personal skill development, offers subjects to develop communication personal skills of the OTM students.
- In addition to the direct subjects, a skill development component has been embedded into some other course modules (e.g. Operations Management, Statistical Analysis for Management). In these subjects, students have to carry out group project which provide them with opportunities to develop their soft skills.
- Internship is embedded to the B.Sc. OTM curriculum, where the students are required to undergo training for a period of six months during the second semester of the fourth academic year. Students get the opportunity practice subject matters learned in the university in real work environment. DSS expects that a majority of the OMT students opt for this option even though the internship is an elective. Since, the internship is not compulsory and hence some students miss the opportunity to develop their skills in actual work environment.
- The students are given the opportunity to develop their research skills through the research projects. However, research project is not compulsory and hence some students miss the opportunity to develop their research skills.



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program, the students have the opportunity to develop skills through organizing conferences and student

welcome.

- The cultural centre of the university arranges courses to develop the knowledge of Sri Lankan culture and aesthetic skills of the students. Tamil language course organized by this centre has a very high demand among the university students.

4.8 Academic Guidance and Counseling

- Students are provided with the necessary information with regard to course details, examination rules and regulations and other relevant regulations through the faculty prospectus given at the beginning of the academic year. It is noted that the department does not have a separate departmental handbook.
- The evaluation criterion for each course is explained well in the respective Course Manual. The requirements are clearly explained at the first session of each course. Changes of scheduled arrangements and special arrangements are communicated through notice boards and through messages sent to lecture halls.
- A course manual for each subject is given to the students free of charge and the Department requests the library to acquire recommended text book. All PowerPoint slides that are used in the lectures are available in the Learn Management System (LMS) so that the students can download them for their reference. However the provision of course manuals may have following disadvantages: lack of interest to refer books and less attendance in lectures
- The website of the Department provides all contacts details of the academic staff and students can communicate through emails and telephones. If students want to communicate anything anonymously it can be done through LMS.
- When the students enter the University a one/two week orientation programme is held every year. At orientation programme, students are provided with information about the University, the Faculty and the Degree Programmes. This orientation programme helps students with diverse backgrounds to get used to the University and start the academic programmes comfortably.
- Most of the academic members of the DDS have completed the teaching related training programme recommended by the UGC. This course covers the areas of counselling, mainly on how to handle academic matters and personal matters.
- The high failure rate of quantitative subjects is a unique problem faced by DDS. Even though the academic members of the department organized a revision course for repeat candidates to provide support for the examinations, it has stopped after the first attempt due to some reasons.

tors or academic advisors. However, the Department is for programme once the students are attached to the

Department in the third year.

- Department has already taken steps to form the Students Association of the Department. Through this association, the DDS wish to identify students who can work as coordinators between staff and the students.
- The Career Guidance Unit (CGU) in the USJP conducts valuable training courses and workshops for the undergraduates of the University. "Employability Skill Development" programme which is a 1-2 day training programme mainly consists of skill building activities targeting the recently passed out students. "Prepare for One's Future Career" programme is especially designed for 2nd and 3rd year students. This 60 hour course covers topics such as Self Evaluation, Study Skills, Communication Skills, Leadership Training, CV Preparation, Facing an Interview, Time Management, Team Work etc. Apart from these two courses, CGU organizes Guest Lectures and workshops. The students have the opportunity to get the advice of CGU officials.
- The university proctor is involved in solving student disputes.

Based on the observations made during the visit by the review team and discussed above, the eight aspects were judged as follows:

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Good
Quality of Students including Student Progress and Achievement	Good
Extent and Use of Student Feed Back	Good
Postgraduate Studies	Satisfactory
Peer Observations	Good
Skill Development	Good
Academic Counselling	Good

1. Curriculum Design, Content and Review

Strengths/Good Practices

- Availability of a curriculum revision committee at faculty level
- Identification of shortcoming of the curriculum and taking measures to rectify some of them. E.g. Introduction of an internship programme and a research project in OTM (though both are electives).

