

# SUBJECT REVIEW REPORT

**DEPARTMENT OF  
INFORMATION TECHNOLOGY**



**FACULTY OF MANAGEMENT STUDIES AND  
COMMERCE  
UNIVERSITY OF SRI JAYEWARDENEPURA**

28<sup>th</sup> to 30<sup>th</sup> October 2009

**Review Team :**

Prof. (Ms.) Dileeka Dias, University of Moratuwa

Mr. T. B. Andarawewa, Rajarata University of SL

Dr. Prasad Jayaweera, University of Colombo School of Computing

Dr. Ruwan Wickramarachchi, University of Kelaniya



Your complimentary  
use period has ended.  
Thank you for using  
PDF Complete.

[Click Here to upgrade to  
Unlimited Pages and Expanded Features](#)

## CONTENTS

	<b>Page</b>
1. Subject Review Process	1
2. Brief History of the University, Faculty and the Dept. of Information Technology	2
3. Aims and Learning Outcomes	3
3.1. Aims	3
3.2. Learning Outcomes	3
4. Findings of the Review Team	4
4.1. Curriculum Design, Content and Review	4
4.2. Teaching, Learning and Assessment Methods	4
4.3. Quality of Students including Student Progress and Achievements	5
4.4. Extent and Use of Student Feedback	6
4.5. Postgraduate Studies	6
4.6. Peer Observation	6
4.7. Skills Development	7
4.8. Academic Guidance and Counseling	7
5. Conclusions	8
6. Recommendations	12
7. Annexure	14

and standards is a key factor required to promote and safeguard public confidence in higher education. As higher education in Sri Lanka is a public good, universities must conscientiously exercise their responsibility for quality and standards. The subject review is one of the components of the external quality assurance programme carried out in Sri Lankan universities. It evaluates the quality of education within a specific discipline. It is focused on evaluating the student learning experience, student achievements and the teaching learning process. It is understood that the final responsibility for quality and standards remains within the institution itself, since it alone has the powers to control and to change existing practices.

Key features of the subject review process include the critical analysis of the Self Evaluation Report (SER) prepared by the academic department concerned, peer observation of teaching, observation of documents, observation of the facilities available, and gathering information on activities towards quality assurance through discussions with as many stakeholders as possible.

Subject review process at the Department of Information Technology (DIT), Faculty of Management Studies and Commerce (FMSC) of University of Sri Jayawardhanapura was conducted following the guidelines provided in the Quality Assurance Handbook for Sri Lankan Universities, published by the CVCD and the University Grants Commission in July 2002. The quality of education was reviewed according to the aims and learning outcomes given in the SER of the Department.

**The following eight aspects of education were reviewed at the Departmental level:**

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

The review team consisting of the following members conducted the review from December 21 to 23, 2009.

- Prof. Dileeka Dias (Professor, University of Moratuwa)
- Mr. T B Andarawewa (formerly Rajarata University of Sri Lanka)
- Dr. Prasad Wimalaratne (Senior Lecturer , University of Colombo School of Computing)
- Dr. Ruwan Wickramarachchi (Senior Lecturer, University of Kelaniya)

On 21st morning, the Quality Assurance Specialist of the QAAC briefed the review team about the quality assurance process and writing of the review report. The agenda of the three-day visit was discussed and finalized with the Head of the Department (Annex 1).

During period of review, the review team met the Vice Chancellor, Dean/ FMSC, Head of the Department, academic staff of DIT, support staff, students etc. The list of persons met is given in annex 2.

During this visit the review team was able to observe teaching in classrooms and laboratories. The team also examined the facilities available for teaching and learning. These included the lecture theatres, teaching laboratories, equipment, library etc.

Several documents were also perused. These included the structure and curriculum of the Business Information Systems programme, documents pertaining to curriculum revision, lists

student feedback forms, peer observation forms, faculty schemes, answer scripts, etc. The list of the documents

On 23th December, the review team gave a feedback of the findings to the Head of the department and other members of the academic staff.

