University of Colombo, Faculty of Management and Finance,

Internal Quality Assurance Cell

Quality Assurance Action Plan

1. Introduction to Faculty of Management and Finance

Established in May 1994, the Faculty of Management & Finance remains as the growing faculty of the University of Colombo. Historical development of this faculty dates back to 1979 when the Department of Commerce and Management Studies of the University of Colombo was set up. As a department which operated under the Faculty of Arts, the Department of Commerce and Management Studies grew rapidly in 1980s and thereby became the department which accommodated the highest number of undergraduates in the Faculty of Arts. In line with the increasing student population and the rapidly growing needs of Sri Lankan business community, the necessity for establishing a new faculty for this particular field of study began to be felt in late 1980s. The issue was further discussed and debated among university authorities and resulted in establishing two academic departments under the purview of the Faculty of Arts in 1993 and finally inaugurating the Faculty of Management & Finance in 1994. During the past 25 years undergraduate population of the faculty grew rapidly from xxx to 2,000.

In its historical evolution, the Faculty of Management & Finance reached yet another juncture in May 2007 establishing six new academic departments, namely
  I.   Department of Accounting
 II.   Department of Business Economics
III.   Department of Commerce and Finance
IV.   Department of Human Resources Management
 V.   Department of Management and Organization Studies and
VI.   Department of Marketing

This intra-faculty institutional development has provided its undergraduates with the opportunity and resources for specializing in different fields of study including Accounting, Business Economics, Finance, Human Resources Management and Marketing. Alternatively, undergraduates can opt to read for a degree program which draws upon knowledge from all these specializations/disciplines and aims at covering a broader perspective of business administration. To incorporate current trends in the corporate sector the faculty introduced two new academic programs, namely BBA in International Business and BBA in Management and Organization Studies in 2009.

2. **Action Plan for the Quality Assurance of the Faculty**
   The quality assurance action plan of the faculty has the focus on expectations of main stakeholders, and accordingly qualitative characteristics of the outcome to be produced meet such expectations and actions necessary to be taken to ensure the outcome meeting expectations of the stakeholders. The action plan comprises the following elements.
   Section I   – Administrative Structure for Quality Assurance
   Section II   – Domains of Quality
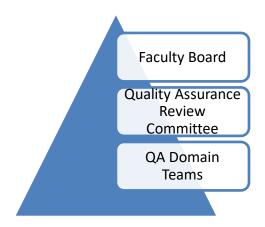   Section III   – The Quality Assurance Action Plan
   Section IV   – Implementation of the Action Plan and the Accountability

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Section I

Administrative Structure for Quality Assurance

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Coordination: Quality Assurance Cell, Faculty of Management & Finance

Implementation structure:

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Faculty Board

Quality Assurance Review Committee

QA Domain Teams

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Q**uality Assurance Committee and Meetings**

Purpose:	Reviewing the progress and issues relating to the faculty quality assurance activities to be recommended the Faculty Board.
Chaired by:	The Dean of the Faculty
Other Members:	Coordinator, Quality Assurance Unit of the Faculty
	All heads of the Departments or their representatives
	All Professors of the Faculty
	Deputy Registrar of the Faculty
	Deputy Bursar of the Faculty
	Unit Coordinator of the Postgraduate and Midcareer Development Unit

Meeting time: Last Wednesday of every month at 11 am.

Quality Assurance Task Force and Meetings:

Convener:	The Coordinator, Quality Assurance Unit
Other members:	Team Leaders of Quality Assurance Domain Teams

Meeting time: 1st and 3rd Wednesday of every month at 11 am.

