

SUBJECT REVIEW REPORT

DEPARTMENT OF INSURANCE AND VALUATION



FACULTY OF BUSINESS STUDIES AND FINANCE

WAYAMBA UNIVERSITY OF SRI LANKA

13th to 15th July 2009

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quality of education within a specific subject or discipline.

This review evaluates the quality of education within the specific disciplines of Insurance and Valuation being offered by the Department of Insurance and Valuation (DIV) of Faculty of Business Studies and Finance (FBSF) of the Wayamba University of Sri Lanka (UOR). The review focused on the Self Evaluation Report (SER) prepared by the DIV. Based on the SER, the team evaluated the quality of the B.Sc. (Special) degree programme in Insurance and Valuation using the criteria set out by the Quality Assurance Council (QAC) of the Ministry of Higher Education.

The SER consisted of: introduction; program details including aims of the DIV, learning outcomes; 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; peer observations; skills development; academic counselling and conclusions. However SER has not included postgraduate studies.

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/FBSF, Head/DIV, academic, non-academic staff member of the DIV, Career Guidance Director, Students Counsellors, representatives of the Insurance Industry, graduates and undergraduate and diploma students.
- É Observation of teaching sessions
- É Observation of relevant documents (Faculty and Diploma Handbooks, Detailed Module Information, Curriculum Review documents, Teaching & Learning Materials, Minutes of Department meetings, Samples of Students works, Assignments, Dissertation, Summary of Marking sheet, Teaching, Learning and Assessment Strategies, Details of Programs, Additional reading materials (books, etc.), Students Entry Quality, Ratio of Application to Places Available, Details of Students Achievements (No of Degrees and Classes), Details of Graduates Destinations / Employment, Student Feedbacks, Staff Students meeting, Academic Support to PGS, Academic Research Involvements, Paper articles of the staff members, Contribution to the nation / society, Peer Observation Process, Peer Observation Forms, Internship training, Academic Guidance, Workshops Organized, Students CV file etc.)
- É Observation of department and other facilities (computer centre, lecture rooms, seminar room, library, medical centre, canteen, sports centre, gymnasium, hostel, etc.)

Each subject review aspect of education was judged by making one of the three levels namely; good, satisfactory and 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

...ts given for all the eight aspects of the academic
 ...n 13th, 14th and 15th of July, 2009. The agenda of the
 subject review is in Annex 1.

2. BRIEF HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

Wayamba University of Sri Lanka (WUSL) was established in August 1999 by upgrading the Wayamba Campus.

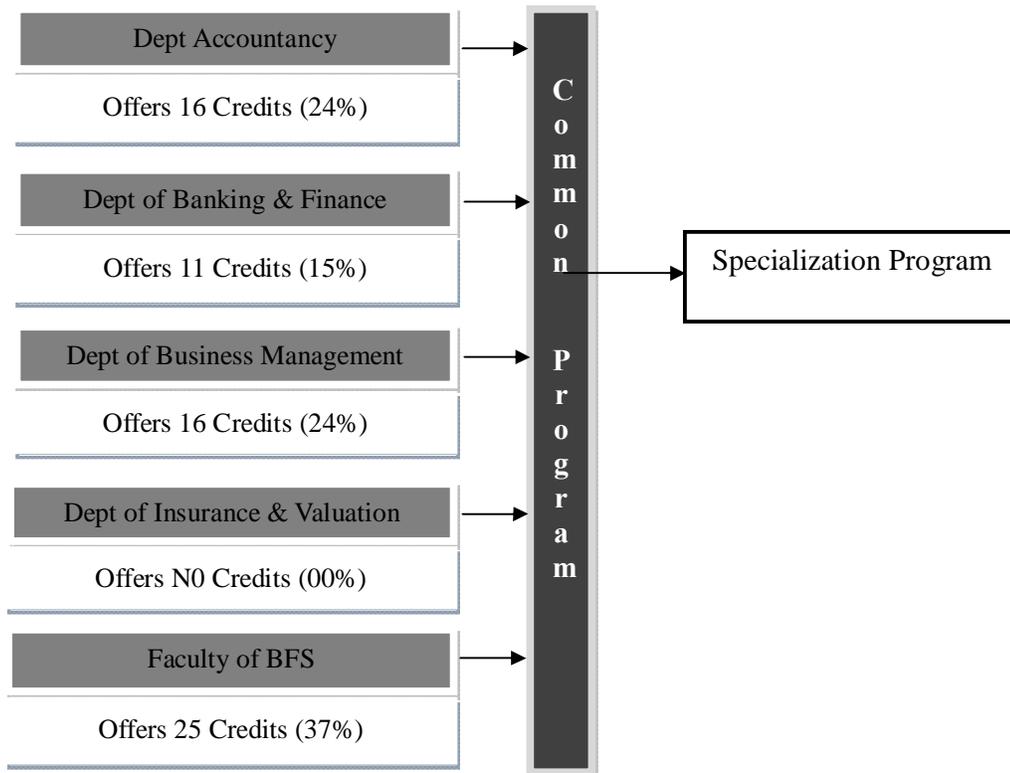
The university is located in two separate premises, each consists of two faculties. Two faculties, Faculty of Agriculture and Plantation Management and Faculty of Livestock, Fisheries and Nutrition, are located at Makandura premises of the university. Other two faculties, Faculty of Applied Sciences and Faculty of Business studies and Finance are located at Kuliypitiya premises.