After the review visit, this report was prepared incorporating the findings of the review team. In the report, the strengths, good practices and the weaknesses are highlighted together with recommendations. Each aspect has been given a judgement of good, satisfactory or unsatisfactory. The draft report will be sent to the Department and the feedback will be obtained. If there is disagreement with any judgement, it would be resolved by the QAAC through discussion. Then the report will be submitted to the Standing Committee on Quality Assurance of the UGC for approval. After its approval, the report will be published in the QAAC Website, [www.qaacouncil.lk](http://www.qaacouncil.lk). The Department should take action to improve the quality of the aspects that receive a judgement of unsatisfactory within six months of approving the judgements by the Standing Committee on Quality Assurance of the UGC.

## **2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND DEPARTMENT**

### ***University of Sri Jayawardenapura***

Vidyodaya Pirivena was established in 1883 at Maligakanda by the Rev. Hikkaduwe Sri Sumangala Thero. This Pirivena was upgraded to university status in 1959 and named as Vidyodaya University of Ceylon. Together with this transformation, the University was shifted to Gangodawila, Nugegoda and in 1978 it was re-named as University of Sri Jayawardenapura. 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.

### ***Faculty of Management Studies and Commerce***

The Faculty of Management Studies and Commerce (FMSC) was established in 1972. The year 2001 marked a turning point of the history of the FMSC. In 2001 FMSC finalized the plan for restructuring, which had been in the working since 1997. The restructuring plan resulted in formation of 12 academic departments, which are oriented as service departments. Each department offers a unique degree program within their scope. B.Sc. Business Information Systems (Special) degree (BIS) is offered by the Department of Information Technology (DIT).

### ***Department of Information Technology***

The initial proposal of the faculty restructuring identified the need of having two departments for Information Technology (IT) and Decision Sciences (DS) areas. However, due to lack of staff, it was decided to create a department called Information Technology and Decision Sciences in 2001. The members of the department taught all IT and DS subjects to all the students in the FMSC. The department started to offer B.Sc. Business Administration (Information Systems) (Special) degree in 2001. Two departments, namely Department of Information Technology (DIT) and Department of Decision Sciences were officially formed on 1st December 2007 by splitting the Department of Information Technology and Decision Sciences.

With the creation of DIT, the existing degree programme offered by the department was renamed as B.Sc. Business Information Systems (Special) Degree. The renaming of the degree was carried out to better reflect the composition of the course structure and to address

### 3. AIMS AND LEARNING OUTCOMES

As mentioned earlier, this degree program is unique as it blends two major disciplines: management and information technology. After completing this program, students should be able to:

- demonstrate a grasp of theory, technically based skills and ethical perspectives relevant to core business areas, including information systems, accounting, economics, finance, marketing, strategic management, organizational behaviour, human resource management, operations management, statistics, and mathematics.
- demonstrate an understanding of how information systems and models affect strategic management, and other functions and processes in a business organization.
- demonstrate an appropriate knowledge base to help organizations integrate business processes and practices.

### 4. FINDINGS OF THE REVIEW TEAM

#### 4.1. Curriculum Design, Content and Review

The B.Sc. Business Information Systems (Special) degree is an innovative programme for management faculties as it focuses on soft Information Technology areas rather than traditional management oriented subjects.

Curriculum adopted up to academic year 2008/ 09 (applicable for second to fourth year students) is a four year (08 semesters) academic programme with 41 courses amounting to a total of 120 credits. The total program is divided into two distinct programmes, namely: common programme and specialization programme. Duration of each programme is two years (04 semesters) and credit weight assigned for each program is 60.

Taking the draw backs experienced in the existing curriculum into consideration, a new curriculum has been introduced with effect from the academic year 2009/2010. The new curriculum structure as well, consists of the common programme and the specialization programme, but the emphasis given to common program is lessened and there by the duration of the common programme is brought down from 2 years to 1 year. Hence, the duration of the specialization programme is increased from 2 years to 3 years.

