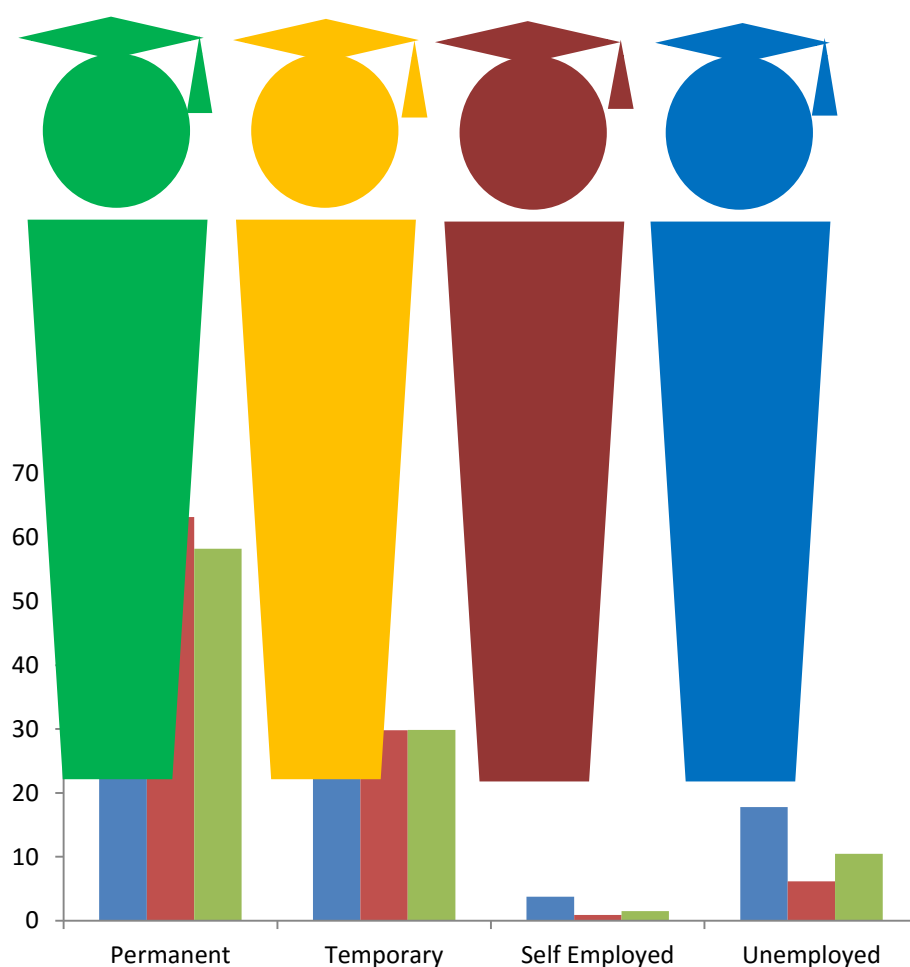


EMPLOYABILITY SURVEY REPORT WAYAMBA UNIVERSITY OF SRI LANKA



**External Affairs Unit
2017**



EMPLOYABILITY SURVEY REPORT

WAYAMBA UNIVERSITY OF SRI

LANKA

by
Dr. W.M.H.K. Wijenayake and Dr. I. P. M. Wickramasinghe
External Affairs Unit
Wayamba University of Sri Lanka
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External Affairs Units

Wayamba University of Sri Lanka

Addresses: Coordinator/External Affairs (Makandura Premises)

Department of Aquaculture & Fisheries

Faculty of Livestock, Fisheries & Nutrition

Makandura

Gonawila

Coordinator/External Affairs (Kuliyapitiya Premises)

Department of Construction Technology

Faculty of Technology

Kuliyapitiya

E-mail: hiranyk@wyb.ac.lk

manjulaw@wyb.ac.lk

The raw survey data is available upon request.

All queries should be addressed to:

Coordinator

External Affairs Unit

Wayamba University of Sri Lanka

Makandura

Gonawila

Fax: 031-2299874

E-mail: hiranyk@wyb.ac.lk

Survey Data Analyzed by: Bhashini Gunathilaka, Statistical Officer

Typesetting & Designed by: P.G. Lakmali Gamage, Computer Applications Assistant

Preface

The higher education system in Sri Lanka has taken steps to assure a decent employability rate of for graduates in relation to their areas of study. It is aligned with the modern world's view on the purpose of higher education as to play a direct role to support economic development. As a result curricula of the state universities have started directly addressing the needs of employers with respect to knowledge, skills, and attitudes of graduates. Graduate employability of universities has gained a recognition as a direct measure of success in addressing the needs of employers. Employability surveys may find how degree programmes are aligned with the current job market and how competent graduates are to secure jobs soon after graduation. The graduate surveys can also be a measure of effectiveness of state investment on higher education. Further, the universities use the findings of the employability surveys to improve their programmes.

The realization of knowledge-based economy demands for a workforce that can translate research and innovations into commercialized products and services. University graduates must play a substantial role in creating and developing innovative solutions to marketable products in such economy. Therefore the universities naturally inherit the responsibility to guarantee that their graduates are equipped with the right knowledge, skills, and attitudes to support the realization of knowledge-based economy in the country. The university system is currently implementing mechanisms to probe the effectiveness of the education to positively impact the country through the quality assurance schemes. The graduate employability will be a key performance indicator to gauge the acceptance of university graduates by the employers of all sectors.

The Wayamba University of Sri Lanka was established as the thirteenth national university in 1999. Wayamba University of Sri Lanka has ranked at the 8th place among Sri Lankan universities in some ranking as at 2018. The Wayamba University ranks better than many of the young universities in the country. Wayamba University of Sri Lanka consists of six faculties; Faculty of Agriculture and Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies and Finance, Faculty of Livestock, Fisheries & Nutrition, and the newly established Faculty of Technology and Faculty of Medicine. Most of the departments of studies and the course combinations are unique to the Wayamba University of Sri Lanka when compared with those of the other local universities. They have been designed to increase the employability of the graduates. This report shows the employability status of all the four established faculties of Wayamba University of Sri Lanka in the year 2017 with a performance comparison to the past years.

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We are thankful to the Vice Chancellor and the Registrar of Wayamba University of Sri Lanka for the support given by providing necessary guidance, approvals, and support for the collection of information from the Faculties. Also we extend our sincere gratitude to the Deans of the respective Faculties for their facilitation and support given in the data collection process.

Our special thanks go to the Assistant Registrars and their staff in the Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies & Finance and Faculty of Livestock, Fisheries & Nutrition for the support extended during the period of information collection.

A special thank goes to the Statistical Officer and the support staff of the Units of external affairs for the work related to data entering and analysis.

W.M.H.K Wijenayake Ph.D.
Coordinator/External Affairs Unit
Makandura Premises
Wayamba University of Sri Lanka

I. P. M Wickramasinghe Ph.D.
Coordinator/External Affairs Unit
Kuliyapitiya Premises
Wayamba University of Sri Lanka

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ABBREVIATIONS AND ACRONYMS

FAPM	Faculty of Agriculture and Plantation Management
FAS	Faculty of Applied Sciences
FBSF	Faculty of Business Studies and Finance
FLFN	Faculty of Livestock, Fisheries, & Nutrition
WUSL	Wayamba University of Sri Lanka

INTRODUCTION

The Corporate Plan 2013 -2017 of UGC (University Grant Commission of Sri Lanka) has set a goal of improving quality and relevance of study programmes to achieve the target of 95% overall graduate employability rate. Recognizing that the graduate employability is one of prime performance indicators of the quality and relevance of university education of the country, the UGC has taken necessary steps to monitor and evaluate the graduate employability rates of each university every year.

The overall employability is a critical indicator of the economic development of a country. Employability of the graduate population is considered to be a highly important factor in stability of a country. The Wayamba University of Sri Lanka (WUSL) has been recording an above-average graduate employability rate starting from the early batches of graduates in its short history. The WUSL has been monitoring the employability rates of the graduates for the last six years and the findings have been useful for taking strategic decisions to maintain healthy rates of employability among its graduates.

There had been certain global initiatives to recommend the universities in the world to transform their traditional strictly-academic curricula towards a blended form to emphasize practical application relevance along with the intellectual enlightenment. The United Nations Youth Employment Network has recommended that all countries review, rethink and redirect education, vocational training and labor market policies to prepare young people for adaptation to the labor market Work (UN 2001). Employability is seen as one of the developmental parameters, and low employability leads to social deterioration and disruption that hampers the development of a country. As a result, almost all higher education institutions worldwide have been closely monitoring their graduates' employability and are changing teaching and learning processes to increase the employability of their students (UNESCO, 2012, Charles Fernando 2007 McQuaid and Lindsay, 2005).

Gauging employability of graduate populations may become subjective owing to the variability of nature of employment in a country. Employability is defined in several ways in literature. Canadian Employees Board (1994) defines employability as the relative ability of an individual to achieve meaningful employment given the interaction of personal circumstances and the job market. The British government defined the employability and development of skills and adaptive workforce in which all they enter into employment and remain able to work, develop skills, knowledge, technology and adaptability to be encouraged about their lives HM Treasury (1997). Hillage and Pollard (1998) defines employability as the ability to move on the labour market sufficiently to reach the potential

through sustainable employment. For an individual, employability depends on knowledge, skills, and attitudes that define the way they use these assets and provides employers and context. McQuaid and Lindsay (2005) described employability as the ability of an individual to obtain initial employment, sustain employment, move between roles within the same organization, obtain new job when needed, and ensure work adequately and satisfactorily. All these definitions point to the need for a candidate's knowledge, skills, and attitudes to find employment in a competitive labour market.

With new concepts and the rapid development in the technology, close relations have been developed between the researchers and the industries. This situation created the concept of knowledge-based economy, which twisted the rapid technological development in the industrial production sectors. As such, industries urged for the workforce with knowledge, skillfulness and positive attitudes. In the context of the new technological and industrial development, higher education sector received more attention from the job market for seeking correct work force. It prompted higher educational institutes (HEIs) to revisit their curricular and re-think about producing capable graduates not only for the intellectual aspects but also people capable of facing challenging work environments. As a result HEIs started to offer more diverse opportunities in higher education, which are more applied, practical oriented and desired by the entrepreneurs. Therefore, new courses and degree programmes initiated in the recent past in the higher education have targeted the opportunities in the job market to ensure the employability and to contribute to the national development plans.

There were several funding programmes initiated by the Sri Lankan government to improve the quality of the graduates produced by the national universities. To encourage the necessary changes in the university curricular and to improve the quality of graduates in accordance with the job market several competitive grants were initiated by the Ministry of Higher Education in Sri Lanka. As a new and the developing national university, Wayamba University of Sri Lanka was able to obtain several of such competitive grants and effectively improved the standards of the teaching and learning environment to enhance the quality of the graduates. The four Faculties currently producing graduates namely; Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies & Finance and Faculty of Livestock, Fisheries & Nutrition; offered 11 degree programmes and among the degree programmes two degrees are three years and others are four years in duration as shown in **Table 01**.