The Faculty of Business Studies and Finance (FBSF) of the WUSL was setup to cater to the specifically identified needs of the industry. Accordingly each of its four departments, namely: Accountancy & Business Finance, Banking & Finance, Business Management, and Insurance & Valuation offers four year full time (special) degree programs in Accountancy, Banking & Finance, Business Management, and Insurance & Valuation respectively.

All the degree programmes are conducted only in English Medium. Since the beginning, three batches were conferred degree by the FBSF and almost all graduates have been absorbed by the industry.

During the first two years of studies, students are offered courses by four departments to reflect every aspect related to business studies and finance sector. These directed electives allow students to select a curriculum that is more closely in tune with their career goals.

Figure 1.1 Degree Structure



ers and has the desire to be the centre of excellence for insurance education in Sri Lanka. It also offers a MBA

DIV focus on subject areas which meet the needs of the insurance industry. The core program is designed more specifically to provide students with an understanding of the basic functions of insurance and the application of theory and practice to the sector. Gradually, the students are directed towards advanced theory and applications as related to the discipline during the period of specialization.

The DIV is committed to enhance undergraduates education and postgraduates in the field of insurance, creating programmes that inculcate skills, capabilities and competencies to meet the real world requirement through interaction with public and private sector organizations. It is also committed to pursue the excellence in teaching and learning in insurance conducting research and community service while making all efforts to contribute to the vision of the FBSF.

Department consist of two permanent academic staff members and a temporary lecturer. Hence, it heavily depends on the highly qualified and well experience visiting staff. At present, it offers B.Sc. (Special) Degree in Insurance and Valuation for the internal students and a Diploma course in Insurance for the external candidates. There are 35 internal students in its degree program and 48 external students in its diploma program. Further, the Senate of the university has approved and given its consent to launch a certificate course in Insurance and Service Marketing.

The DIV provides its students an opportunity to specialise in a combination of insurance and valuation.

Vision of the DIV

To be the centre of excellence in the Arena of Insurance Education

Mission of the DIV

Department of Insurance and Valuation is committed to develop its stakeholders' competencies through education, training, research, and other outreach programs to meet the real-world challenges in the Insurance Industry

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

DIV hopes to attribute to undergraduates and diploma holders with;

1. An in-depth understanding in management concepts both from a theoretical and practical perspectives
2. The modern academic knowledge, skills, abilities and insights into the current practices of management in business organizations
3. Leadership, entrepreneurial skills and skills of communication and presentation
4. Range of competencies in understanding of and dealing with management issues in modern organizations
5. Firm base for further study on Insurance and Valuation by:
 - Providing effective teaching, cutting-edge research and outreach / extension activities while recognizing that effective integration of these functions is essential for enhancing the quality of the degree program.

s to think, to use logic and reason and to organize their problems rather than simply memorize and recite the

- Developing knowledgeable, skilled and well employable graduates in most business organizations with delivery of subject areas such as economics, management, marketing, statistics, finance and accounting, information technology and related areas.
- Ensuring flexibility and adjust programs to address changing scenarios in insurance industry in a timely and useful manner.
- Training undergraduates to work according to a deadline/ given time period and to improve the life-skills of students including the presentation and communications skills.
- Enhancing the professional orientation of undergraduates via having links with professional bodies in the industry so as to meet the necessary requirement of the industry.