Quality Assurance Domain Teams:

There shall be Five (05) Quality Assurance Domain Teams:

1. Student affairs, soft skills and industrial relations development team
   Convener   -   **Ms. K.G.K Fernando**
   Dr. Nawarathna
   Ms. K.M.M.M. Karunarathna

2. Teaching, learning and assessment process development team
   Convener   -   **Dr. A.W.J.C Abeygunasekara**
   Mrs. E.M.N.N Ekanayake
   Mr. W.A.S.P Weerathunga
   Ms. N.K Jayasiri
   Mr. R. Senewirathna

3. Academic development team
   Convener   -   **Prof. K.Dissanayake**
   Ms. D. Ajanthan
   Mr. K.D.E.M Kathriarachchi
   Mr. M.S.J. Fernando

4. Interior facilitation development team
   Convener   -   **Dr. B. Nishantha**
   Mr. R.M.R.B Rajapakse
   Dr. Yasantha
   Mr. R.Rajasooriya

5. Exterior facility development team
   Convener   -   **Dr. D.L.P.M . Rathnasingha**
   Mr. Samitha Rajapaksha
   Ms. Thivyaashani

Section II
Domains of Quality

The recommendations issued by the programme review committee in its previous report dated 08.11.2018 were carefully considered in formulating the quality assurance action plan. As per the report, the progress of quality assurance is assessed on eight (08) domains of quality.

1. Programme Management
2. Human and Physical Resources
3. Programme Design and Development
4. Course module design and development
5. Teaching and Learning
6. Learning Environment, Student Support and Progression
7. Student Assessment and Awards
8. Innovative and Healthy Practices

The quality assurance action plan is designed identifying three focused areas for development namely, output, process and infrastructure.

Quality of Output
Quality of Process
Quality of Infrastructure

Theoretically, quality is ultimately the enhanced satisfaction to the customer. For the University, 'customer' can be considered to include main stakeholders groups. Accordingly, improved quality of the output of the faculty should be resulting in enhanced satisfaction to its main stakeholder groups. Four groups of main stakeholders are identified.

1. Students (present and past)
2. Employers
3. Parents, government and general public
4. Academic community

Stakeholder Expectations:
Reasonable expectations of stakeholders were assumed are shown in Table 1.
Table 1: Expectations of Stakeholder Groups

Stakeholder Group	Expectation
Students (present and past)	Experience Fit (Feeling of memorable experience)
Employers	Useful and reliable graduates
Parents, government and general public	Responsible citizens and leaders
Academic community	Benchmarked academic excellence

It is believed that the faculty cannot develop or at least exist disregarding the satisfaction of the above four groups of stakeholders. To achieve this, the main faculty outcomes in relation to the output, process and infrastructure are identified.

1. In relation to the 'Output'
    a. Student satisfaction
    b. Employer satisfaction
    c. Social recognition
    d. Academic community attraction.

2. In relation to the 'Process'
    a. Effective teaching and learning core process
    b. Effective assessment process
    c. Teaching and learning support facilities

3. In relation to the 'Infrastructure'
    a. Hygienic and tidy physical environment
    b. Attractiveness of physical environment
    c. Supportive physical environment for students' Socialization
    d. Physical comfort to academic staff
    e. Physical comfort to non-academic staff

In order to carry out action plans to address these needs, five teams to work in five domains were identified.

- Student affairs, soft skills and industry collaboration development team

- Teaching, learning and assessment process development team

- Academic and institutional development team

- Interior facilitation development team

- Exterior facility development team

Section III – The Quality Assurance Action Plan

The quality assurance action plan is designed, identifying necessary action to create the identified faculty outcomes, which are to satisfy the stakeholder expectations. These actions also satisfy the review criteria that have been adopted by the programme review committee. The identified Action Plan referring to the relevant programme evaluation criteria is shown in Table 1.

Table 1: Quality Assurance Action Plan For the year ending on 31.12.2020

Area of Focus	Expected Outcome	Quality Management Focus	Prime Beneficiaries	Action Required	Ref. to PR Criteria
1. Output	Student Satisfaction	A package to create 'Experience Fit' for students and improve their overall skills	Students and Parents	1.1 Obtaining student feedback and identifying necessary improvements	6
	Employer satisfaction	Creating useful graduates and providing consultancy services	Employers, State, Students	1.2 Conducting an employer survey on hopes and realities in relation to their staffing needs.	6
	Social recognition	Promoting citizenship behavior	General public, parents, state, students	1.3 Identification of soft-skill development and community integration programmes	6
	Academic community attraction	Academic excellence	Academic staff, Students, University Management	1.4 Identification and implementation of academic	8