Table 01: Faculties and Departments with Degree Programmes Currently Having Graduating Students

Faculty	Departments	Degree Programmes (Duration)
Agriculture and Plantation Management	Plantations Management	BSc in Agriculture (<i>Four years</i>)
	Horticulture & Landscape Gardening	
	Biotechnology	BSc in Plantation Management (External) (<i>Three years</i>)
	Agribusiness Management	
Applied Sciences	Industrial Management	BSc (General) (<i>Three years</i>)
	Mathematical Sciences	
	Electronics	BSc (Joint Major) (<i>Four years</i>)
	Computing & Information Systems	BSc (Special) (<i>Four years</i>)
Business Studies and Finance	Business Management	BSc (Special) in Business Management (<i>Four years</i>)
	Accountancy & Business Finance	BSc (Special) in Accountancy and Business Finance (<i>Four years</i>)
	Banking & Finance	BSc (Special) in Banking and Finance (<i>Four years</i>)
	Insurance & Valuation	BSc (Special) in Insurance and Valuation (<i>Four years</i>)
Livestock, Fisheries and Nutrition	Aquaculture and Fisheries	BSc in Food Production and Technology Management (<i>Four years</i>)
	Livestock and Avian Sciences	
	Food Science and Technology	BSc in Food Science and Nutrition (<i>Four years</i>)
	Applied Nutrition	

In addition the four Faculties listed on **Table 01** there are two newly established Faculties; namely the Faculty of Medicine and the Faculty of Technology, and they are yet to graduate their students. In addition to the basic degree programmes, the University offers postgraduate programmes. All the Faculties have the provisions for granting Ph.D. and M.Phil. degrees. The Faculty of Business Studies and Finance offers an MBA and Post Graduate Diploma in Business Management.

The uniqueness of the degree programmes offered by Wayamba University of Sri Lanka is their nature in job orientation. These degree programmes are different from conventional theory-based degrees and are tailored for industrial. The University has developed close relationships with industries both in private and public sectors through various programmes. Almost all the degree programmes offer industrial affiliations for undergraduates to have hands-on experience in actual working environments. The main objectives of these trainings are to prepare undergraduates for competitive job market and to get the attraction of the entrepreneurs. The feedback of the industries about the graduates helps to identify improvements needed to incorporate to the study programmes and the University always positively takes the constructive ideas from the entrepreneurs. The positive feedback of all these attempts taken by the university is reflected through the high employability rate of graduates of Wayamba University of Sri Lanka in the recent past. Graduates of Wayamba University reported 84%, 90%, 84% and 74% of employability respectively in year 2012, 2013, 2014 and 2015. This is one of the highest employability rate reported among national universities in Sri Lanka. Currently the overall graduate employability remain around 68% and due to various factors the employability rates recorded varies among faculties as described in the rest of the report.

The present report is the fifth employability report consecutively published by the Wayamba University of Sri Lanka from the year 2012. This report is produced based on the information gathered from the graduates at their convocation. In fact this report gives information of the employability status of graduates during a period of five to seven months after their final examination in the degree programmes of specialization. The almost all graduates have secured jobs soon after the graduation ceremony as indicated by the recent information.

Methodology

Information needed for the preparation of this document was collected through a questionnaire (Annexure I). Information from the students graduated in the year 2017 was subjected to this analysis and information pertaining to this study was based on the duration between the completion of the degree programme and the convocation. Questionnaires were handed over to students one week before the convocation. Completed questionnaires were collected by the Assistant Registrars of the Faculty of Agriculture & Plantation Management, Faculty of Applied Sciences, Faculty of Business Studies and Finance and Faculty of Livestock, Fisheries and Nutrition at the convocation. The time durations between the final examination and the convocation were different among four Faculties.

Then the data collected survey questionnaire forms were entered into computers by the University statistical officer and her staff. The data were analyzed by the University statistical officer and the information were handed over to the Coordinators of the External Affairs. The information were analyzed and compared and reported by the Coordinators of the External Affairs.

Chapter 1

Employability Survey Results 2017: Faculty of Agriculture and Plantation Management (FAPM)

Response Rate of FAPM for Employability Survey

This census comprises the graduates of four Departments of Faculty Agriculture & Plantation Management. The questionnaires were distributed among all students eligible to receive degrees in the General Convocation of the Wayamba University of Sri Lanka in 2017. The response rate for the questionnaire was high in all degree programmes and was 99% (Table 1-1).

Table 1-1: Questionnaires response rate of FAPM

Department	No. of Questionnaire Sent	No. of Questionnaire Received
Agribusiness Management	25	25
Biotechnology	16	16
Horticulture & Landscape Gardening	36	36
Plantation Management	37	36
Total	114	113

Demography of FAPM Graduates

Female student population is significantly higher in the FAPM. Female students had represented 73% of the total graduates (Table 1-2).

Table 1-2 Composition of genders in the graduates of the FAPM.

Department	Female	Male	Total	% Female	% Male
Agribusiness Management	23	2	25	92	8
Biotechnology	12	4	16	75	25
Horticulture & Landscape Gardening	28	8	36	78	22
Plantation Management	20	16	36	56	44
Total	83	30	113	73	27

Age at the graduation of the 67% of students was fallen in to 24-26 years category and the rest of the students were in 27 -29 category (**Figure 1-1**).

Three ethnic groups were represented among the total graduates and Sinhala, Muslim and Sri Lankan Tamil were reported as 95%, 4% and 1% respectively (**Figure 1-2**).

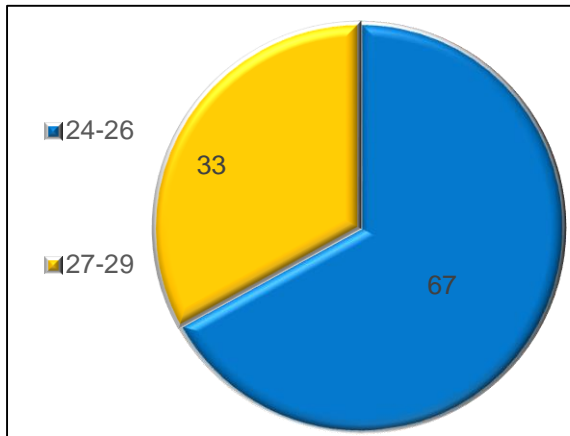


Figure 1-1: Age structure of the graduates in the FAPM.

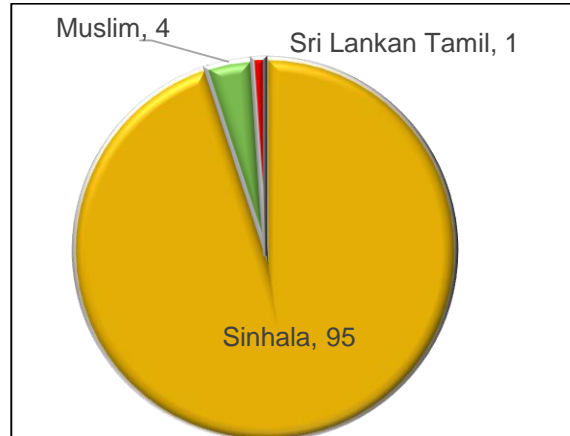


Figure 1-2. Representation of different ethnic groups among the graduates in the FAPM.

Majority of students (53%) graduated from the FAPM in 2017 came from semi-urban areas. The students from rural areas represented 25% and 22% of urban students represented the rest (**Figure 1-3**).

Students who entered from second and third attempts in A/L examination represented the 84% of graduates in the faculty distributing equal percentages in each attempt. Among all 2017 graduates of FAPM, only 16.7% entered to the University from their first A/L attempt (**Figure 1-4**).

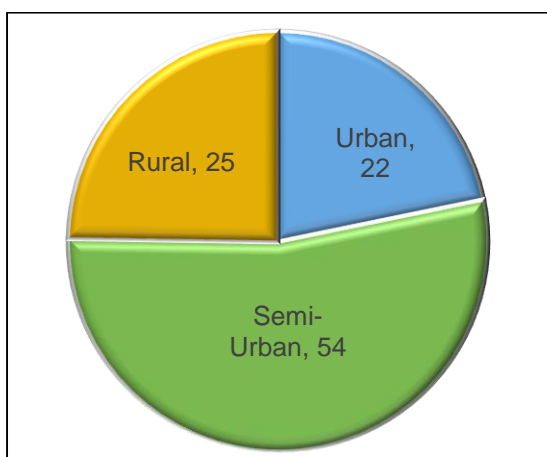


Figure 1-3. Broad categories of residential areas of graduates

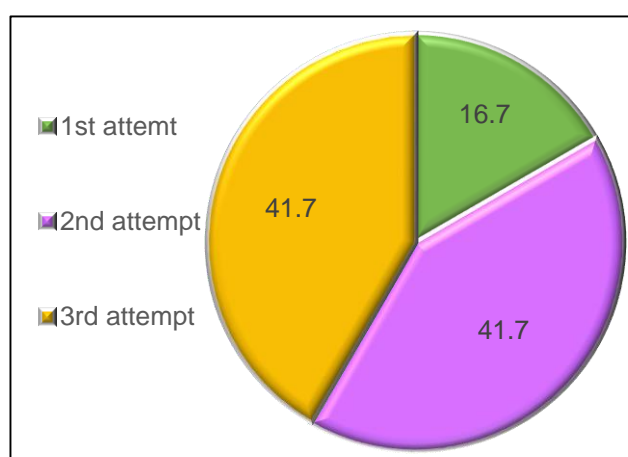


Figure 1-4. Number of A/L attempts at university entrance

Medium of the A/L examination of graduates is given in **Figure 1-5**. Majority of 92% students sat for the A/L examination in Sinhala medium. Tamil and English medium students were reported as 6% and 2% respectively.

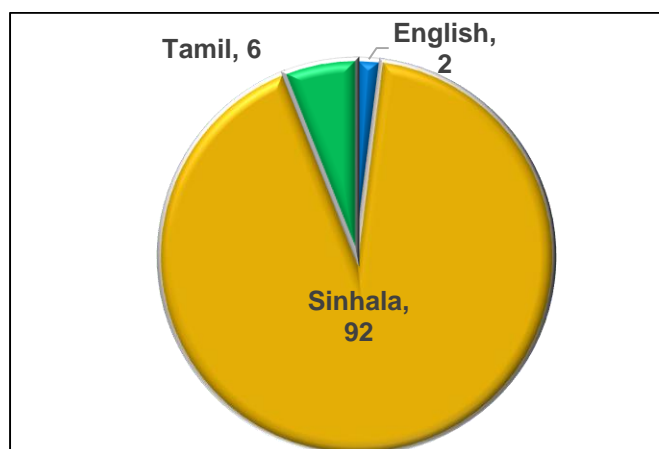


Figure 1-5. Medium of A/L examination of graduates

Overall Academic Performances of FAPM Graduates

From all 2017 graduates in the FAPM, 13% obtained First Classes. Second Class Upper division passes were 44% among the graduates. Second Class Lower division and general passes were obtained by 19% and 24% of students respectively (**Table 1-3**). Percentage distribution of different passes in the final examination of FAPM is given in **Figure 1-6** according to the respective specialization areas.