3.2. Learning Outcome

On successful completion of the course modules offered by the FBSF during the first two years and by the Department of Insurance and Valuation during 3rd and 4th years the students would be able to:

1. Acquire the skills and knowledge needed to perform successfully in management-level positions in insurance firms of varying sizes and areas of enterprise.
2. Blend Business Management practices necessary in today's Insurance Industry.
3. Deliver knowledge and hands on experience necessary to make practical application of the ideas and concepts gained in the classroom, research and training exposure.
4. Handle and solve problems and a wide variety of issues pertaining to the field of insurance and risk management and to address complex issues using tools and decision-making models learnt.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

1. The FBSF of WUSL established the semester system curriculum from its first intake in 2001. The curriculum has been developed, in consultation and assistance from academia and professionals, to include all aspects of the semester system, and the continuous assessment fundamentals.
2. DIV follow the accepted norm of 120 credits for a four year degree. One credit is defined as one hour lecture session per week for the period of 15 weeks duration of a semester.
3. The medium of instruction is English for all academic work.
4. As stated by DIV, the curriculum is designed in a manner to cover all the major areas required by present insurance world. In first two years (i.e. common program) the principles of management, economics, accounting, commercial law and marketing along with statistics, mathematics and some important areas in information technology is provided for the undergraduates as a base for these areas which will then be discussed wider under specialization.
5. The curriculum has been planned to be broad based to cover the wider job market for its graduates by including modules in the principles of management, economics, accounting,

- along with statistics, mathematics and some important
- courses (grammar and composition) and two Business Communication courses within the first four semesters to enhance students' language skills.
7. Curriculum include a comprehensive dissertation during the 4th year under the supervision of a senior research supervisor which facilitates the undergraduates to identify research problems, review literature, develop conceptual framework, prepare research proposals, adopt suitable methodology, collect and analyze data, write a report i.e. dissertation and to come up with conclusion/s and, if possible, suitable recommendations.
 8. Curriculum also include an Internship Training along with a project report during the 4th year which facilitates undergraduates to gain a practical exposure about the theoretical aspects they learnt in previous semesters and to develop skills, competencies as well as positive attitudes to work in a competitive public or private business environment.
 9. However students are expected to do only one of the above two modules (comprehensive dissertation or internship training)
 10. Though title of the degree programme is B.Sc. (Special) in Insurance and Valuation it concentrates largely on the area of Insurance. The course content on Valuation is limited to one module 'Valuation for Insurance' with a credit rating of 3 out of a total of 120. Therefore the present degree title is unrealistic.
 11. Having offered the initial curriculum for over six years and produced 3 batches of graduates it is ideal time for the DIV as well as the FBSF to initiate a major curriculum revision.
 12. As an appropriate curriculum is vital for the success of the degree programme and its products it is important to carryout the curriculum revision process in a scientific manner.
 13. DIV also need to get a feedback from key stakeholders such as; industry, academia, alumni, employers of alumni, students etc on the current and future requirements of BSc in I&V graduates during the curriculum revision process.
 14. Reviewers have observed following drawbacks in the present curriculum.
 - Incorrect distribution of modules in two major areas of insurance and valuation (if DIV is to continue with the present title)
 - Unavailability of optional modules has made the present curriculum of the common programme very rigid. Therefore no provision for students who intend pursuing other streams to obtain a basic knowledge in insurance.
 - BSc in I&V programme too is very rigid.
 - Final year research project and internship programme are not compulsory for all students though these two are very important components of a special degree programme to enable students to develop their innovative and self learning skills.
 - Department has not yet obtained any exemptions for any modules of professional examinations though initial contacts have been established.

In relation to the curriculum design, content and review, the judgment of the team is SATISFACTORY.

4.2. Teaching, Learning and Assessment Methods.

Teaching and Learning Methods

1. Each new student provided with the faculty handbook during the orientation week. It contains objective of the B.Sc. degree, its syllabus, assessment methods, and university by-laws.

department handbook, to be given to the students when
ation program, in which the detailed syllabus, intended
ment methods are described.