The common programme covers on the areas of Management, Economics, Accounting, IT, English, and Quantitative Techniques based courses. These courses are included in the common programme with the intention of providing a basic knowledge for all the students enrolled in the FMSC, before they go for their specialization areas.

With the introduction of the new curriculum more emphasis has been given to courses related to the subject discipline. The total number of discipline related courses included in the entire 04 year old program was 15 (37%) and this number has increased to 21 (52%) with the new program. 13(32%) courses are based on Management discipline and 06 (15%) courses are on the area of soft skills development. Thus, the balance among core, sub core and supplementary course seems satisfactory. However, it was observed that majority of soft skills development courses are focusing on English and not on improving professional/ complementary skills.

option for the undergraduates.

The review team found no evidence that the DIT consulted industry or international guidelines such as ACM when designing the new curriculum. ITC 4326 Internship in Information Systems and ITC 4327 Research Project are stated as electives, in the curriculum. The internship module exposes students into industry environment as well as improves soft skills. Also a research component in a special degree is a value addition for a special degree programme. Therefore, the reviewers feel that both courses should be made compulsory. In addition, it was also felt that these two modules should be offered in different semesters in order to provide maximum benefits.

Reviewers also felt that the Department and students of BIS programme do not have a clear idea regarding outcomes of the degree programme, especially areas of employment available for graduates.

Moreover, the team of the view that DIT should consider increasing number of credits allocated for Internship in Information Systems taking the duration students are expected to spend into account.

#### **4.2 Teaching, Learning and Assessment methods**

Teaching of the courses is based on lectures, practical sessions and tutorials. 1st and 2nd year lectures are mainly conducted bi-lingually, and lectures in 3rd and 4th years are conducted in English. As the review took place during the study leave period, the review team was not able to observe sufficient number of lectures and practical sessions. During lecture sessions the team observed, lectures were well prepared and delivered well. However it was observed that there was a moderate interaction between the lecturer and the students during these lectures and lecturers did not make an effort to interact with students.

Practical classes provide an opportunity to develop the skills needed in the relevant field of study with practical experience and knowledge. Practical sessions of theory modules are offered as part of the course modules. Reviewers noted that number of hours allocated to practical sessions is inconsistent among modules and for some modules, the number of contact hours is more than the number of credits allocated to those modules.

Discussions with students revealed that they are happy about the way courses are conducted and assessed. However, some students raised concerns about the difficulty in following Statistics module. Although the curriculum contains 3 English modules, some students find difficulties of following lectures in English due a lack of an intensive programme in English during the beginning of the 1st year. Students also highlighted lack of reading room/ facilities to study.

In order to enhance the learning experience an optional 3 months Internship programme is incorporated into the curriculum at year 4. However, the review team noted that the Internship reports submitted by students were not of a satisfactory standard. The review team also noted that the department is not prepared fully in order to coordinate the programme.

DIT uses a variety of assessment methods to determine the level of achievement of the stated outcomes. They are based on the subject taught and the method of teaching used. For most of the course modules, students are assessed by end semester examinations and in-course

assignments, tutorials, practical examination (where or lectures is required to become eligible to sit for end of at second examiners/ moderators are appointed formally for moderation/ second marking. However, all second examiners/ moderators appointed are internal staff members. Reviewers also noted that in some examination papers, marks assigned to questions do not reflect the depth of the question.

The Learning Management System (LMS) requires enhancements with individual student accounts and enhanced learning material such as online quizzes, online assignment submission etc. A separate LMS will provide help department to offer better learning environment.