Weaknesses

- Possibility of students leaving out both internship programme and the research project in OTM which are essential modules of a special degree in OTM.
- Consultation with industry in the curriculum design process is not evident. Curriculum design/ revision have been governed more by operational aspects.
- The process of curriculum revision has not been satisfactorily documented.
- Lack of a formal consultative body to obtain regular feedback on industry needs, new developments in OTM etc.

2. Teaching, Learning and Assessment Methods

Strengths/Good Practices

- Provision of faculty prospectus, faculty/ department web sites and course manuals at commencement of the semester/ course module
- Usage of modern technology in the dissemination of knowledge
- Usage of a variety of teaching and learning techniques
- Availability of Teaching material in the web based learning management system
- Availability of audiovisual equipment in most classrooms and the use of these by about majority of the academic staff
- Measures taken to minimise inconsistency in quality of delivery to different student groups by different lecturers
- Evaluation of performance by continuous assessment and end of semester examinations

Weaknesses

- Majority of academic staff do not possess overseas exposure
- Around one third of the allocated academic staff positions remain vacant
- Anticipated difficulty to attract visiting lecturers to deliver modules for 3rd and 4th year students

module to different student groups not consistent since

- Provision of course manuals make students over dependant on them and discourage use of library
- Due to poor standard of English some students find it difficult to follow lectures
- Inadequate computer facilities for students
- Tutorials marked only once or twice a semester
- Moderation of question papers only by internal examiners
- Absence of requirement for a minimum mark at the end of semester examination to pass the module
- Non-existence of external examiners to evaluate the assessment process in a broader perspective

3. Quality of Students, including Student Progress and Achievement

Strengths/Good Practices

- The Department itself has reviewed students' previous results
- Committed teaching staff
- Releasing results on time

Weaknesses

- Reducing the duration of some courses from 60 hours to 45 hours (e.g. DSC 2320 Statistical Analysis for Management) according to the present curriculum while the contents of the module has to remain the same to cater certain other Departments such as Business Economics and Finance
- Relatively weak quantitative skills of the students who follow the OTM Special Degree
- Relatively lower demand for the OTM stream because of the general impression of the students in the Faculty that the courses in this stream are somewhat difficult to study unless they have sufficient math and statistics background
- No achievement awards for best performers in OTM stream yet

4. Extent and Use of Student Feedback

Strengths/Good Practices

- Availability of academic staff and display of contact hours
- Follow up actions based on student feedback ó this includes adding an English glossary to course manual, introducing multimedia presentations for certain courses and the like

- with some remedial actions independently due to the constraints imposed by the environment within which it operates. E.g. Though the Department identifies the importance of reducing the contents of 'DCS 2301 Statistical Analysis for Management', they are not in a position to do it without the consent of the other Departments as their students also take the same course
- Non transparency of corrective action taken on student feedback

5. Postgraduate Studies

Strengths/Good Practices

- Plans to offer a MBA in OTM
- Engagement of four faculty members in postgraduate teaching
- Research carried out by some faculty members
- Text books published by some faculty members

Weaknesses

- Inability to offer MBA in OTM degree as there were no sufficient number of applications
- Absence of consultation with academia and industry on the identification of focus areas
- Absence of research students in the department
- Research studies are mainly in the form of presentations in conferences, but not in the form of peer reviewed journal articles
- Heavy workload such as marking hundreds of answer scripts in one semester that hinders the research career of the Faculty members

6. Peer Observation

Strengths/Good Practices

- There is a formal mechanism peer evaluation of teaching.
- Question papers are moderated by the peers.
- Regular departmental meeting are held to share the ideas.
- Group teaching is practiced and subject group meetings are held.

Weaknesses

- The good practices observed by the colleagues are not made available to other staff members nor discussed at staff meetings.
- Teaching materials are not peer reviewed in case of individual teaching.



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mainly done by the internal staff. There is minimal
s/experts in the moderation process.

7. Skills Development

Strengths/Good Practices

- Availability dedicated subjects for development of the personal skills of the students.
- Availability dedicated modules for developing English knowledge of the students.
- Business communication unit provide specific courses for skills development
- Course assignments are designed to develop the skills of the students.
- Students are give opportunities develop their skills by organizing various functions such as conferences and student welcome.