3. In the beginning of each semester, every student participating to a course is distributed with the Course Outline. DIV can further improve this process by providing students with comprehensive module sheets.
4. The department communicates information to the students in a number of ways such as DIV notice board, Student - Staff meetings etc. However usage of technology is limited.
5. Students enrolled for the Diploma program are also given a students handbook in which most of the necessary information are given.
6. A major obstacle to the evolution of DIV is the shortage of qualified academic staff and reluctance of qualified personnel to apply because of the limited academic, recreational and other facilities available and inadequate remunerations.
7. Other major obstacle is the difficulty to attract visiting lecturers from Colombo, because of its remote location and unattractive remuneration, though extensive usage of practicing professionals is essential for a programme of this nature.
8. The department disseminates knowledge to undergraduates, mainly through lectures. Limited usage of other techniques which promote innovative and self learning skills of students.
9. Usage of audio visual facilities in teaching is limited. This is partly due to non-availability of equipment.
10. At observation of teaching following strengths/ weaknesses were noticed:
 - Effort made to make sessions interactive by prompting questions.
 - Students were interactive in the classroom only when prompted.
 - Was able to attract the attention of students during the lecture.
 - Explanations reasonably clear.
 - Inappropriate selection of examples.
 - Poor selection of text and background colours for power point presentations.
 - Content delivered not summarised at the end of the lecture.
11. Handouts/course materials are generally not provided to students by DIV.
12. Course manuals are not available for the modules offered by the DIV.
13. The module in Motor Insurance has sufficient coverage in so far as insurance is concerned. However it is desirable if a resource person with sufficient experience from the Police Department or RMV expose students to practical issues relevant to ðMotor Traffic Actö through few guest lectures.
14. The module in Employers Liabilities too has sufficient coverage in so far as insurance is concerned. It is desirable if the Commissioner of workmen compensation or his representative is invited for few guest lectures to enable students to acquire a wider knowledge on practical aspects.
15. The faculty IT centre and the IT centre common to both faculties have 40 and 65 working computers respectively. This is considered inadequate for the faculty which has over 600 students.
16. Number of copies of some of the important library books is insufficient.
17. Usage of library by students seems to be minimal.
18. Students are encouraged to meet the respective lecturers during the student contact hours to discuss any problems.
19. Students going on internship training are expected to maintain a record of the nature of work on a daily basis and also provided with specially printed record books. However there is room for further improvement of the record book and the training process.

- placement for all students while students too have the
however there are delays in some instances.
4th year are delivered during 3rd year while others are
conducted during the week ends. Practice of delivering some in the 3rd year and
conducting examinations in 4th year is not desirable.
22. ELTU has a language lab with 15 computers which is made use for English language teaching.
 23. Medical officer available only on 2 days of a week and medical centre lack basic facilities such as a sick room etc.
 24. Well equipped fitness centre provided through the IBG of IRQUE project is available.
 25. Hostel facilities are provided for 153 boys and 107 girls of the students in the Kuliapitiya premises. University policy is to provide hostel facilities for all 1st and 4th year students having permanent residence outside a 30 Km radius.

Assessment Methods

1. 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 assignments and mid-semester evaluations.
2. The continuous assessment component of a module generally carries up to 40% of the total marks. However there is no minimum mark 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.
3. Limited number of continuous assessment methods are used.
4. It is not adequate to assess the 12 month internship only through the final report.
5. The end of semester examinations are designed to test the students' ability to perform within time limitations of what has been learnt during the Semester. Examination questions can take different forms such as multiple choice questions, short notes, essays, numerical problems and result interpretation.
6. Examination papers are moderated by internal moderators to ensure questions are clear, relevant and coverage is appropriate. They are only provided with the marking scheme. It is noted that there are no external examiners to evaluate the process in a broader perspective.
7. Special repeat examinations are not held.
8. It takes around four months to release results. This is far too excessive.

In relation to the teaching, learning and assessment methods the judgment of the team is SATISFACTORY.

4.3 Quality of Students including Student Progress and Achievements

1. Around 17 students of the 120 (till 2007) who get admitted to the Faculty, are selected to the Insurance & Valuation (IV) stream. The selection is expected to be based on students' preference and performance of 3 relevant subjects: principles in management, business environment and micro-economics during the first 3 semesters which are common to all students. FBSF is unable to consider performance of all 4 semesters due to delay in releasing results. IV is the least preferred stream at present.
2. DIV has not been able to attract its planned number of students for its first 4 intakes. DIV attribute this to the lack of awareness, of the employment prospects for IV graduates, among parents and students. However the number of students choosing IV as the first preference has increased over the years.

values for first 2 years, of its intake.

ip of Gold, Silver and Bronze medals and cash prizes
Ltd, in honour of Mr. C.T.A. Schaffter for its best 3

graduating students.

5. The following is the distribution of class honours and successful students among the 44 who underwent the degree programme since inception.
 - First Classes 00.0 %
 - Second Class Upper Division 15.9 %
 - Second Class Lower Division 13.6 %20.5% have secured passes while 50% have not been able to complete the degree. Poor performance could be due to the poor quality of the intake.
6. DIV has been successful in producing high quality graduates who are able to compete in the job market.
7. To date, those graduating have found employment within a few months of graduation.
8. Most students have registered for professional examinations.