### 4.3 Quality of Students including Student Progress and Achievements

The undergraduates joining the Business Information Systems (Special) degree possess higher "Z Score" (Minimum 1.3 - Maximum 1.6) values earned at their GCE A/L Examinations. The batch size is restricted to 50 annually. The undergraduates are sent to the program directly by the University grants Commission (UGC) through a separate window. Hence, the undergraduates joining the BIS program are well aware of their discipline of specialization from the 1st year itself. This is an advantage enjoyed by the undergraduates and the staffs of DIT as most of the other departments in the FMSC do not have this opportunity.

More than 60% of the undergraduates in the BIS programme follow other professional programs. It appears that, this opportunity has made the BIS undergraduates to have a blend of required combination of courses which creates ample job opportunities. Undergraduates seem give more priority for these professional courses than the degree programme.

In order to encourage students to perform better, DTI awards a gold medal for the best student of the BIS programme. However, the overall completion rate of the degree seems low and annual dropout rates are at an unacceptable level. (close upon 25%). This situation seems, due to the higher failure rate during the common programme. The language barrier (switching from the mother tongue to English language) may be another reason for the higher dropout rate during the common programme. A systematically designed, intensive English Language course at least for one month duration may be helpful for the weaker students to overcome this problem.

Tracer studies have not been conducted to obtain information on current employment, first salary, time for the first employment, etc. of BIS graduates. It was also observed that the department does not continuously monitor student progress in order to identify students who require more attention.

The review team also noted that majority of students do not actively participate in extra-curricular activities such as sports and cultural activities. In order to develop an all-round student, it is important that students are exposed to such activities. Therefore, it is expected DTI to play an important role in encouraging students to take part in extra-curricular activities.

## back, Qualitative and Quantitative

been very responsive to students' requests. Qualitative feedback has been obtained regarding the course and the learning environment in general. Valuable outcomes such as the introduction of an Internship into the degree programme, and the allocation of space and other facilities for the student organization S@IT resulted due to this. In the development of the new curriculum, feedback obtained on IT skills of new entrants has been taken into consideration.

Formal feedback regarding courses, their content and outcome, and their delivery has been introduced only recently through a feedback questionnaire. The results obtained have not been adequately analysed, and as such, quantified evaluations are not available.

As per the University Act No. 16 of 1978, two students represent the student body in the Faculty Board. Generally representatives of Students' Union participate in these meetings. Reviewers feel that this approach may not be appropriate to address some of the issues which could be dealt with the department directly. Regular student and staff meetings at the department level - which reviewers believe more effective - are not held.

Though S@IT has taken a lead role in providing student feedback to the academic staff in an informal manner, it is not apparent whether this mechanism will be sufficient when DIT grows in student numbers. To meet this requirement, the reviewers feel that the appointment of batch representatives is an essential element in staff-student interaction.

### 4.5 Postgraduate Studies

DIT contributes to MSc in Management Studies and MBA programmes conducted by the Faculty of Management Studies and Commerce by offering course modules relating to Information Systems/ Information Technology. Also it manages the MBA (Information Systems) specialization programme.

The review team pleased to find that staff of DIT published number of papers in journals and conferences. Although 10 senior lecturers serve DIT, MPhil and PhD degrees are not offered. Reviewers feel that in order to enhance research culture of the department and improve knowledge of staff, the department should encourage staff members to undertake to supervise research degrees.

### 4.6 Peer Observation

Peer observation of lectures has been introduced recently in the Department. The peer reviewers are chosen by the lecturers. However, it was also observed that actions have not been taken based on these formal reviews. Reviewers observed that the comments by the peer reviewers are mostly positive and non-committal.

Reviewers recommend that peer observation process be further strengthened and expanded so that constructive feedback is given by the peers for the improvement of teaching quality. Also the Review panel is of the opinion that teacher-reviewer meetings should be started and formal reviews should be continued aiming at progressive improvements of the academic work.

Moderation of examination papers has been carried out internally. Recently, a form has been introduced to formalize moderation of examination papers. The reviewers recommend that external examiners or moderators be appointed to further strengthen this process.

its have been provided with the access to laboratory facilities from 8am to 8pm. However, restriction on access to Internet may deprive students in accessing subject related matters. Access to Internet will provide enhanced learning environments especially for Information and Communication Technology based subjects. Moreover, access to Internet may also provide students in accessing material that may supplement course material.