Weaknesses

- Internship is not compulsory
- Student research project is not compulsory

8. Academic Guidance and Counseling

Strengths/Good Practices

- Course details and information on academic support are contained in the faculty prospectus
- Orientation programme conducted by the university for fresh students gives familiar environment in the University.
- Lecturers help students whenever additional support or advice is required.
- Students are supported by a career guidance programme.
- A dedicated office (proctor) is established for solve student disputes.

Weaknesses

- Absence of a departmental handbook
- Academic staff is reluctant to serve as counsellors.

1. Establish a suitable curriculum design and review process and document same.
2. Consider revision of curriculum to make modules relevant to internship programme and the research project in OTM which are essential for a special degree in OTM, compulsory.
3. To set up a department-industry consultative board (DICB) to aid industry feedback for future curriculum revisions
4. Set up a mechanism to obtain regular alumni feedback regarding the curriculum
5. To increase the computers available to undergraduate students
6. Provide model answers on the web to compensate the difficulty in marking large number of tutorials
7. Take effective measures to identify students weak in English and raise their standards
8. To improve the remuneration package of academic staff through increased consultancy, postgraduate teaching and lobbying the UGC for increased salaries and other incentives
9. Introduce some strategies to make the students prepare to undergo a thorough OTM Special Degree which demands excellent quantitative skills. Some possible measures are as follows:
 - Introduction of crash courses in mathematics and statistics to bridge the gap
 - Provision of extra teaching hours in the form of tutorials
 - Strengthening the personal tutors' role so that each faculty member can have a close scrutiny of a small group of students (just 5 students per one lecturer if they go by the present arrangements)
10. Close scrutiny of GPA of the students so that remedial actions with respect to the students who are weak in their studies can be readily identified
11. To initiate an awareness programme among GCE (A/L) students, such as open days, seminars at schools, use of mass media
12. Recommend new text books/more recent editions of the text books to the library
13. To display corrective actions taken on student feedback on a separate notice board or through LMS
14. To select a small group of representatives from each class so that they can discuss their needs and concerns with the lecturers
15. To schedule regular meetings between academic staff and these representatives
16. To obtain student feedback on teaching of modules during the first few weeks of the semester to enable some students to benefit by corrective action
17. Adopt strategies to make the MBA in OTM popular in the industry E.g. Sending information to the industry in the form of Pamphlets or visits by the Faculty members

atives for necessary revisions and the feedback on the

19. Promote research among the academic staff through postgraduate research students
20. Make the full use of the facilities needed for research provided by the Library including journals, inter library loans, access to Emerald digital data base, distribution of content pages of the journals
21. Further improve Peer observations process by observing lecture materials, audibility, etc.
22. Amend the peer review process to include a discussion session between the pair to identify corrective actions before submission to head
23. Document good practices of academic staff to ensure continuity
24. Make both internship and research project compulsory modules
25. Produce a handbook for the DDS
26. Consider incorporate English teaching sessions together with orientation programme

IEW VISIT

Day 1 - December 16, 2009

Time	Activity	Venue
08.00 ó 09.00	Private Meeting of Review Panel with QAA Council Representatives	Department
09.00 ó 09.30	Discuss the Agenda for the Visit	Department
09.30 ó 10.30	Meeting with Vice Chancellor, Internal QA Unit, Dean of the Faculty, Deputy Proctor, Head of the Department (<i>Working Tea</i>)	Board Room
10.30 ó 11.30	Department Presentation by the Head of the Department (All members of the Academic and Non Academic Staff to attend)	Board Room
11.30 ó 12.30	Discussion	Board Room
12.30 ó 13.30	<i>Lunch</i>	Department Common Room
13.30 ó 14.00	Observation of Departmental Facilities	Department
14.00 ó 15.00	Observation of Library Facilities and the Meeting with the Librarian and the Staff	Library
15.00 ó 15.30	Meeting with Department Academic Staff (<i>Working Tea</i>)	Department Common Room
15.30 ó 16.30	Observation of Information Technology Resource Centre (ITRC), FMSC	ITRC, FMSC
16.30 ó 17.00	Brief Meeting of Reviewers	Department