In relation to the quality of students, student progress and achievements the judgment of the team is SATISFACTORY.

4.4. Extent and use of Student Feedback

1. DIV encourages direct and indirect feedback from students through 4 mechanisms: Formal questionnaire survey, Open-door policy, Student-Teacher meetings and Informal sources. Said initiatives are noteworthy though started since recently.
2. At the end of offering a course that comes under the code of: ðINSö, the respective teacher is evaluated by means of a formal questionnaire. This questionnaire is administered by the lecturer concerned and in some occasions it is administrated by Head of the Department where the teacher has no influence and he/she cannot stay in the lecture hall during the time of getting feedback. After collecting the questionnaires the results are said to be discussed with the respective teachers. However no analysis of results was available. Also questionnaire is administered only for internal staff.
3. Students can meet staff at any time without prior appointment. This was also endorsed by students. The respective teacher is also advised to maintain ðstudent contact hoursö (i.e. at least 2 hours per week in a specific date and time) officially for each course he/she is teaching.
4. From time to time DIV organizes staff-teacher meetings to discuss the academic matters of the department and the progress of the department. In such meetings students are free to express their grievances, if any, and discuss with the head of the department and the teachers. List of attendance and notice of meetings were available while minutes of meetings with decisions taken were not available.
5. In addition to these, useful comments are also obtained from students by way of informal discussions through the office and non-academic staff, from passed out students, visiting lecturers etc.

In relation to the extent and use of student feedback the judgment of the team is SATISFACTORY

- ... of the DIV is also the chairman of board of study of Postgraduate Diploma in Business Management (PGD in BM) and the MBA. He also delivers one of the modules in PGD programme. He has also been the examiner and supervisor of number of research projects of the PGD in BM.
2. The present head of DIV who is seconded from Accounts department has contributed extensively to research journals.
 3. The DIV offer a Diploma in Insurance to personnel from the industry. First batch undergoing the diploma consists of 48 students.
 4. Despite the availability of just one staff member with postgraduate qualifications and heavy workload of the academic staff, they get involved in postgraduate teaching and research activities when time permits. However it is noticed that no postgraduate research students are present in the department.

In relation to the postgraduate studies the judgment of the team is SATISFACTORY.

4.6. Peer Observations

1. DIV has just initiated a peer observation system for the identification, development and dissemination of good teaching, learning practices and assessment of its academic staff. However the form used is not sufficiently comprehensive.

In relation to the peer observation the judgment of the team is UNSATISFACTORY.

4.7. Skills Development

1. The CGC of the university plays a key role by developing the soft skills of students.
2. It was observed during the discussions with student groups that the communication skills of students have been improved through an effective communications skills development component in the orientation programme.
3. Internship programme helps students to interact with industry and lead them to develop their application, management, intellectual and leadership skills. However internship programme has some lapses such as delays in finding placements and lack of comprehensive guidelines.
4. The final year students who do not undergo the training in their 4th year 2nd semester have to carry out a "Comprehensive Dissertation", which includes: writing a research proposal under the supervision of a permanent lecturer (i.e. internal supervisor) and under the guidance of a well experienced officer from an outside organization; carry out the research (review of literature, data collection and analysis) and submission of frequent progress reports to the internal supervisor; and submit the final version to the department. This helps develop many skills of students.
5. The DIV closely works with the English Language Teaching Unit (ELTU) to improve "Language Skills" of its students and strongly advise them to follow the "Business English" courses offered by the ELTU and use facilities available in the Unit.
6. FBSF and DIV do not offer general elective modules to provide an opportunity to improve other skills of students.

. However DIV did not have its office bearers or list of

In relation to the skills development the judgment of the team is SATISFACTORY.

4.8. Academic Guidance and Counseling

1. Academic advisors provide students with the necessary information with regard to academic programmes offered by the DIV through the student handbook of the faculty. It is noted that the department has prepared a draft of a separate departmental handbook to be distributed among students.
2. During the first two years each student is assigned an academic staff member from the faculty as his/her academic advisor (15 to 20 per academic staff member). When they get admitted to the field of specialization from their third year, an academic staff member from the department of specialization takes over from the first advisor.
3. In addition to the academic advisors, the faculty has a group of student counsellors (one from each department) appointed by the Vice-Chancellor. Each department in the faculty has a representative in this group. This gives students easy access to the counsellors to discuss their problems.
4. However there is no professional full time counsellor in the university.
5. CGU has a director and a computer applications assistant. Each faculty has a CG coordinator and a committee made of one academic staff member from each department.
6. CGU has an annual allocation of Rs. 250,000 of which Rs. 80,000 can be utilised for related workshops.
7. CGU has already completed 14 workshops/ activities out of an impressive list of 26 planned for the year 2009. 646 students and 22 members of staff have participated in these programmes.