A Cultural Centre managed by the Ministry of Cultural affairs offers course on Astrology, Music, Handicrafts and Music and Drams etc. for students. However, only a limited number of students from the Department seem to make use of the services of Cultural Centre, Career Guidance Unit, and Physical Education unit etc. It was further observed that only a limited number of students indicated interest in extra-curricular activities. The fact that majority of the students follow external courses leading to professional qualifications may provide less encouragement to take part in extra-curricular activities. Enhanced awareness, guidance and the promotion of the student services may encourage students to participate in such activities. Coordination between DIT and student services units such as Cultural Centre, Career Guidance Unit, and Physical Education Unit appears to be limited.

Project Management course module offers ample opportunity for practical skills development. In most projects, students undertake infrastructure/facilities development projects at the University. A current project in developing a student computer laboratory is in progress. The exposure to project management, fund raising activities provide a good opportunity for the students to develop practical skills.

A non-credit course on communication skills programme has been planned by the Business Communication Unit. The course covers several areas of soft skills development. However, DIT has not incorporated this module into its curriculum. If the course could be made compulsory, it may benefit the students in their professional careers.

IS Application Development Project and research project provide opportunities for students to enhance independent study skills. IS Application Development Project also provides further exposure to ICT. Introduction of the activities such as role play, case studies and presentations provided an opportunity to develop soft and hard skills of the students. The students carry out workshops, field trips, organising of events via S@IT society. However, only a limited number of such activities have been carried out in the recent years. The need to for an intensive course in English during the orientation programme was indicated by the students. This is especially useful for the 1st year students those who find difficulties in following course modules in English medium.

#### **4.8 Academic Guidance and Counselling**

The review team did not observe a formal mechanism in providing sufficient academic guidance and general student counselling. During the meeting with the students, it was noted that most students are unaware of the services of the student counsellors.

Only six student counsellors have been appointed to the faculty. This number may not be sufficient for a student population of approximately 5000 (of FMSC). Reviewers felt that student counsellors do not have clear idea about their role in the faculty/ university. There is

counsellors meet regularly to discuss issues they face and

been appointed by the Department. However, some level of informal academic guidance is provided by the staff. It was also noted that the DTI lacks a systematic approach to identify weak students and provide guidance. Students indicated a lack of effective psychological counselling service. Most of the students were unaware of the psychological counselling service provided by the Medical Centre of the University.

It was noted that most students of the Department were unaware of the facilities of provided by the University's Career Guidance Unit. Students indicated the need for career guidance and academic guidance.

It was noted that the delays were occurred in distributing the student hand book/ prospectus among students. The information in the prospectus could be uploaded in to the LMS for the students to access online at the beginning of the academic year.

The review team of the view that with such a large number of students in the FMSC, it should play a more proactive role with regard to guidance of students and counselling which include academic counselling, general student counselling and psychological counselling.

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

Aspect Reviewed	Judgement
1. Curriculum Design, Content and Review	GOOD
2. Teaching Learning and Assessment Methods	GOOD
3. Quality of students including student progress and achievements	GOOD
4. Extent and use of student feedback, qualitative and quantitative	GOOD
5. Postgraduate studies	SATISFACTORY
6. Peer observations	SATISFACTORY
7. Skills development	GOOD
8. Academic guidance and counselling	UNSATISFACTORY

## 5. CONCLUSIONS

### 1. Curriculum Design, Content and Review

#### Good Practices/Strengths

- The degree programme is an innovative one in line with current trends
- Major issues of the previous curriculum has been addressed
- Satisfactory balance between IT and management
- Common programme component has been reduced to 1 year and provided more modules in specialisation area
- IT skills of new studentsøbeen considered for curriculum revision

available during first 2 years with previous syllabus  
research project are optional