Table 1-3. Overall performance of graduates in different degree programmes in FAPM

Department	First Class	Second Upper	Second Lower	Pass	Total
Agribusiness Management	8	9	5	3	25
Biotechnology	2	6	2	6	16
Horticulture & Landscape Gardening	1	21	5	9	36
Plantation Management	4	14	9	9	36
Percentage	13	44	19	24	

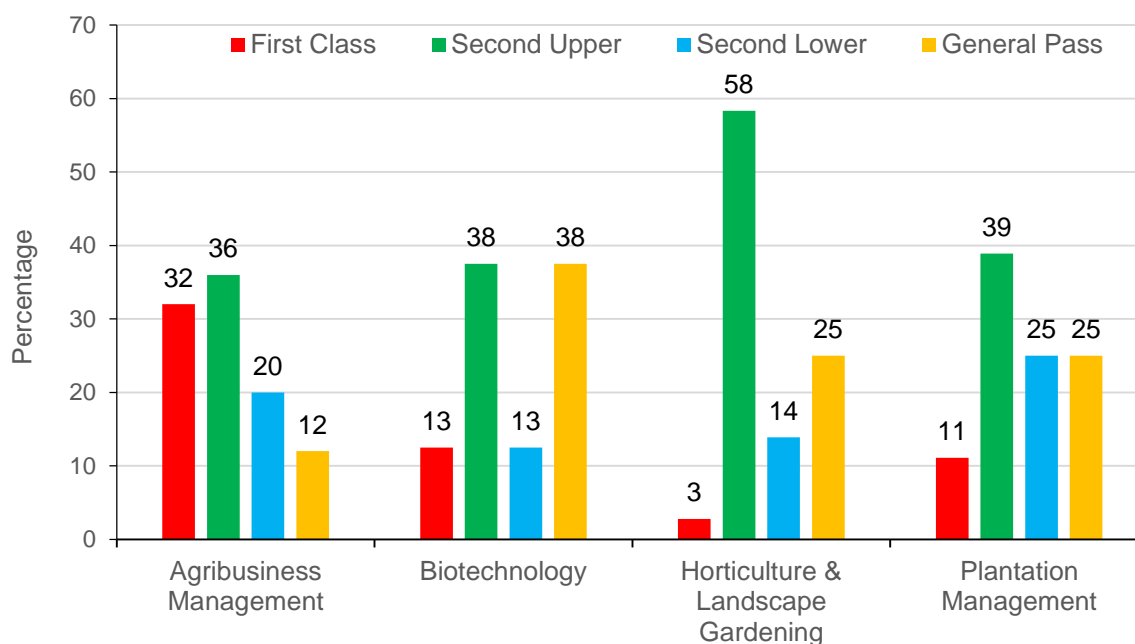


Figure 1-6. Percentages of different grades obtained by students in different degree programmes offered by FAPM.

Employability Status of Graduates

Total employability of FAPM graduates as reported by the time of the convocation was 57.5%. Among the total employed, 23% were employed at permanent basis as a percentage of all 2017 graduates. According to the survey 24% of employed graduates were in temporary jobs and 5% were on contract basis. Only one (01) graduate was self-employed and five (05) graduates were in training periods (**Table 1-4** and **Figure 1-7**).

Table 1-4. Different categories of employments in relation to the field of study

Department	Contract basis	Permanent	Temporary	Training	Self Employed	Unemployed	Total
Agribusiness Management	1	3	6	2	0	13	25
Biotechnology	1	5	5	1	0	4	16
Horticulture & Landscape Gardening	2	7	8	2	1	16	36
Plantation Management	2	11	8	0	0	15	36
Total	6	26	27	5	1	48	113

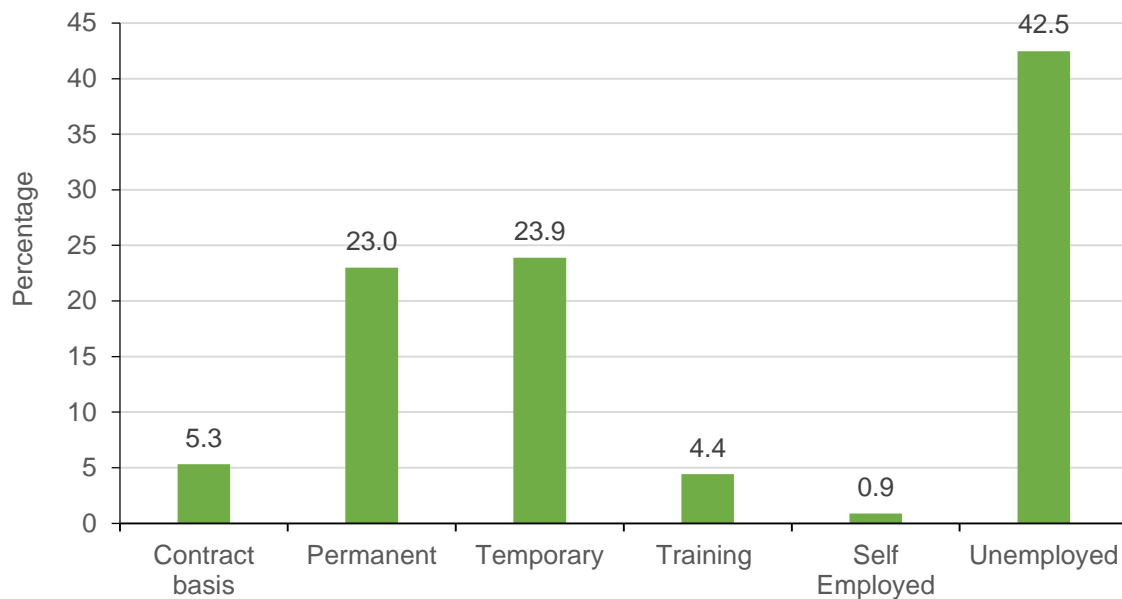


Figure 1-7. Percentage enrolments of graduates in different employability categories in FAPM

Sector of Employments of Graduates

Among responded, 64 graduates had answered this question. Majority of 56% of graduates were employed by the private sector and the public sector job enrolment was reported as 38%. Job enrolment in semi-government institutions and NGOs were reported as 5% and 2% respectively among 2017 FAPM graduates (**Figure 1-8**).

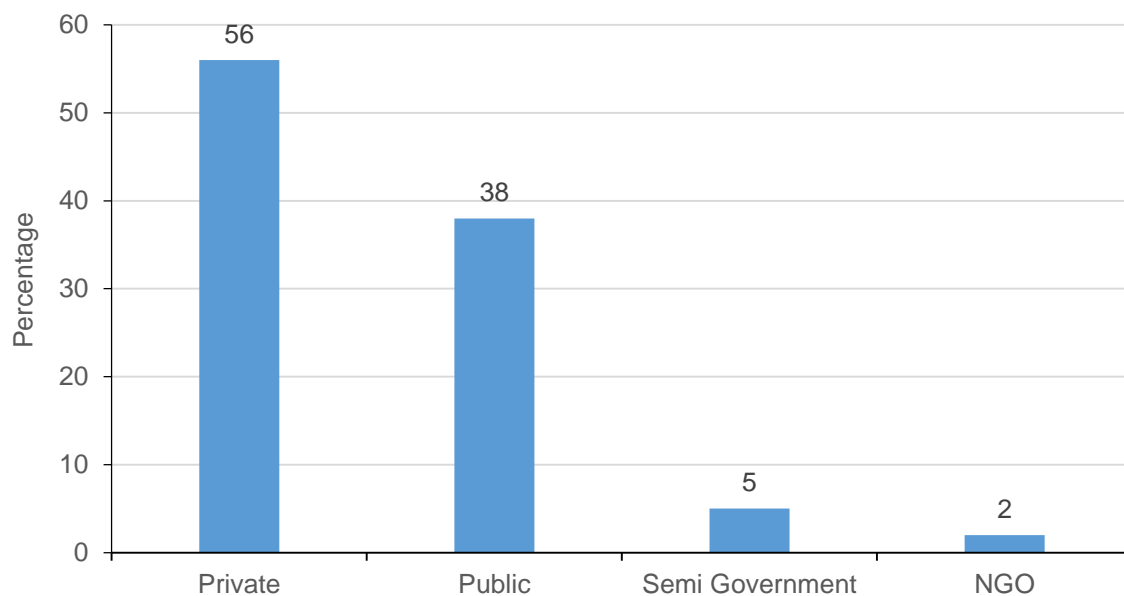


Figure 1-8. Percentage job enrolments of graduates in different sectors for FAPM

Monthly Salary Levels of Employed FAPM Graduates

Among all from FAPM graduates, only 57 had answered this survey question. Majority of the responded graduates were employed for the range of Rs. 20000 to 40000 salaries (Table 1-5 and Figure 1-9).

Table 1-5. Salary levels of employed graduates from FAPM

Monthly Salary (LKR)	Agribusiness Management	Biotechnology	Horticulture & Landscape Gardening	Plantation Management
0-9999	0	0	0	1
10000-19999	0	1	1	6
20000-29999	3	4	7	5
30000-39999	2	2	8	7
40000-49999	4	0	2	0
50000-59999	2	0	0	1
60000-69999	1	0	0	0
Total respondents	12	7	18	20

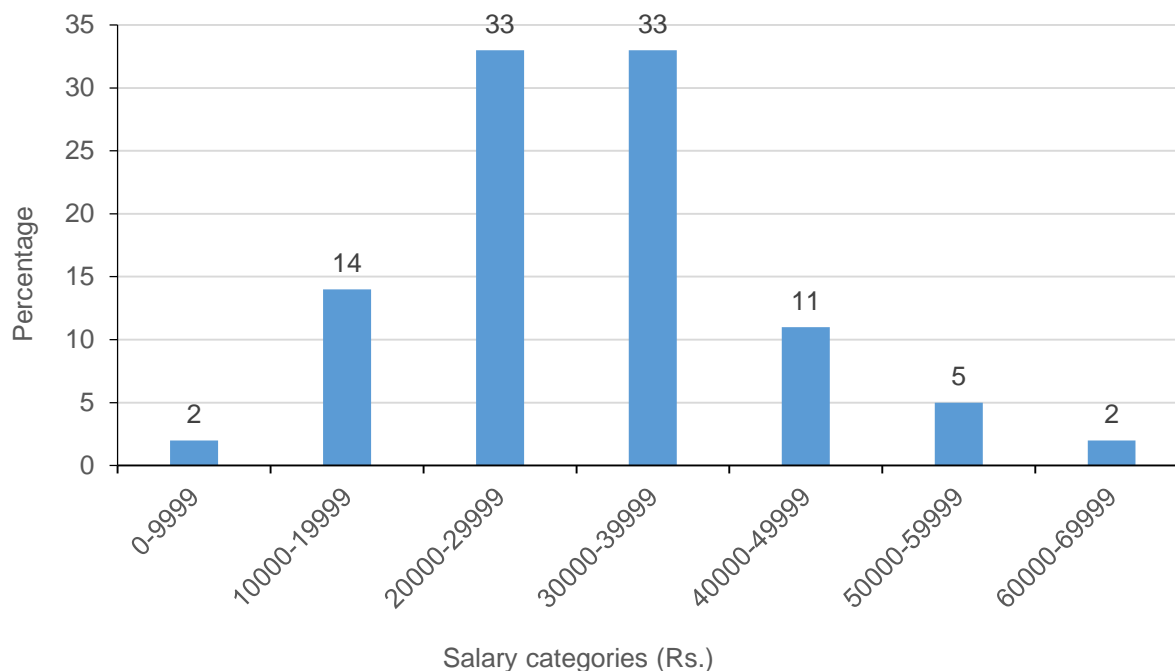


Figure 1-9. Percentage distribution of employed graduates in different salary levels

Relevance of Degree Programme to Current Employment of FAPM Graduates

Relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the degree programme as relevant to the needs of the industry. Among the total respondents (100), 74% of graduates were employed in jobs, where the relevancy of it is higher than 75% to the field of study. Only 11% of students employed in jobs, which had less than 25% relevancy to the field of study. **Table 1-6** indicates the distribution of total number of students in relation to different relevancy levels to their study programme and **Figure 1-10** indicates the percentage number of employed graduates in relation to their levels of relevancy to the study programme.