Day 2 – December 17, 2009

Time	Activity	Venue
09.00 ó 10.00	Observation of Documents	Department
10.00 ó 10.30	<i>Tea</i>	Department Common Room
10.30 ó 11.30	Meeting with FMSC English Language Teaching Unit (ELTU) Staff	FMSC-ELTU
11.30 ó 12.00	Meeting with Non-Academic Staff	Department
12.00 ó 13.00	<i>Lunch</i>	Department Common Room

		Faculty Proctor and the Student Faculty	Department
		Teaching	
14.00 ó 15.00	Course DSC 201 ó Statistical Analysis for Management Lecturer : Mrs D. M. Wedage/ Mrs. W. M. A. De Silva		Fayol
15.00 ó 15.30	Observation of Student Presentations Lecturers : Mrs. D. M. Wedage, Mrs. M. W. A. De Silva, Mrs. C. W. C. Silva, Mr. D. Kuruppuarachchi		Fayol
15.30 ó 16.00	<i>Tea</i>		Department Common Room
16.00 ó 16.30	Meeting with Operations and Technology Management Degree Students (2 nd Year) Students		Fayol
16.30 ó 17.00	Meeting of Reviewers		Department

Day 3 – December 18, 2009

Time	Activity	Venue
08.30 ó 09.30	Discussion on Postgraduate involvement and Research and meeting with the MBA programme coordinator	Department
09.30 ó 10.15	Observation of Sports Facilities, and the Medical Centre	Physical Education Unit, , Medical Centre
10.15 ó 10.30	Tea	Department Common Room
10.30 ó 11.00	Cultural Facilities, Staff and Student Canteen	Cultural Centre, Student Canteen, Senior Common Room
11.00 ó 11.30	Reviewers Private Discussion	Department
11.30 ó 12.30	Meeting with Head and Staff for Reporting	Department
12.30 ó 13.30	<i>Lunch</i>	Department Common Room
13.30 ó 15.00	Report Writing	Department
15.00 ó 15.30	<i>Working Tea</i>	Common Room
13.30 ó 15.00	Report Writing	Department

Note: ITRC ó Information Technology Resource Centre

		Course Status	Contact Hours	Credit Hours	Service Dept.
Year II: Semester I					
DSC 2320	Statistical Analysis for Management	Major	45	3	DSC
BCC 2320	English 111 (Professional Communication)	Major	45	3	BCC
BEC 2320	Macro-Economics	Major	45	3	BEC
HRM 2320	Human Resources Management	Major	45	3	HRM
MAR 2323	Marketing Management	Major	45	3	MAR
Total Credit Hours				15	
Year II : Semester II					
DSC 2322	Operations Management	Major	45	3	ITC
DSC 2323	Technology Management	Major	45	3	DSC
ACC 2320	Cost & Management Accounting	Major	45	3	DSC
FIN 2321	Financial Management	Major	45	3	DSC
EMV 2325	Natural Resources Management	Major	45	3	EMV
Total Credit Hours				15	
Year III: Semester I					
DSC 3320	Operations Research	Major	45	3	DSC
DSC 3321	Supply Chain Management	Major	45	3	DSC
BUS 3320	Organizational Behaviour	Common	45	3	BUS
MAR 3322	Product and Brand Management	Major	45	3	MAR
BEC 3323	Managerial Economics	Minor	45	3	BEC
Total Credit Hours				15	
Year III : Semester II					
DSC 3322	Total Quality Management	Major	45	3	DSC
DSC 3323	Advanced Operations Research	Major	45	3	DSC
DSC 3324	Operations System Design and Management	Major	45	3	DSC
HRM 3324	Employee Health and Safety Management	Major	45	3	HRM
ITC 3328	Management Information Systems	Common	45	3	IT
Total Credit Hours				15	
Year IV : Semester I					
DSC 4320	Operations Planning and Control	Major	45	3	DSC
DSC 4321	Research Methods for Operations Management	Major	45	3	DSC
BUS 4320	Strategic Management	Common	45	3	BUS
MAR 4322	Personality and Skills Development	Major	45	3	MAR
One of the Elective					
DSC 4322	Industrial Policy	Elective	45	3	DSC
DSC 4323	Statistical Quality Control	Elective	45	3	DSC
Total Credit Hours				15	