- Lack of clarity regarding the profile of a graduate
- Number of hours allocated for course modules especially with practical sessions is inconsistent and does not reflect number of credits assigned
- Lack of evidence of industry inputs and consultation of international guidelines for development of curriculum
- Lack of electives

## 2. Teaching, Learning and Assessment Methods

### Good Practices/Strengths

- Teaching and learning are carried out through a combination of methods such as lectures, tutorial assignments, practical classes etc.
- Course details including content, assessment criteria, recommended texts etc. are provided at the beginning of the semester
- Study manuals are provided for the common programme
- Use of variety of approaches to assess students and releasing of results on-time
- ITRC provides satisfactory learning environment for students of DIT
- Each permanent staff member is provided with a laptop

### Weaknesses

- Interaction between the teacher and students during the lecture observed seems to be low
- Restricted access to Internet may negatively affects the learning process
- Insufficient input from external resource personnel especially from the industry
- Only course descriptions have been developed for the new curriculum except for the 1st year
- Learning Management Systems is not fully utilised
- For some examination papers allocation of marks for questions is not based on the expected depth of the answer

## 3. Quality of Students, including Student Progress and Achievement

### Good Practices/Strengths

- Z score has been improved after the direct intake
- Award of a medal for the best student
- Students have been selected to participate international events such as ITU
- Some students showed an interest in entrepreneurship

### Weaknesses

- Lack of participation in extra-curricular activities
- Relatively low levels of completion rate
- No progression analysis of the student performance as they progress in the programme of study
- No evidence to suggest that career progression of graduated students is systematically monitored
- Tracer studies have not been conducted
- Information about student achievements has not been maintained in a proper manner

## 4. Extent and Use of Student Feedback

sts from DIT

- Steps have been introduced to take formal students' feedback
- Students' feedback has been taken for several modules
- S@IT has been facilitating student feedback
- IT skills of new students have been surveyed

#### **Weaknesses**

- Although student feedback forms have been collected, no evidence that they have been systematically analyzed
- No summarized analysis of the feedback forms observed by the reviewers
- No evidence to see actions have been taken based on the student feedback on course modules
- There are no staff student committees at the departmental Level to get students' feedback
- There are no staff student committees at the departmental Level to get students' feedback

#### **5. Postgraduate Studies**

##### **Good Practices/Strengths**

- IS/ IT modules of the MSc in Management Studies programme conducted by DIT
- MBA (Information Systems) programme is managed by the department
- Reasonable number of publications by staff

##### **Weaknesses**

- Staff of DIT is yet to undertake supervision of research degrees
- Lack of research facilities in the department

#### **6. Peer Observation**

##### **Good Practices/Strengths**

- Peer observation has been introduced recently
- Moderation forms have been introduced recently

##### **Weaknesses**

- No evidence to suggest that peer observations are formally analyzed and actions have been taken based on the peer comments
- No evidence to suggest that formal record for the reviewers-teacher meetings and the agreement or amendments made during their discussions
- Constructive comments have not been included in observations
- Second examiners/ moderators are appointed within the department
- Lecturer selects the peer observer informally

#### **7. Skills Development**

##### **Good Practices/Strengths**

- Cultural Centre managed by the Ministry of Cultural affairs offers course on Astrology, Music, Handicrafts and Music and Drams
- Project Management course offers ample opportunity for practical skills development via facilities development projects at the University

...me has been planned by the Business Communication

... Development Project and Research project (optional)

provide opportunities for self-learning and skill-development

- Students carry out workshops, field trips, organising of events via S@IT society
- Role Play, Case Studies and Presentations has been incorporated in to subjects