Table 1-6. Relevancy of degree to employment

Department	Relevancy of degree programme to employment				
	10%	25%	50%	75%	100%
Agribusiness Management	1	1	3	2	5
Biotechnology	1	0	2	5	4
Horticulture & Landscape Gardening	0	2	3	8	7
Plantation Management	1	1	2	7	10
Total respondents	3	4	10	22	26

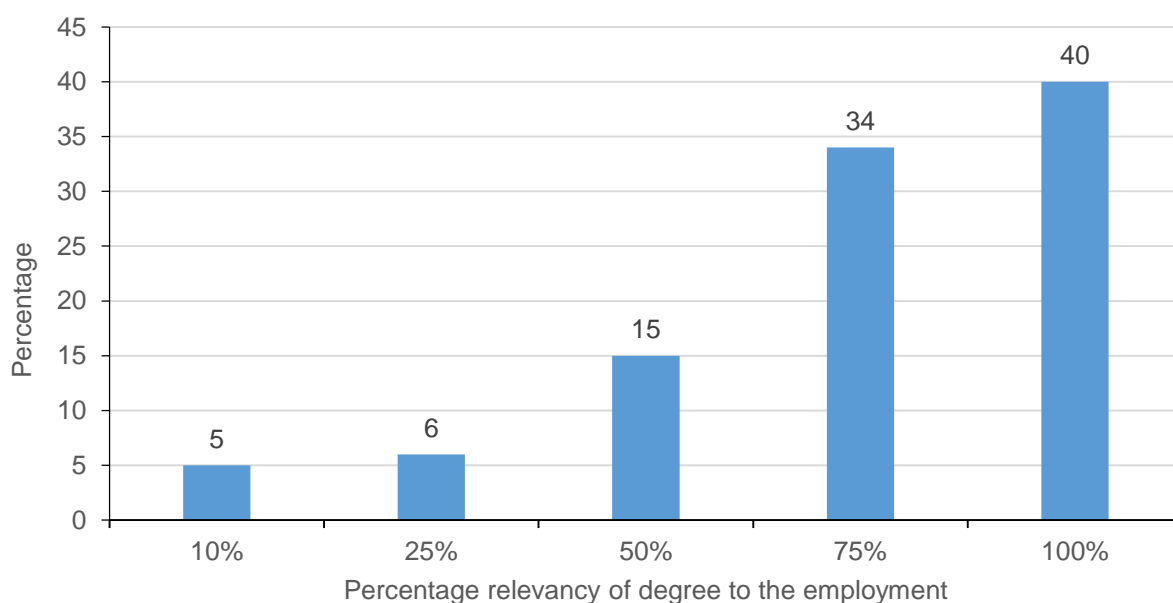


Figure 1-10. Percentage relevancy of the degree to employment.

Level of Job Satisfaction among FAPM Graduates

Total number of 63 graduates have answered to this question. From the graduates responded to this question, 25% of them were very satisfied with the current job and 45% of them were satisfied. There were 30% of students with average satisfaction of the current occupation (**Figure 1-11**).

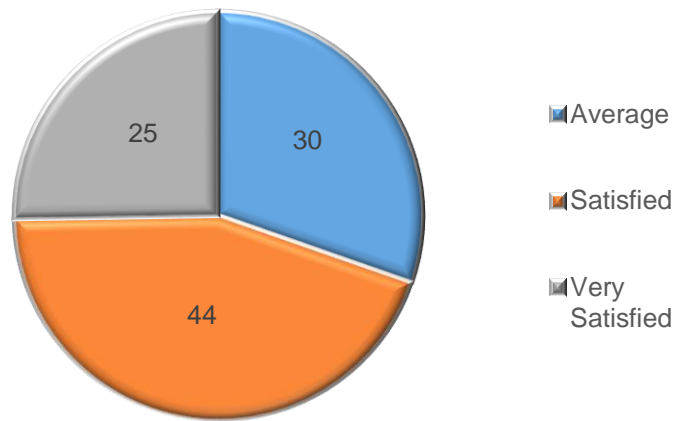


Figure 1-11. Level of satisfaction of the current employment

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with scores above 4 out of the 5 Likert scale in three categories; support to get a job, for personal growth and for future career development. However, the confidence of the graduate to start with their career should be further improved. Support from the degree programme to develop entrepreneurial skills received the lowest rating indicating the need of further attention in that respect (**Figure 1-12**). This results indicate the need of further development to empower the graduates with necessary skills and attitudes to be successful in their future career.

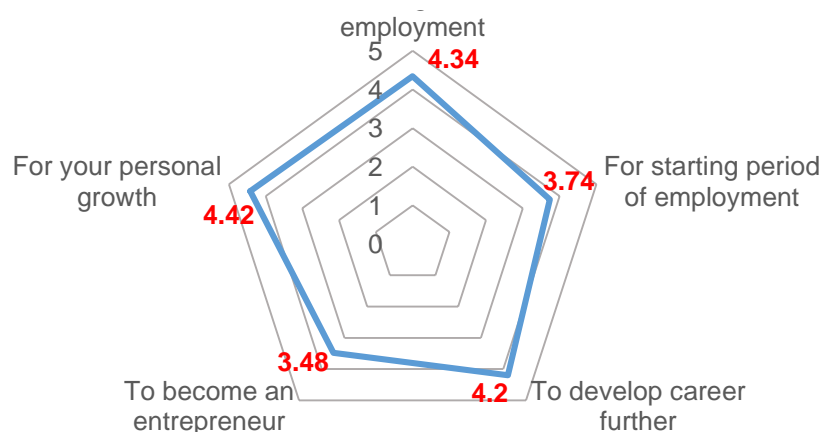


Figure 1-12. Support from the university education to career development graduates as rated by FAPM graduates

Additional Qualifications (Postgraduates, Professional or other) of FAPM Graduates

Considerable number of students graduated from the FAPM had additional qualifications and 21 of them are enrolled in such a programme at the time of the survey (**Table 1-7**). This information indicates the attentiveness of students about their career development and the intention to be more skilful and knowledgeable personal for the competitive society.

Table 1-7. Different additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		CIMA		MPhil	LLB	CMA	Other	
	C	R	C	R	R	R	R	C	R
Agribusiness Management	14	0	1	2	0	0	1	6	2
Biotechnology	4	3	0	0	1	0	1	2	0
Horticulture & Landscape Gardening	15	3	0	0	0	1	0	6	1
Plantation Management	8	4	0	2	0	0	0	10	0
Total	41	10	1	4	1	1	2	24	3

There is an additional questionnaire prepared and used by the FAPM to survey the students' satisfaction on different staff categories of the Faculty. **Figure 1-14** summarizes its findings.

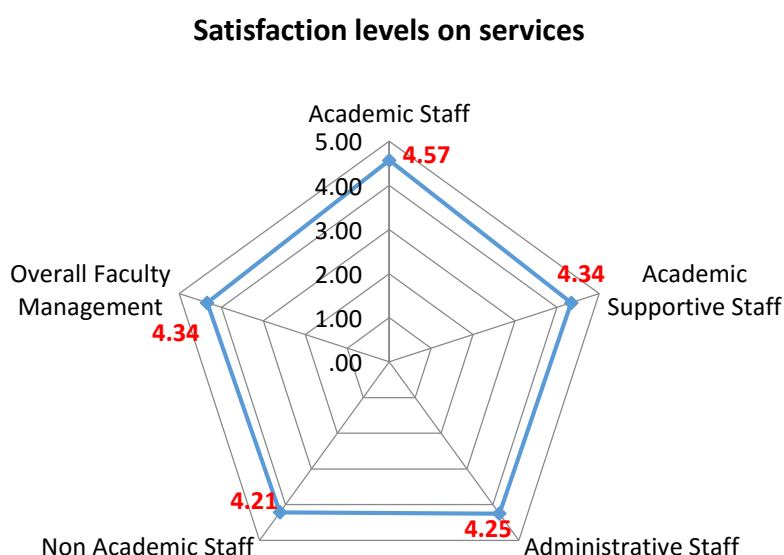


Figure 1-14: Level of Satisfaction over University Services

Chapter 2

Employability Survey Results 2017: Faculty of Applied Sciences (FAS)

Response Rate of FAS for Employability Survey

This census comprises the graduates of four Departments of Faculty of Applied Sciences. The questionnaires were distributed among all students eligible to receive degrees in the General Convocation of the Wayamba University of Sri Lanka in 2017. The response rate for the questionnaire was high in all degree programmes and was 99% (**Table 2-1**).

Table 2-1:

Degree programme	No. of Questionnaire Sent	No. of Questionnaire Received
B.Sc. (General)	32	31
B.Sc. (Joint Major)	53	53
B.Sc. (Special) in Applied Electronics	5	5
B.Sc. (Special) in Mathematics with Statistics	5	5
B.Sc.(Special) in Industrial Management	6	6
Total	101	100

Demography of FAS Graduates

Among the total graduates of the faculty of FAS 53% were females and 47% were males. More females were enrolled in specialization programmes according to statistics (**Table 2-2**).

Table 2-2: Gender composition of graduates of FAS.

Degree programme	Female	Male	Total	% Female	% Male
B.Sc. (General)	13	16	29	45	55
B.Sc. (Joint Major)	26	26	52	50	50
B.Sc. (Special) in Applied Electronics	2	3	5	40	60
B.Sc. (Special) in Mathematics with Statistics	5	0	5	100	0
B.Sc.(Special) in Industrial Management	5	1	6	83	17
Total	51	46	97	53	47

Age structure at the graduation is given in the **Figure 2-1**. Majority of the students were within the age range of 24-26 and 4% students were in the age over 30 years. Of the total graduates 20% were in the age group of 27-29 years.

Three ethnic groups were represented among the total graduates and 96%, 3% and 1% were reported as Sinhala, Sri Lankan Tamil and Muslim respectively (**Figure 2-2**).

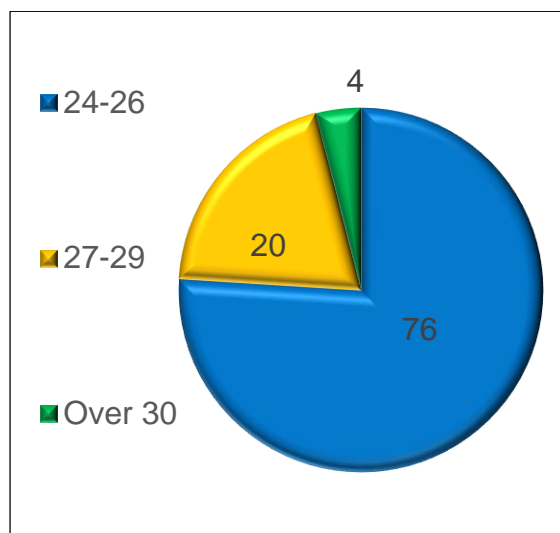


Figure 2-1. Age structure of the graduates in the FAS.