In relation to academic guidance and counseling the judgment of the team is GOOD.

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

Aspect	Judgment
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Satisfactory
Extent and Use of Student Feedback	Satisfactory
Postgraduate Studies	Satisfactory
Peer Observation	Unsatisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Good

Weakness identified by the Review Team in each of the eight aspects of evaluation of this review are as below.

1. Quality of Students including Student Progress and Achievements

Strengths/Good Practices

- The curriculum has been developed, in consultation and assistance from academia and professionals, to include all aspects of the semester system, and the continuous assessment fundamentals.
- DIV follow the accepted norm of 120 credits for a four year degree.
- Curriculum designed to cover all the major areas required by insurance world.
- The curriculum has been planned to be broad based to cover the wider job market for its graduates.
- Availability of two English courses (grammar and composition) and two Business Communication courses within first four semesters to enhance students' language skills.
- Curriculum includes a comprehensive dissertation or an internship in the 4th year.

Weaknesses

- Curriculum heavily biased towards insurance to an extent of making present title unrealistic.
- Drawbacks of the present curriculum.
 - Incorrect distribution of modules in two major areas of insurance and valuation.
 - Degree programme is very rigid.
- Final year research project and internship programme are not compulsory for all students

2. Extent and use of Student Feedback

Strengths/Good Practices

- New student provided with the faculty handbook during the orientation week.
- Provision of course outlines at commencement of the semester for some of the courses
- Evaluation of performance by continuous assessment and end of semester examinations

Weaknesses

- Shortage of qualified academic staff and the difficulty to attract visiting lecturers
- Inadequate computer facilities for students
- Limited use of available audiovisual equipment
- Absence of requirement for a minimum mark at the end of semester examination to pass the module.

3. Quality of Students including Student Progress and Achievements

Strengths/Good Practices

- Has secured sponsorship of Gold, Silver and Bronze medals and cash prizes for the best 3 students.
- DIV has been successful in producing high quality graduates who are able to compete in the job market.
- Most students have registered for professional examinations.

at present.

- DIV has not been able to attract its planned number of students for its first 4 intakes.
- No first classes in 1st 3 batches while 50% have not been able to complete the degree successfully.

4. Extent and use of Student Feedback

Strengths/Good Practices

- Direct and indirect feedback from students obtained through 4 mechanisms: Formal questionnaires, Open-door policy, Student-Teacher meetings and Informal sources.

Weaknesses

- Non analysis of responses of teacher evaluation questionnaires by student
- Non scheduling of regular meetings between the academic staff and batch representatives/students
- Non transparency of corrective action taken on student feedback
- Restricting teacher evaluation by students to internal staff

5. Postgraduate Studies

Strengths/Good Practices

- Staff member delivers a course module and also supervise research projects of Postgraduate Diploma in Business Management.
- The present head of DIV who is seconded from Accounts department has contributed extensively to research journals.
The DIV offer a Diploma in Insurance to personnel from the industry. First batch undergoing the diploma consists of 48 students.

Weaknesses

- Absence of research students in the department

6. Peer Observations

Strengths/Good Practices

- Acceptance and initiation of peer observation process

Weaknesses

- Absence of documentation of good practices to ensure continuity

7. Skills Development

Strengths/Good Practices

- The CGC of the university plays a key role by developing the soft skills of students.
- Availability of an effective communications skills development component in the orientation programme.
- Availability of internship programme and a *Comprehensive Dissertation*

ive modules to provide an opportunity to improve skills

- Absence of a comprehensive industrial training guideline
- Absence of a calendar of activities for the IV Society

8. Academic Guidance and Counseling

Strengths/Good Practices

- Availability of various levels of academic guidance and counselling to students from the point of entry into the faculty
- Availability of academic staff for consultation during office hours
- Availability of an annual allocation for CGU
- Availability of a annual calendar with a large number of activities for CGU
- All Students assigned to councillors

Weaknesses

- Non-availability of a professional full time counsellor in the University.