### Weaknesses

- Internet access has been restricted.
- Students are making limited use of the services of the Cultural Centre, Career Guidance Unit, Physical Education unit
- Lack of coordination between DIT/ FMSC and Cultural Centre, Career Guidance Unit, and Physical Education unit
- Lack of course modules are offered from other disciplines
- Majority of soft skills development modules in the curriculum focus on English
- Soft skills development module designed by the Business Communication unit has not been offered to the students of DIT

## **8. Academic Guidance and Counseling**

### Good Practices/Strengths

- Informal academic guidance provide by the academic staff
- Some level of students counselling provided by the 6 counsellors appointed from FMSC
- Contact hours have been noticed by the academic staff

### Weaknesses

- No formal academic advisors been appointed by the Department
- Lack of evidence of a formal mechanism to provide sufficient academic guidance and counselling and most students are unaware of the services of the students counsellors
- The number of appointed student 6 counsellors may not be sufficient for approximately 5000 students
- Students indicated a lack of effective psychological counselling. Most of the students are unaware of such facility.
- No systematic approach to identify weak students who require more attention
- Students are unaware of the facilities of provided by the University's Career Guidance Unit
- Provision of Student hand book/ Prospectus has been delayed

consultative board

2. Making research project and internship compulsory
3. Develop a more clearer idea about expectation, career paths of a graduate of DIT
4. Offering modules on soft skills other than English
5. Ensuring that the work load of course modules are reflected by credits assigned
6. Obtaining industry inputs for curriculum revision
7. Using model curricula as ACM guidelines when developing/ revising curriculum
8. Introduction of more elective course modules
9. Consider increasing number of credits assigned to internship
10. Introduction of course modules from different fields of study
11. Adding Macro Economics in to the curriculum
12. Initiating formal method to obtain feedback from alumni and strengthening the alumni-department relationships with regard to the curriculum revision
13. Taking steps to encourage more interactions between teacher and students
14. Provide access to the Internet
15. Better use of Learning Management System (LMS)
16. Design course modules in order to reflect credits assigned
17. Providing better facilities to study
18. Provision of training for support staff
19. Appointment of external second examiners/ moderators
20. Improve quality of internship in order to ensure student experience is in-line with expected outcomes of the degree programme
21. Updating and increase of the relevant collections at the library
22. Obtaining inputs from the industry through guest lectures, visiting lectures, workshops etc.
23. Ensuring marks assigned in examination papers reflect the depth of the expected answer
24. Developing course description for the entire curriculum
25. Providing printed hand-outs
26. Online Quizzes etc. for course units are set up in the LMS for to enhance the skill levels.
27. More independent learning to be encouraged
28. Introduction of Dean's list and industry awards to recognize student achievements
29. Taking measures to improve completion rates
30. Conducting tracer studies
31. Keeping record about student achievements
32. Implement a mechanism to monitor progress of students to identify and assist weak students.
33. Setting up of an Alumni association
34. Use of structured questionnaire to take student feedback
35. Analysed feedback to be conveyed to the lecturer concerned through the HoD
36. Appointment of batch representatives
37. Lecturer, date, academic year etc. to be included in the feedback questionnaire
38. Appointment of student staff liaison committee
39. Implementing a student suggestion box system to obtain student comments
40. Appoint batch representatives to liaise with the department
41. Encourage staff members to undertake supervision of MPhils and PhDs
42. Improve facilities for research
43. Formalise the moderation process
44. Formalise the peer observation process