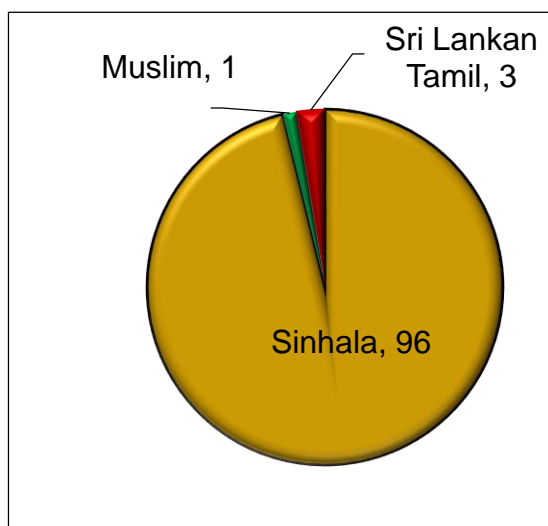


Figure 2-2. Representation of different ethnic groups among the graduates in the FAS.

Majority of the students graduated from FAS in 2017 came from semi-urban area of the country and was reported as 56%. Students from rural and urban areas were similar and were reported as 22% and 23% respectively (**Figure 2-3**).

Number of entry attempts in Advance Level examination of the graduates in the FAS were reported as 22% in first attempt, 50% in second attempt and 28% from third attempt (**Figure 2-4**).

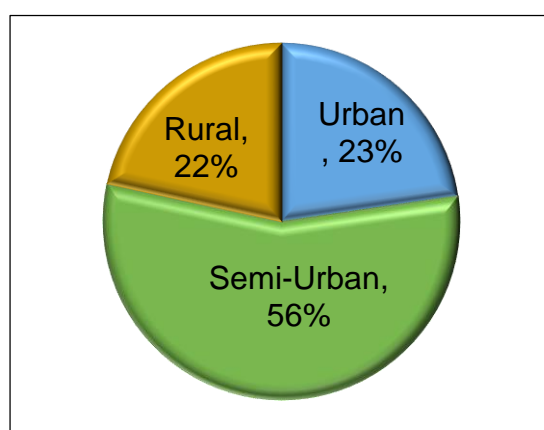


Figure 2-3. Broad categories of residential areas of graduates

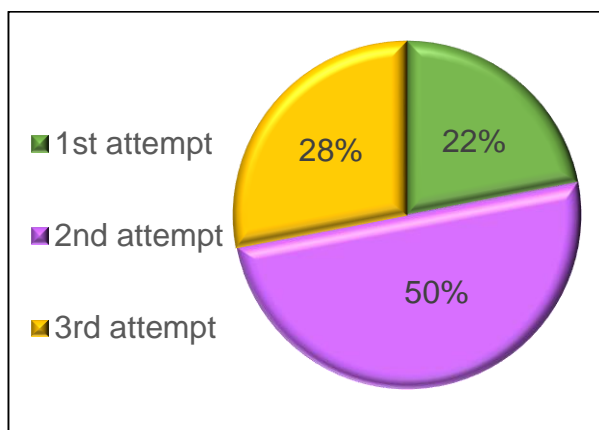


Figure 2-4. Number of A/L attempts at university entrance

Medium of A/L education of the majority (93%) of graduates were in Sinhala. Tamil and English medium A/L candidates were reported as 5% and 2% respectively (**Figure 2-5**).

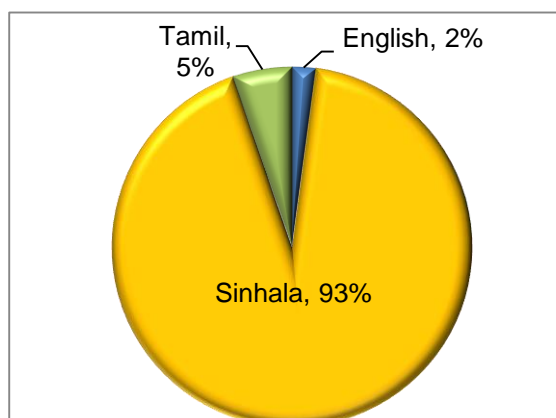


Figure 2-5: Medium of A/L examination of graduates

Overall Academic Performances of FAS Graduates

Of the 95 students responded to the questionnaire, 2% received First Class and 15% received Second Class Upper divisions while 29% received Second Class Lower divisions. Among total graduates 54% received a General pass for their degree. **Table 2-3** indicate the number of students with their respective grades at the final degree examination and **Figure 2-6** indicates the percentages of different grades among degree programmes of FAS.

Table 2-3: Overall performance of graduates in different degree programmes in FAS

Degree	First Class	Second Upper	Second Lower	General Pass	Total
B.Sc. (General)	0	1	4	23	28
B.Sc. (Joint Major)	0	4	21	26	51
B.Sc. (Special) in Applied Electronics	0	4	1	0	5
B.Sc. (Special) in Mathematics with Statistics	1	4	0	0	5
B.Sc.(Special) in Industrial Management	1	1	2	2	6
Percentage of different grades	2	15	29	54	100

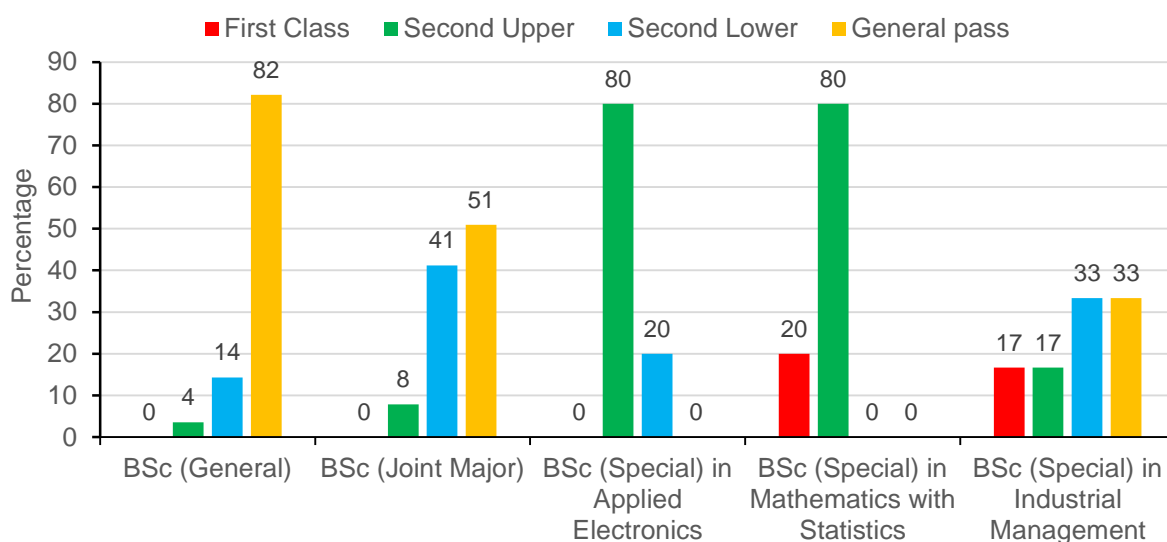


Figure 2-6: Percentages of different grades obtained by students in different degree programmes offered by FAS.

Employability Status of Graduates

Employability status of the graduates in FAS at the general convocation of 2017 is given in the **Table 2-4**. Among all graduates of FAS 77% were employed at the time of the survey. Of the all employed graduates 40% have obtained permanent jobs and 20% of them were in temporary positions, 8% in contract basis and 2% were self-employed (**Figure 2-7**).

Table 2-4: Different categories of employments in relation to the field of study

Degree	Contract basis	Part Time	Permanent	Self Employed	Temporary	Training	Unemployed	Total
B.Sc. (General)	5	1	13	0	1	0	9	29
B.Sc. (Joint Major)	3	0	24	2	9	2	12	52
B.Sc. (Special) in Applied Electronics	0	0	1	0	2	1	1	5
B.Sc. (Special) in Mathematics with Statistics	0	0	1	0	4	0	0	5
B.Sc.(Special) in Industrial Management	0	0	0	0	3	3	0	6
Total	8	1	39	2	19	6	22	97

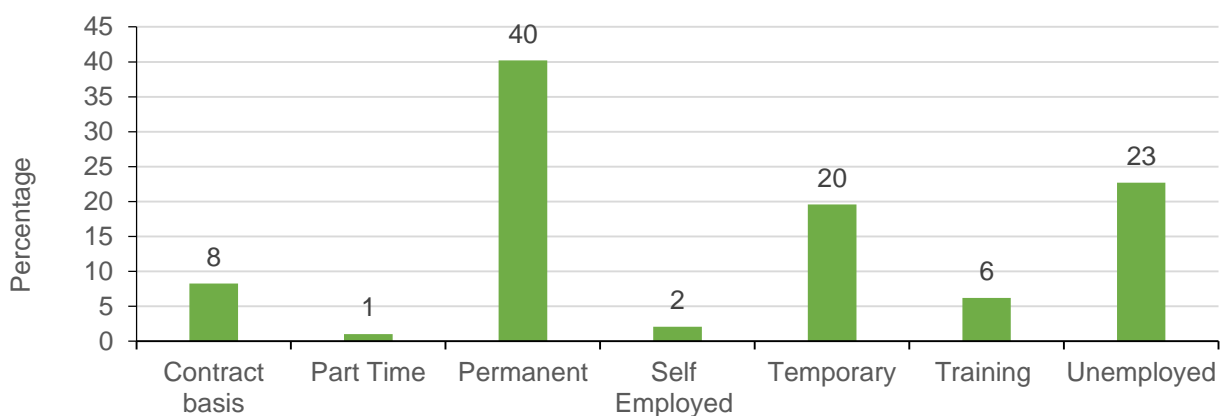


Figure 2-7. Percentage enrolments of graduates in different employability categories in FAS

Sector of Employments of Graduates

Among responded graduates 68 had answered for this question. Among the responded graduates for this question and excluding the trainees (01), percentage employed in different sectors was calculated. Percentage employability of graduates in private sector, public sector and semi government sector were reported as 62%, 22% and 13% respectively (**Figure 2-8**). Self-employment was considered as a category and was represented as 3%.