6. RECOMMENDATIONS

1. Change the title of the degree programme to B.Sc. (Special) degree in Insurance Management to reflect the content of the courses offered.
2. Effect a major revision of the curriculum.
3. Provide a sound training on curriculum design and development to the entire academic staff of FBSF prior to commencement of curriculum revision process.
4. Obtain views and recommendations of all stakeholders such as; industry, academia, alumni, employers of alumni, students etc on the current and future requirements of BSc in I&V graduates during the curriculum revision process.
5. If the DIV intend maintaining the present title include sufficient number of modules in valuation to the special degree programme in I&V.
6. Include course modules in insurance management to the common programme.
7. Include optional course modules in specialized areas in insurance and valuation to special degree programme in I&V with a view to take advantage of the modular system and make it more flexible for students.
8. Make both final year research project and internship training, compulsory components of the degree programme.
9. Include requirements, to obtain exemptions from full/ part of professional examinations, to the curriculum and expedite the process of obtaining exemptions.
10. Prior to commencement of a course module provide students with a comprehensive module sheet containing course outlines, name of lecturer, credit rating, pre-requisites, course objectives, learning outcomes, brief syllabus and method of assessments, allocation of marks for different assessments as well as recommended reading.
11. Use IT based techniques such as Moodle based course management systems so that students can access necessary information as well as teaching/ learning material using the internet.
12. Improve the remuneration package of academic staff through increased consultancy, postgraduate teaching and lobbying the UGC for increased salaries and other incentives.

learning techniques such as; case studies, poster mini projects, role plays, review of journal article, topic under the guidance of the lecturer to promote

innovative and self learning skills of students and to achieve stated aims of the DIV.

14. Provide adequate multimedia and audio visual facilities.
15. Provide academic staff with training facilities on effective teaching methods.
16. Encourage all academic staff to make use of the available audio visual equipment to supplement their teaching.
17. Encourage usage of interactive techniques such as providing opportunities to participate in group discussions and make presentations to promote student interaction with a view to establish a student centred learning environment.
18. Provide handouts wherever necessary.
19. Develop course manuals for the modules offered by the DIV and make available sufficient number of copies in the library.
20. Use practicing professionals wherever necessary as guest lecturers to provide a wider knowledge on practical aspects to students.
21. Provide sufficient IT facilities to meet the needs of present number of students as well as proposed increase of intake.
22. Provide sufficient number of copies of library books and course contents of AII and CII which are of importance to insurance.
23. Encourage students to gather knowledge from recommended text books and references as a part of improving the skills of self learning by giving them appropriate assignments.
24. Provide proper guideline for the students going on internship.
25. Improve the record book by including objectives and expected outcome of internship, methods of achieving them, code of ethics for students (confidentiality company information, punctuality, honesty, dress, etc.), evaluation criteria of internship, guidance for preparation of training report, etc.
26. To provide students with proper guidance prior to industry placements by organising a few sessions on relevant aspects: correct attitudes, discipline, relationships with others at the working place, collective work, listening to others, performing duties etc. This could be done with the involvement of the senior batch of students who would be just completing the training.
27. Arrange internship placements to commence on the due date. Department to come in to formal agreements with relevant private and public sector enterprises wherever possible and have an even closer relationship with them.
28. Take measures during the proposed curriculum revision to eliminate the necessity to conduct lectures scheduled for 4th year during 3rd year. DIV may have to consider the option of reducing the internship period from 12 months to six months to facilitate the said requirement and making both internship and final year research project compulsory.
29. Consider the suitability of having a minimum mark for continuous assessment in order to be eligible to sit for the end of semester examination and also a minimum mark at the end of semester examination to pass the module.
30. Develop assessment criteria for internship using, monthly feedback of progress, presentations, industry supervisors report, a viva and final report.
31. Provide examination paper moderators with course content, expected learning outcomes of the modules and skeleton answers in addition to the marking scheme.
32. Initiate evaluation of the degree programme in a broad perspective by an external examiner.

ic deadlines for release of results. Consider suitability of
ce to such deadline along with the work load when
nts of academic staff.