			and State	development programmes	
2. Process	Effective teaching and learning core process	Process of disseminating contemporary knowledge and skills	Students, Employers	2.1 Arranging regular review of curriculum and evaluation process on programmes and courses	3 & 4
		Academic Staff Development	Academic staff	2.2 Arranging for staff training and exposure	2
	Teaching and learning support facilities	Provision of required facilities	Students, Academic Staff	2.3 Assessing for development of teaching and learning facilities	5
3. Infrastructure	Hygienic and tidy physical environment	Availability of sanitary facilities	All students and all staff	3.1 Upgrading and maintenance of sanitary facilities of the faculty for all.	8
		Availability of hygienic foods	All students and all staff	3.2 Monitoring of cafeteria facilities	2&6
		Improved housekeeping arrangements	All students and all staff	3.3 Monitoring housekeeping arrangements	2&6
	Attractiveness of physical environment	Environmental beautification	All students, all staff and visitors	3.4 Mechanism to attend beatificatio	2&6

				n of faculty premises	
	Supportive physical environment for students' Socialization	Availability of sufficient outdoor seating and study arrangements	Students	3.5 Mechanism for provision and maintenance of socialization facilities for students	2&6
	Physical comfort to academic staff	Availability of comfortable room facilities	Academic staff	3.6 Faculty mechanism to monitor physical facilities for academic and non-academic staff	2
	Physical comfort to non-academic staff	Availability of Comfortable workstation facilities	Non-academic staff		

Each action is again compared with recommendations made by the previous Programme Review Committee to make sure that the faculty quality development is on right track to meet such expectations. Table 2 shows the mapping of the actions with recommendations by the Programme Review Committee.

Table 2 – Mapping between Programme Review recommendations and Action Plan

PR Criterion	Points considered	Assessment as per the previous review report	Task Reference in the Quality Assurance Action Plan
1. Programme Management	Organization structure	Satisfactory	
	Up to date action plan for QA and evidence of regular monitoring	Absent	A plan is available.
	Provision of Student Handbook	Satisfactory	
	Progress on previous IRR	Only Accounting, HRM and Finance	Head of the Department needs to attend
	Establishment of an IQAC.	Commendable	
	Availability of a database on achievements of past students in the job	Not available	CGU

	market		
	Issuing examination results within 3 months	In average it takes 6 months	Activity 2.2.1
	Measures to prevent Ragging and harassment to students	Inadequate	Dean's Office
	Maintaining a well updated Website	Failed	Activity 2.4.2
	System of rewarding outperforming students	Available	
	System of performance appraisal for the staff	Not available	Activity 2.4.3
	A proper student counseling system	Absent	Student counselor
	A regular student feedback system	Absent	Activity 1.1.1
2. Human and Physical Resources	Availability of qualified staff	Available	
	Induction training to the staff and their development	Satisfactory	
	Teaching and learning facilities (Infrastructure)	Satisfactory	
	Facilities for student centered learning	Satisfactory	
	Use of ICT and other facilities for student centered learning	Inadequate	Activity 2.2.2
	Students' engagement in multicultural programmes	Satisfactory	
3. Programme Design and Development	Participatory approach and external stakeholder participation in curriculum development	Satisfactory	
	Graduate attributes of the programme	Available	
	Intended Learning Outcomes	Not available	Standard format is being developed
	Compliance to SLQF	Not satisfactory	Head of Departments