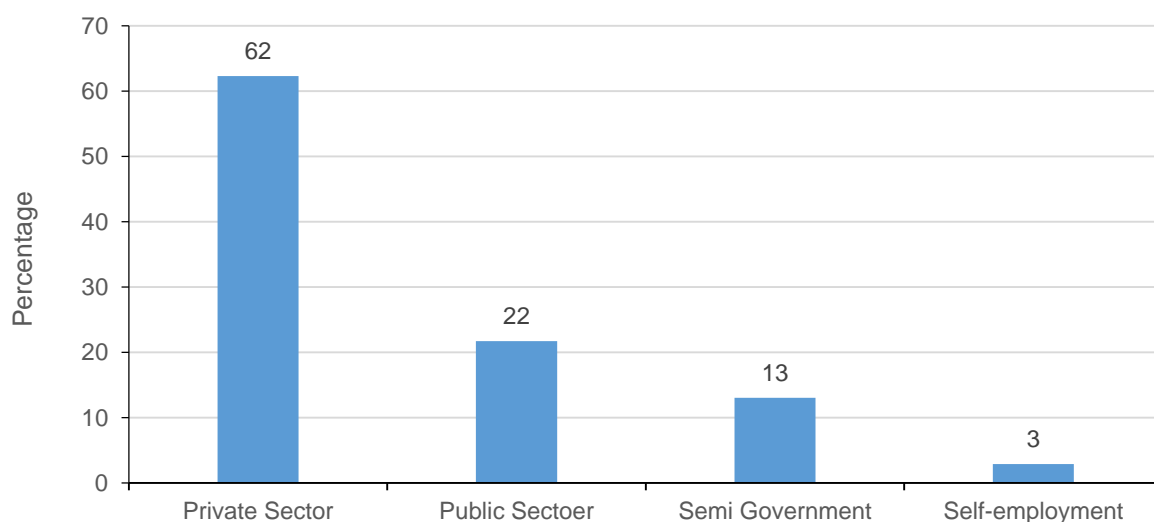


Figure 2-8. Percentage job enrolments of graduates in different sectors of employees.

Monthly Salary Levels of Employed FAS Graduates

Among all respondents in FAS, 69 graduates answered this question. **Table 2-5** indicates the distribution of graduates among different salary scales. Majority of students (53%) had received salaries between Rs. 30,000 to 50,000 scales. Salaries of 32% students were exceeded Rs. 50,000 and two students have exceeded Rs. 100,000 (**Table 2-5** and **Figure 2-9**).

Table 2-5: Salary levels of employed graduates from FAS

Monthly Salary (LKR)	B.Sc. (General)	B.Sc. (Joint Major)	B.Sc. (Special) in Applied Electronics	B.Sc. (Special) in Mathematics with Statistics	B.Sc.(Special) in Industrial Management
0-9999	1	0	0	0	0
10000-19999	3	0	1	1	2
20000-29999	1	2	0	0	0
30000-39999	3	11	1	3	1
40000-49999	2	12	1	0	2
50000-59999	2	4	1	0	1
60000-69999	6	2	0	0	0
70000-79999	0	2	0	0	0
80000-89999	1	0	0	0	0
90000-99999	1	0	0	0	0
< 100000	1	1	0	0	0
Total respondents	21	34	4	4	6

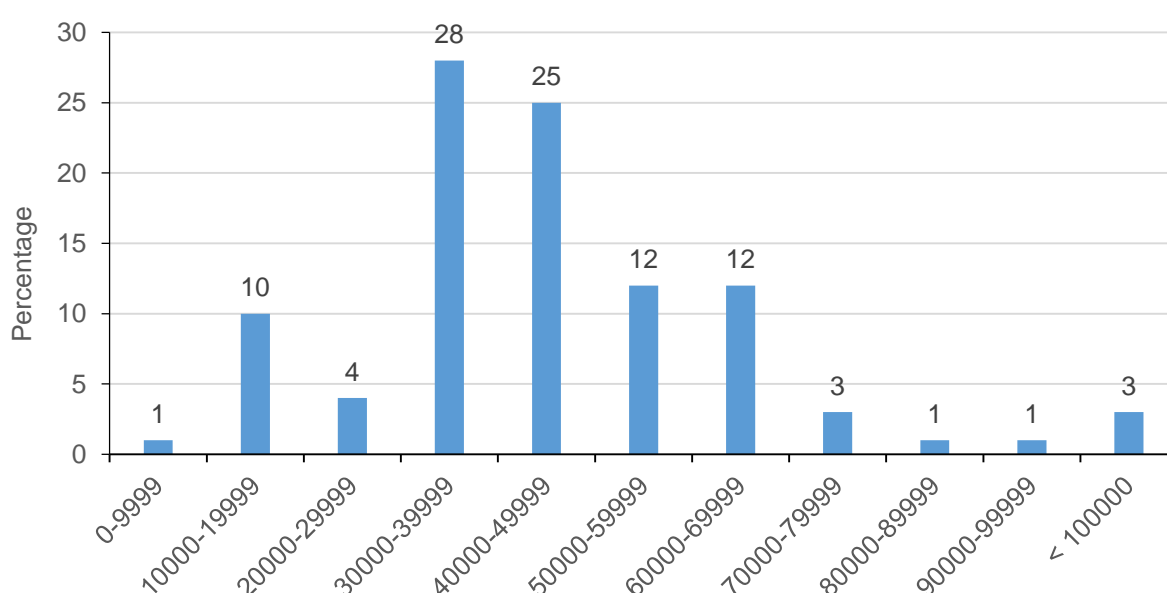


Figure 2-9. Percentage distribution of employed graduates in different salary levels

Relevance of Degree Programme to Current Employment of FAS Graduates

Relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the degree programme as relevant to the needs of the industry. Majority of the students graduated from FAS in different degree programme had high relevancy to the job and the knowledge gained in the University (**Table 2-6**). **Figure 2-10** indicates the percentage of students in relation to different levels of relevancy of the job to the study programme. Among the respondents (68), 64% of graduates were employed in jobs with the relevancy higher than 75%. More than 85% employed graduates in the faculty had over 50% relevancy of their jobs to the study programme (**Figure 2-10**).

Table 2-6. Relevancy of the job to the study programme

Degree	Relevancy of the job to the study programme				
	10%	25%	50%	75%	100%
BSc (General)	0	2	9	6	0
BSc.(Joint Major)	0	4	5	13	15
BSc (Special) in Applied Electronics	1	1	1	0	1
BSc (Special) in Mathematics with Statistics	2	0	0	0	2
BSc (Special) in Industrial Management	0	0	1	2	3
Total respondents	3	7	16	21	21

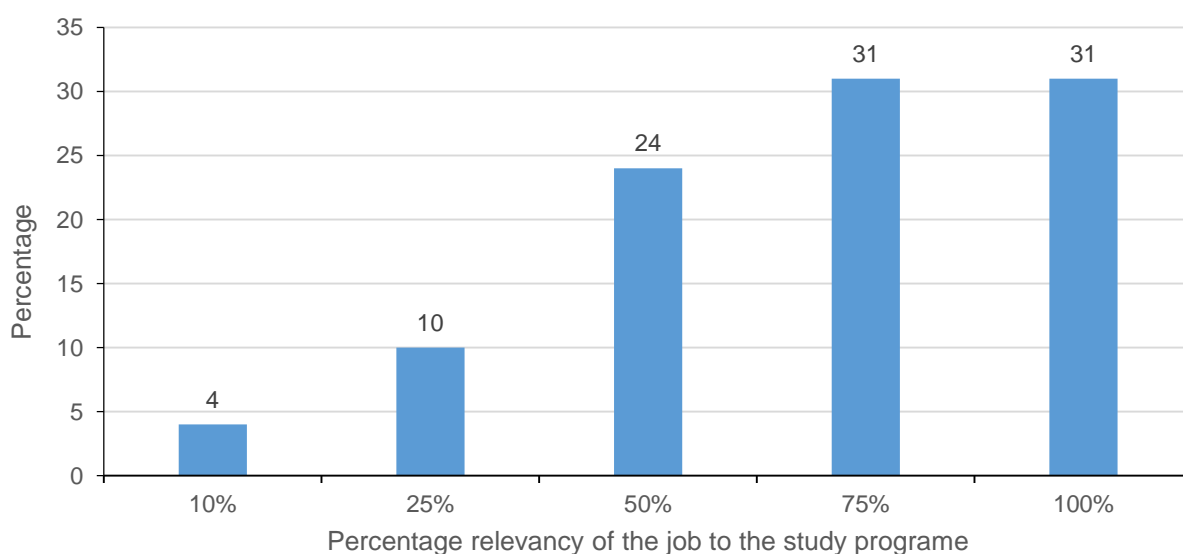


Figure 2-10 Percentage relevancy of the job to the study programme.

Level of Job Satisfaction among FAS Graduates

Among all graduates 50% were satisfied about the present job and 27% percent of graduates were very satisfied with the current employment. Present survey indicates that 23% of graduates had average satisfaction about their employment (**Figure 2-11**).

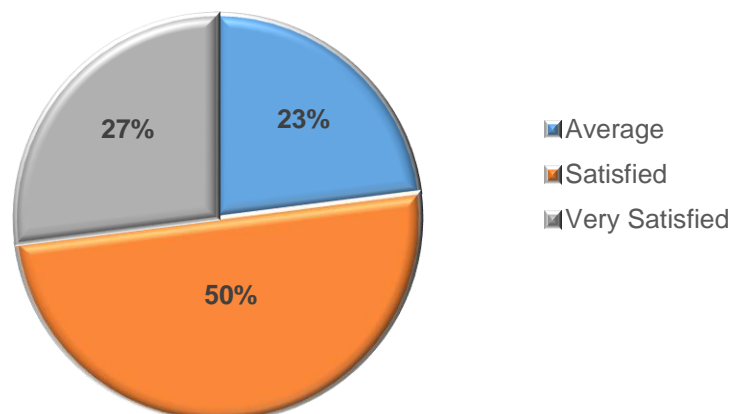


Figure 2-11. Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 73 students. From the frequency of the answers; Degree, field of study, personality and soft skills, proficiency in English and computer literacy were the key factors influenced to obtain the current occupation (which were indicated in green colour bars in **Figure 2-12**). Also the research experiences (orange colour bars 44%) and previous work experiences (magenta colour 23%) also had considerable influence on getting the current employment. Most importantly the class of the degree, reputation of the university, personal contacts had minor influences in finding the jobs of the graduates from FAS.

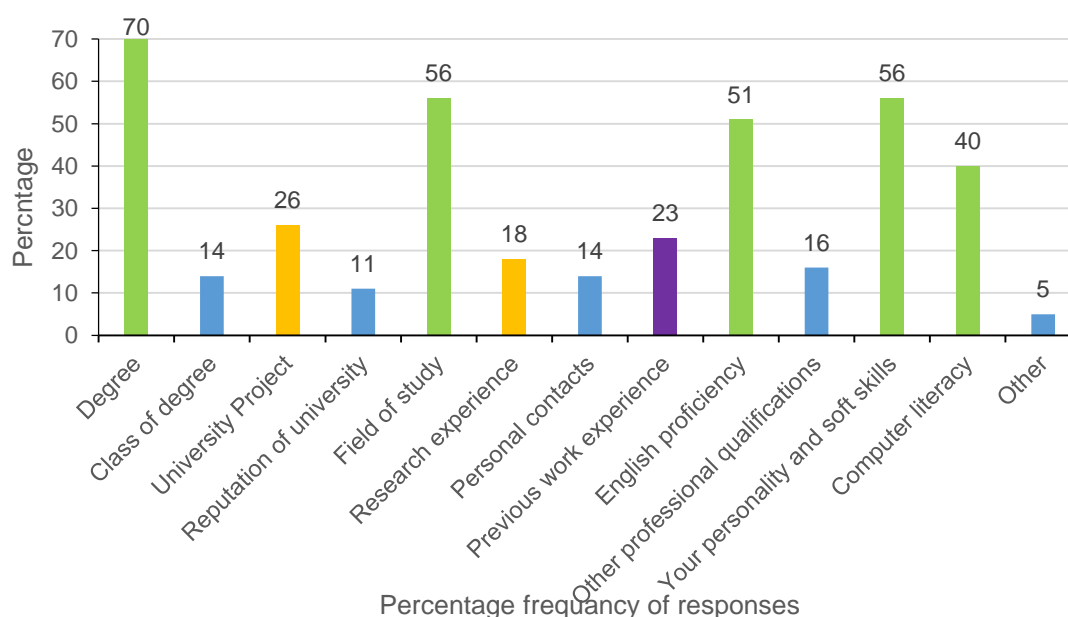


Figure 2-12. Most influential factors to obtain the present job.