34. Lobby the UGC to increase allowances for visiting staff. Also explore the possibility of using video conferencing facilities being provided to all universities through the IRQUE project to deliver some of the lectures from a location in Colombo to save on the travel time of visiting lecturers.
35. Take adequate measure to attract good students by making year 1 & 2 students aware of the prospects for BSc in I&V graduates.
36. With the help of subject society initiate an awareness programme among advanced level students, such as open days, seminars at schools, using mass media.
37. Monitor Z_{ϕ} score and the average GPA of modules completed during first 2 years, of the students selected for IV. This is a good indicator to measure of the quality of intake to the DIV.
38. Analyse the responses of students obtained through lecturer evaluation questionnaires and identify corrective action at a discussion with the Head of DIV. Extend the process to external staff.
39. Obtain student feedback on teaching of modules during the first half of the semester so that current students too could benefit.
40. Have student staff meetings on a regular basis at the end or beginning of each semester, maintain minutes and display decisions/ corrective action on a separate notice board. Also appoint two student representatives from each batch for head DIV to maintain a regular dialogue.
41. Initiate an Alumni Association to ensure a formal and lasting relationship with passed out students.
42. Introduce a compulsory final year research project for undergraduates and promote academic staff research through them.
43. Improve the peer evaluation procedure by initiating each staff member to select a colleague for the observation of his/her teaching. The selected colleague to observe the teaching, teaching material and assignments given to students by his associate and make comments on preparation, method of teaching, delivery, lecture materials, relationship and interaction with the students by filling a standard form covering all the said aspects.
44. The pair to meet and discuss the observations made during the lecture, course content, teaching methodologies, learning and assessment methods and new developments for the module with a view to identify corrective actions before communicating to the head.
45. Document good practices of academic staff identified through peer observations to ensure continuity.
46. Obtain the assistance of the Insurance Board of Sri Lanka (IBSL) which is the regulatory body having a responsibility towards the well being of the insurance industry to obtain internship placements. The industry is more likely to respond to a request made by the IBSL. There are 16 insurance companies under the purview of IBSL.
47. To develop a comprehensive industrial training guide.
48. Explore the possibility of creating a full time δ Director Industrial Training δ post for the faculty to coordinate all matters (securing placements, pre-internship guidance, supervision, evaluation and assessment) related to internship programme.
49. Offer a variety of elective modules at faculty/ university level to develop different skills of students.
50. Promote I&V Students ϕ Society to organise activities such as guest lectures, seminars to develop students ϕ skills, collect materials that help the student in the academic work, organizing fund raising activities, establishing a mini resource centre at the department.



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for I&V Studentsø Society to ensure the continuity of

students counsellor to the University.

52. Document all details pertaining to activities ensure continuity and allocate sufficient funding to continue the excellent work being done by the CGU.

Day 1 - 13th July 2009 (Monday)

- 09.00am ó 10.00am Arrival of Team and brief discussion with QAA specialist.
10.00am ó 10.30am Meeting with the vice-chancellor, Dean, Head of the Department and Staff of the Department.
10.30am ó 11.00am Discuss the agenda for the visit with tea
11.00am ó 12.00am Department Presentation on the self evaluation report & discussion.
By Mr. Aminda Perera (Head / Dept IV)
12.00am ó 12.30pm Observing department facilities.
12.30pm ó 01.30pm Lunch.
01.30pm ó 02.30pm Monitoring university facilities.
Deans Office, Resource Center, Library, ELTU, Computer Lab, Physical Department
02.30pm ó 03.30pm Monitoring Documents
03.30pm ó 04.00pm Presentation by a 4th year Student - Miss Kaumudee Manodara with tea
04.00pm ó 05.00pm Meeting representatives of the 3rd years

Day 2 - 14th July 2009 (Tuesday)

- 09.00am ó 10.00am Monitoring Teaching 3rd year (Lecturer: Mr. PA Weerapokuna)
10.30am ó 11.00am Monitoring Teaching 3rd year (Lecturers: Mr. DGL Rasika & WS Sanjeeva)
11.00am ó 11.30am Meeting Student Counselors and Carrier Guidance Director with tea.
11.30am ó 12.30pm Monitoring Documents.
12.30pm ó 01.30pm Lunch.
01.30pm ó 02.00pm Meeting with Staff who are doing PG studies ó Ms. MACH Perera.
02.00pm ó 02.30pm Presentation by a Passed-out Student ó Mr. KDUD Ferenando.
02.30pm ó 03.00pm Presentation by a Passed-out Student ó Mr. Indika Gamage/Mr. Sameera.
03.00pm ó 04.00pm Meeting with passed out and employed students with tea.
04.00pm ó 05.00pm Meeting representatives of diploma students.

Day 3 - 15th July 2009 (Wednesday)

- 09.00am ó 10.00am Observing a Carrier Guidance Workshop
10.00am ó 10.30am Meeting Representatives of Insurance Industry.
10.30am ó 11.00am Reviewers private discussion with tea.
11.00am ó 12.00pm Meeting with Head and Staff Reporting.
12.00pm ó 01.00pm Lunch.
01.00pm ó 03.30pm Report writing