examiners/ moderators

er meeting records would help even new reviewers to

47. Analyzing peer comments and taking actions based on comments
48. A coordinator be appointed for students skills development and also to coordinate with Career Guidance Unit/ Business Communication Unit/ Physical Education Unit/ Cultural Unit
49. Encourage students to participate in extra-curricular activities
50. Introduction of course modules in other disciplines
51. More workshops, Community outreach activities organised by S@IT
52. Offering course modules to develop complementary skills
53. Inclusion of the soft skills development module designed by the Business Communication Unit in the BIS programme
54. Guiding students in selecting such additional/ professional qualifications
55. Offering an Intensive course in English programmes of a longer duration
56. Information on studentsø services be publicised among students to enhance awareness of such services
57. Formal Mentoring program offered to the students of the department
58. Prospectus is provided to students early. A soft copy could be uploaded to LMS for students access early
59. Appointment of academic advisors
60. Taking necessary steps to provide psychological counselling
61. A formal academic and student counselling mechanism be established
62. Increase the number of student counsellors appointed from the faculty and encourage staff of DIT to apply
63. Departmental level Industry scholarship to be established for students who do not benefit from Mahapola /Bursary scheme and who face financial hardships.
64. Students Counsellors be provided with trainings on counselling.
65. A system to identify and counsel weak students to be established.
66. A formal follow up of students who come for assistance
67. Encouraging students to meet student counsellors
68. Ensuring regular meetings of student counsellors take place

### Day 1

- 08.30 ó 08.45 Private meeting of review panel with QAA Council representative
- 08.45 ó 09.00 Discussed the agenda for visit with head of department
- 09.00 ó 09.45 Meeting with Vice- Chancellor and Dean/ FMSC
- 10.00 ó 12.30 Department presentation on the Self Evaluation Report and discussion / T
- 12.30 ó 13.30 Lunch
- 13.30 ó 14.00 Observing facilities of the department
- 14.00 - 15.00 Observation of library facilities and meeting with the library staff
- 15.00 ó 16.00 Observation of Information Technology Resource Centre (ITRC), FMSC
- 16.00 ó 16.30 Meeting with support staff

### Day 2

- 08.45 ó 10.15 Observing documents/ Tea
- 10.15 ó 11.00 Meeting with second year students
- 11.00 ó 11.30 Meeting with third year students
- 11.30 ó 12.00 Meeting with fourth year students
- 12.00 ó 13.00 Lunch
- 13.00 ó 13.45 Meeting with staff at Business Communications Unit (BCU), FMSC
- 13.45 ó 14.00 Observation of teaching: Lecture for third year students
- 14.00 ó 15.00 Observation of student presentation
- 15.00 ó 15.30 Meeting with second year students
- 15.30 ó 16.30 Observing documents/ Meeting of reviewers/ Tea

### Day 3

- 08.00 ó 08.30 Observation of teaching: Lecture for fourth year students
- 08.30 ó 09.00 Observation of Cultural Facilities, Staff Canteen, and Student Canteen
- 09.30 ó 09.30 Observing documents/ Tea
- 09.30 ó 10.00 Discussion Coordinator of Postgraduate Unit, FMSC
- 10.00 ó 10.30 Meeting with Student Counsellors
- 10.30 ó 11.30 Meeting of Reviewers
- 11.30 ó 12.00 Observation of sports facilities and Medical Centre
- 12.00 ó 13.00 Meeting with head and staff for reporting
- 13.00 ó 13.30 Lunch
- 13.30 ó 16.30 Report writing

2. Dean/ FMSC
3. Head / Information Technology
4. Members of the academic staff
5. Support staff
6. Students (2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year)
7. Coordinator/ Postgraduate unit, FMSC
8. Staff of Business Communication Unit
9. Career advisor/ Career guidance unit
10. Senior Assistant Librarian
11. Student counsellors
12. Cultural Officer/ Cultural Centre

### **Annex 3. DOCUMENTS OBSERVED**

1. Student feedback forms
2. Peer observation forms
3. curriculum
4. Curriculum revisions
5. Research publications of staff members
6. Assignment of lectures, practical sessions, moderation and other works
7. Past papers
8. Answer scripts
9. Studentsø reports
10. Mark sheets of final examinations and continuous assessments
11. Attendance sheets
12. Minutes of department meetings
13. Analysis of IT skills of new intake
14. Prospectus/ Student handbook
15. Appointment of examiners
16. Moderatorsø forms
17. Corporate plan of the university
18. Links with industry
19. Special events/ field visits organized
20. Studentsø inauguration