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with average scores of nearly 4 out of the 5 Likert scale. . Support from the degree programme to develop entrepreneurial skills received the lowest rating indicating the need of further attention in that respect (**Figure 2-13**). This results indicate the need of further development to empower the graduates with necessary skills and attitudes to be successful in their future career.

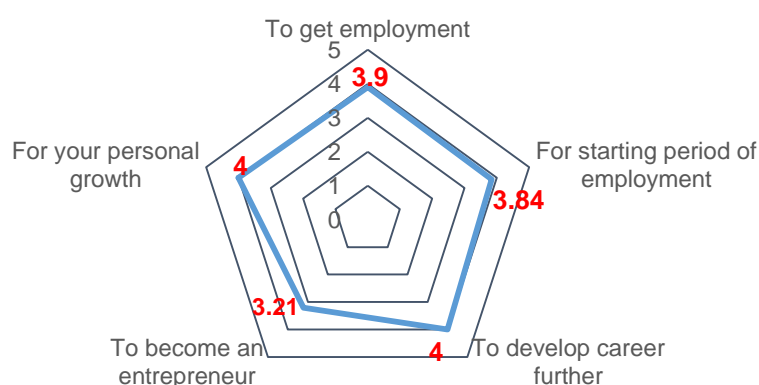


Figure 2-13. Evaluation of the university education for the career development graduates of FAS

Additional Qualifications (Postgraduates, Professional or other) of FAS Graduates

Considerable number of students (33) graduated from the FAS had additional qualifications and 16 of them are reading for such kind of proficiency at the period of survey (**Table 2-7**). This information indicates the eagerness of students to be more skilful, knowledgeable and proficient in their career paths and to be an empowered personal to excel in competitive world.

Table 2-7. Different additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Degree	Diploma		Chartered Accountancy		CIMA		CCNA	MPhil	MBA	MSc	Other	
	C	R	C	R	C	R	C	R	R	R	C	R
B.Sc. (General)	4	0	0	0	1	1	0	0	1	0	2	0
B.Sc. (Joint Major)	12	2	2	1	0	2	1	0	0	0	4	2
B.Sc. (Special) in Applied Electronics	3	0	0	0	0	1	0	1	0	0	0	1
B.Sc. (Special) in Mathematics with Statistics	1	1	0	0	0	0	0	0	0	0	0	0
B.Sc.(Special) in Industrial Management	1	1	0	1	0	0	0	0	0	1	2	0
Total	21	4	2	2	1	4	1	1	1	1	8	3

Chapter 3

Employability Survey Results 2017: Faculty of Business Studies and Finance (FBSF)

Response Rate of FBSF for Employability Survey

This census comprises the graduates of four Departments of Faculty Business Studies Finance. The questionnaires were distributed among all students eligible to receive degrees in the General Convocation of the Wayamba University of Sri Lanka in 2017. The response rate for the questionnaire was high in all degree programmes and was 98% (Table 3-1).

Table 3-1: Questionnaires Response Rate for FBSF

Department	No. of Questionnaire Sent	No. of Questionnaire Received
Accountancy	165	163
Banking & Finance	42	42
Business Management	213	205
Insurance & Valuation	10	10
Total	430	420

Demography of FBSF Graduates

Among the total graduates of the faculty of FBSF 64% were females and 36% were males. Significantly high number of female enrolment in Business management degree programme and Banking and Finance Degree programmes were reported and were 73% and 62% respectively. However in the Accountancy Degree programme it was similar in proportions. Interest of male in Insurance and Valuation was higher in male (Table 3-2).

Table 3-2: Composition of two gender in the graduates of the BSF

Degree	Female	Male	Total	% Female	% Male
Accountancy	88	75	163	54	46
Banking & Finance	26	16	42	62	38
Business Management	150	55	205	73	27
Insurance & Valuation	3	7	10	30	70
Total	267	153	420	64	36

Age structure at the graduation for FBSF in 2017 is given in the **Figure 3-1**. Majority of the students were within the age range of 24-26 (93.8%) and 0.5% students were in the age over 30 years. Of the total graduates 5.7% were in the age group of 27-29.

Three ethnic groups were represented among the total graduates and 95.6%, 3%, 1.2% and 0.3% were reported as Sinhala, Muslim, Sri Lankan Tamil and Malay respectively (**Figure 3-2**).

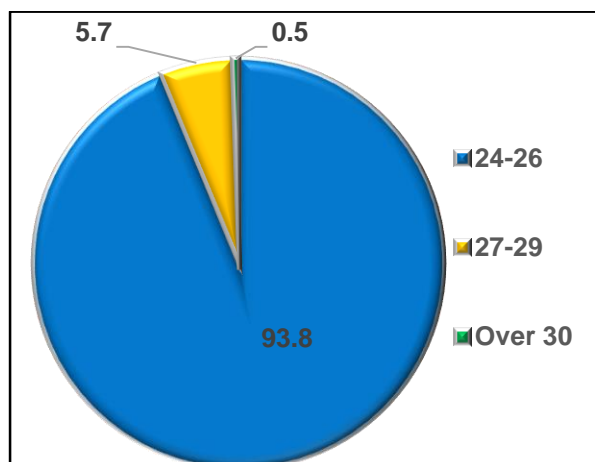


Figure 3-1. Age structure of the graduates in the FBSF.

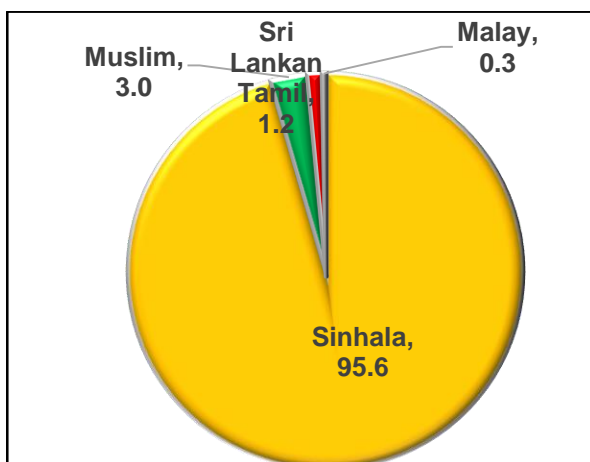


Figure 3-2. Representation of different ethnic groups among the graduates

Majority of the students graduated in FBSF came from semi-urban areas of the country and was reported as 48%. Students from rural and urban areas were reported as 35% and 17% respectively among graduates (**Figure 3-3**).

Majority of the graduated graduate population in year 2017 was had entered the university at their first attempt in the A/L examination and was 65%. Students entered the university at second A/L attempt was reported as 30% and students with third attempt were the lowest and was 5% (**Figure 3-4**).

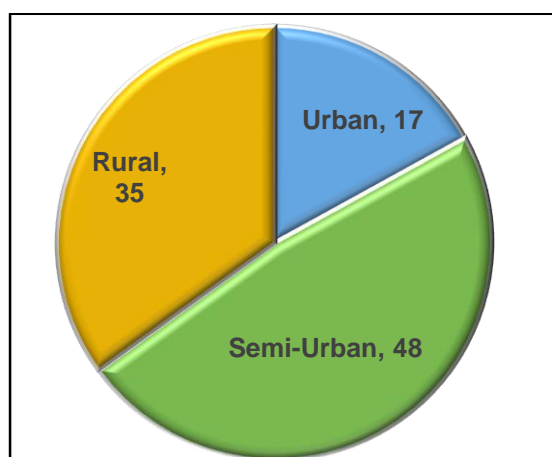


Figure 3-3. Broad categories of residential areas of graduates

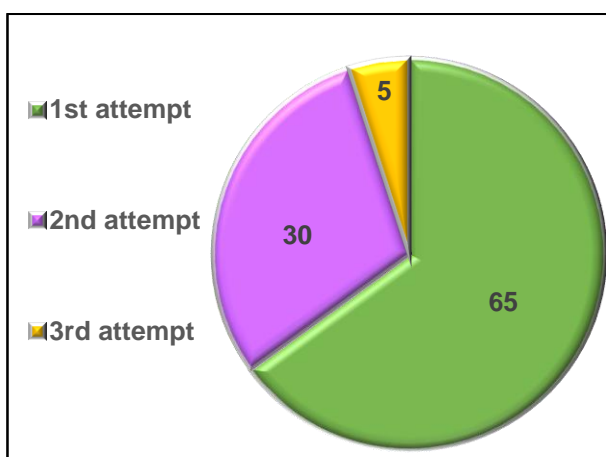


Figure 3-4. Number of A/L attempt at university entrance

Medium of A/L education of the majority (92%) of graduates were in Sinhala. Tamil and English medium A/L candidates were reported as 5% and 3% respectively (**Figure 3-5**).

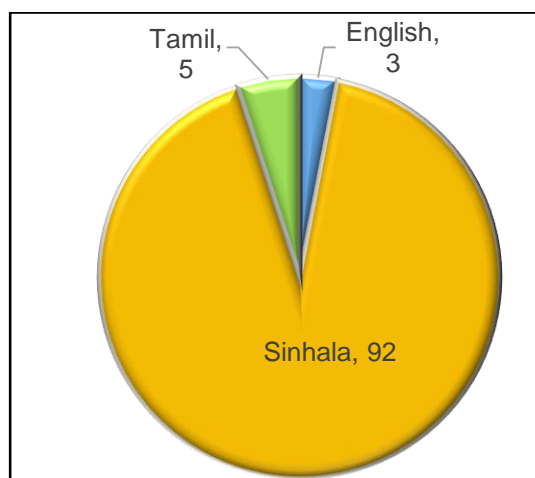


Figure 3-5. Medium of A/L examination of graduates

Overall Academic Performances of FBSF Graduates

At the survey, 420 graduates have responded to this question. Out of the FBSF graduates in 2017, 26 in the FBSF have reached to first class pass in the final degree programme and 112 have obtained second class upper pass (**Table 3-3**). Among all 26% have obtained second class lower pass and 41% reached to a general pass. **Figure 3-6** indicates the performance of graduates at their final degree examination.