	Student satisfaction survey results (past and current students)	Not available	Activity 1.1.1
4. Course / Module design and development	Compliance with SLQF, SBSs and Professional bodies, policy and procedures	Not satisfactory	Head of Departments
	Alignment of PLOs with CLOs	Inadequate	Standardization of course outlines is in progress
	Course evaluation reports	Not available	Activity 2.1.2
	Student feedback	Not available	Activity 1.1.1
	Staff satisfaction on training and development	Not available	Activity 1.4.1; 1.4.2 and 2.4.3
	Corporate exposure to students	Inadequate	CGU
	Feedback and inputs from alumni for curriculum development	Inadequate	Activity 1.2.3
5. Teaching and Learning	Usage of LMS	Limited	Activity 2.2.2
	Timely availability of learning materials	Not satisfactory	Head of Departments
6. Learning environment, Student Support and Progression	Condition of lecture theaters	Satisfactory	
	Adequacy of the number of student counselors	Inadequate	Student Counselor
	A separate place for student counseling process	Not available	Student Counselor
	Encouragement to Library and ICT facilities	Inadequate	Activity 2.2.2
7. Student Assessment and Awards	Records on periodic review of assessment methodologies	Inadequate	Activity 2.2.1
	Availability of marking schemes for evaluation	Inadequate	Head of Departments
	Issuing results within a reasonable time period	Unsatisfactory	Activity 2.2.1

	Repeat examinations for students	Not available	Dean's attention
8. Innovative and healthy practices	Use of LMS by students	Inadequate	Activity 2.2.2
	Opportunities for student developments such as participating in competitions	Satisfactory	
	Regular revisions to the curriculum	Satisfactory	

Section IV - Implementation of the Action Plan and the Accountability

Actions identified under the Action Plan are distributed among domain teams for the implementation. Each domain team is held accountable for the implementation. KPIs to assess the performance of each domain teams are suggested and the time plan needs to be determined through agreement between the Quality Assurance Cell and the Domain Teams. Distribution of actions are shown in Tables 3 to 7.

Table 3 : Accountability: Student affairs, soft skills and industrial relations development team

Task Reference	Task	Time Plan	KPI
1.1.1	Carrying out a student needs assessment, satisfaction and feedback survey		Number of students contacted for need identification
1.3.1	Organizing a series of guest speeches		Number of sessions conducted
1.2.1	Carrying out a survey among employers for identifying their preferences on potential graduates		Number of employer preferences identified
1.2.2	Carrying out a feedback survey among employers		Number of employers, who provided feedback
1.2.3	Obtaining alumni suggestions for improvements		Number of responses received per semester

Table 4 : Accountability: Teaching, learning, and assessment development team

Task Reference	Task	Time Plan	KPI
2.1.1	Designing an effective delivery system for selected courses		Number of new courses the new delivery method has been introduced
2.1.2	Identifying curriculum improvement needs		Number of courses reviewed
2.2.1	Monitoring the		Average number of evaluations per course

	evaluation process		Total number of delays (days) in issuing results per semester
2.2.2	Monitoring the progress of blended learning progress		No. of student assignments carried out using ICT facilities

Table 5 : Accountability: Academic and institutional development team

Task Reference	Task	Time Plan	KPI
1.4.1	Organizing a series of experience sharing sessions for the new academic staff		Number of sessions conducted
1.4.2	Designing a series of academic discussions/ presentations		Number of events organized
2.4.1	Designing and implementing a programme to provide relevant industry exposure to the staff		Number of staff members provided with industry exposure
2.4.2	Monitoring faculty website		Number of updates per semester
2.4.3	Carrying out a staff appraisal programme and satisfaction survey		Number of staff members assessed per semester Number of staff responses collected per semester and its percentage over total number of academic staff

Table 6: Accountability: Interior Facilitation Development Team

Task Reference	Task	Time Plan	KPI
2.3.1	Assuring audio-visual facilities of each and every lecture hall		No of lecture halls completed with audio-visual facilities
3.2.1	Devising a regular monitoring system		No. of visits made at the faculty

	for the cafeteria facility		cafeteria
3.3.1	Devising a system of regularly monitoring housekeeping arrangements		Availability of a monitoring system
3.6.1	Assessing the needs of improving physical facilities for academic and non-academic staff		No of improvements identified

Table 7: Accountability: Exterior Facility Development Team

Task Reference	Task	Time Plan	KPI
3.1.1	Identification of improvements in sanitary facilities for students		No of inspections made
3.4.1	Devising a system of arranging for the beautification of premises		Availability of a system
3.5.1	Assessing the needs of socialization facilities for students		No of improvements identified