Table 3-3. Overall performance of graduates in different degree programmes in FBSF

Department	First Class	Second Upper	Second Lower	General Pass	Total
Accountancy	10	34	30	89	163
Banking & Finance	7	8	15	12	42
Business Management	9	65	61	70	205
Insurance & Valuation	0	5	2	3	10
Total	26	112	108	174	420
Percentage (%) of graduates	6	27	26	41	100

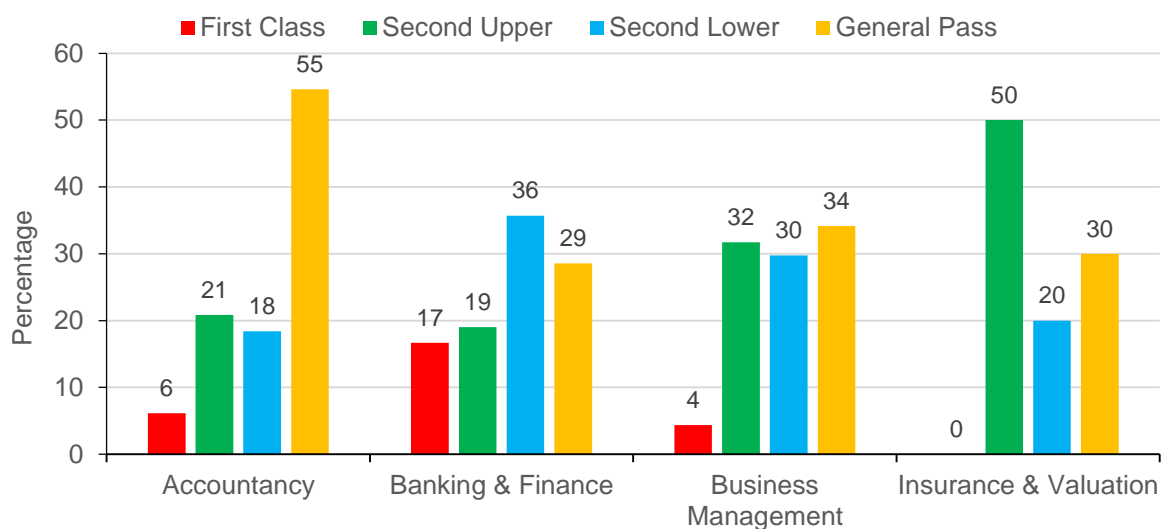


Figure 3-6. Percentages of different grades obtained by students in different degree programmes offered by FBSF.

Employability Status of Graduates

Employability status of the graduates in FBSF at the general convocation of 2017 were given in the **Table 3-4**. Among all graduates of FBSF 62% were employed at the time of the survey. Of the all employed graduates 41% have obtained permanent jobs and 4% of them were in temporary positions, 8% in contract basis and 38% were unemployed (**Figure 3-7**).

Table 3-4. Different categories of employments in relation to the field of study

Department	Contract basis	Permanent	Temporary	Training	Unemployed	Total
Accountancy	20	64	5	26	47	162
Banking & Finance	1	25	3	0	13	42
Business Management	13	73	9	10	97	202
Insurance & Valuation	0	8	0	0	2	10
Total	34	170	17	36	159	416
Percentage (%) of graduates	8	41	4	9	38	100

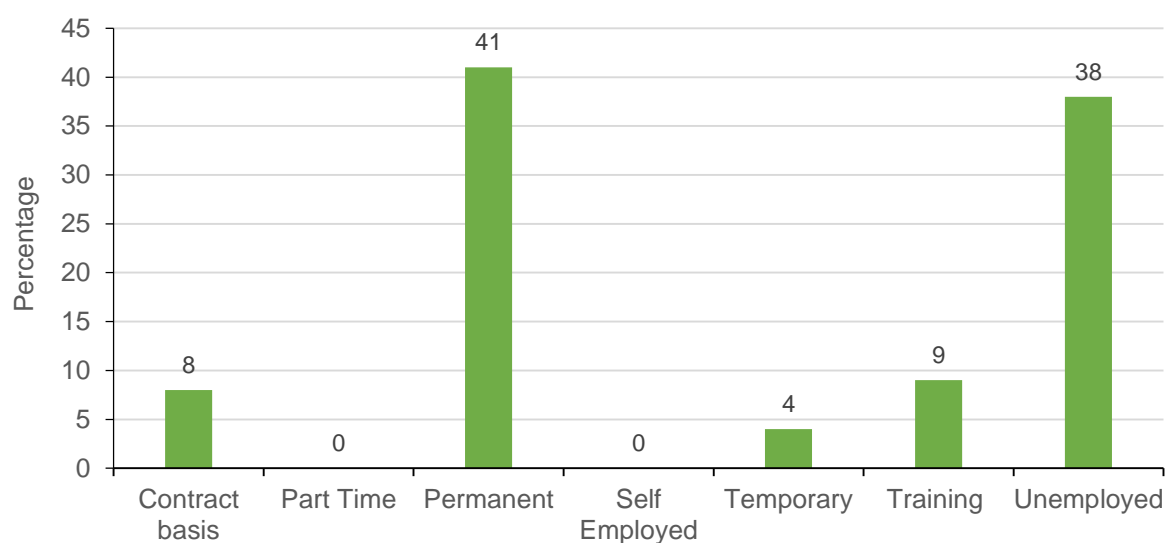


Figure 3-7. Percentage enrolments of graduates in different employability categories in FBSF

Sector of Employments of Graduates

Among responded graduates 248 had answered for this question. Majority (89%) of graduates were employed in private sector institutions. Very low employability was reported in public and semi-government sectors and reported as 7% and 2% of the employability of graduate in FBSF (**Figure 3-8**).

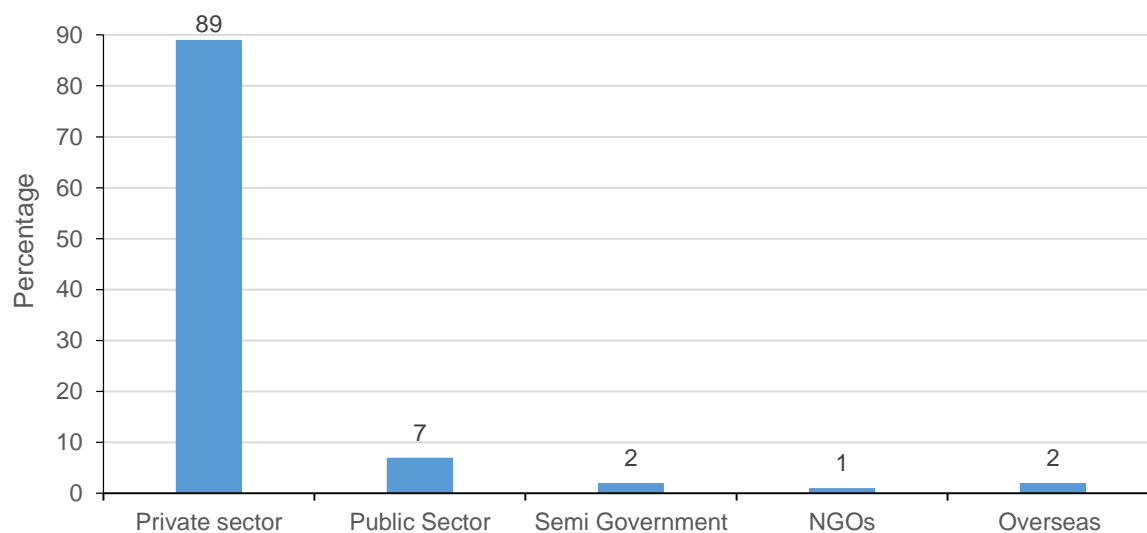


Figure 3-8. Percentage job enrolments of graduates in different sectors of employees.

Monthly Salary Levels of Employed FBSF Graduates

Total number of students responded to this question was 247. **Table 3-5** indicates the distribution of graduates among different salary scales. Majority of students (68%) had obtained salaries between Rs. 20,000 to 40,000. Salaries of 2% students have exceeded Rs. 50,000 (**Table 3-5** and **Figure 3-9**). Among the responded graduates 12% obtained salaries in the range of Rs. 10000 to 20000 and 7% of graduates obtained less than Rs. 10000.00 (**Table 3-5** and **Figure 3-9**).

Table 3-5. Salary levels of employed graduates from FBSF

Monthly Salary (LKR)	Accountancy	Banking & Finance	Business Management	Insurance & Valuation	Total
0-9999	17	0	1	0	18
10000-19999	18	3	9	0	30
20000-29999	37	11	37	7	92
30000-39999	25	10	40	1	76
40000-49999	10	4	11	0	25
50000-59999	1	1	1	0	3
60000-69999	0	0	1	0	1
70000-79999	0	0	0	0	0
80000-89999	1	0	1	0	2
Total	109	29	101	8	247

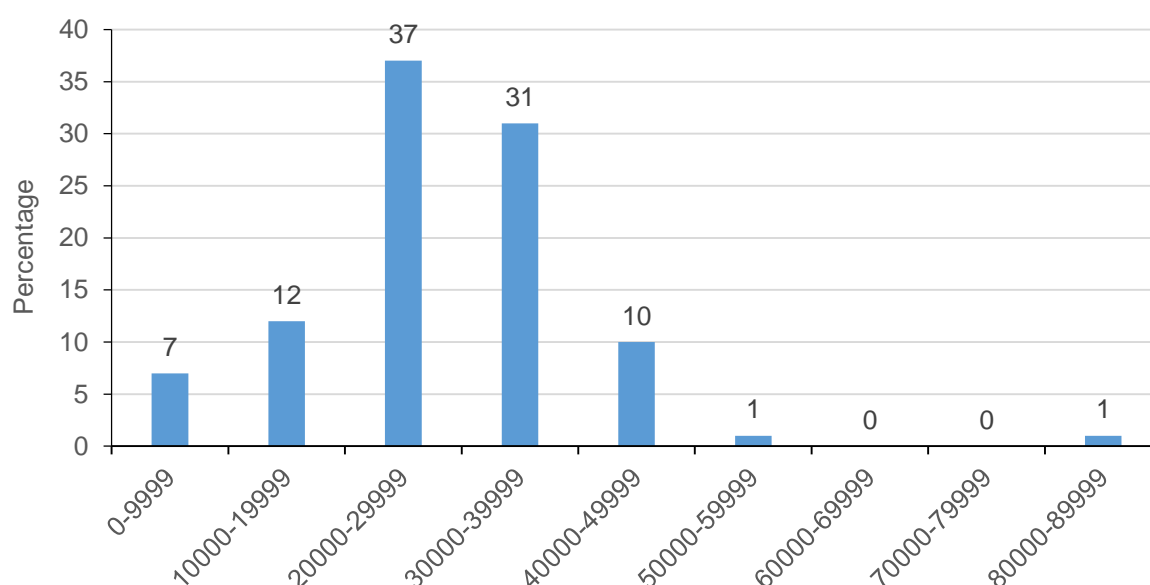


Figure 3-9. Percentage distribution of employed graduates in different salary levels

Relevance of Degree Programme to Current Employment of FBSF Graduates

Relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the degree programme as relevant to the needs of the industry. Majority of the graduates from the faculty had employed in jobs, which has high relevancy to the university studies (**Table 3-6**). **Figure 3-10** indicates the overall relevancy of the job to the study programme. Among the respondents (238), 70% of graduates were employed in jobs with higher than 75% relevancy to the field of study. More than 88% employed graduates in the faculty had over 50% relevancy of their jobs to the study programme. Low percentage of students (12%) were employed in jobs, which has less than 25% of relevancy to the field of study (**Figure 3-10**).

Table 3-6. Relevancy of the job to the study programme

Department	10%	25%	50%	75%	100%
Accountancy	5	7	13	37	51
Banking & Finance	0	3	5	10	9
Business Management	4	9	23	42	12
Insurance & Valuation	0	0	1	2	5
Total	9	19	42	91	77
%	4	8	18	38	32

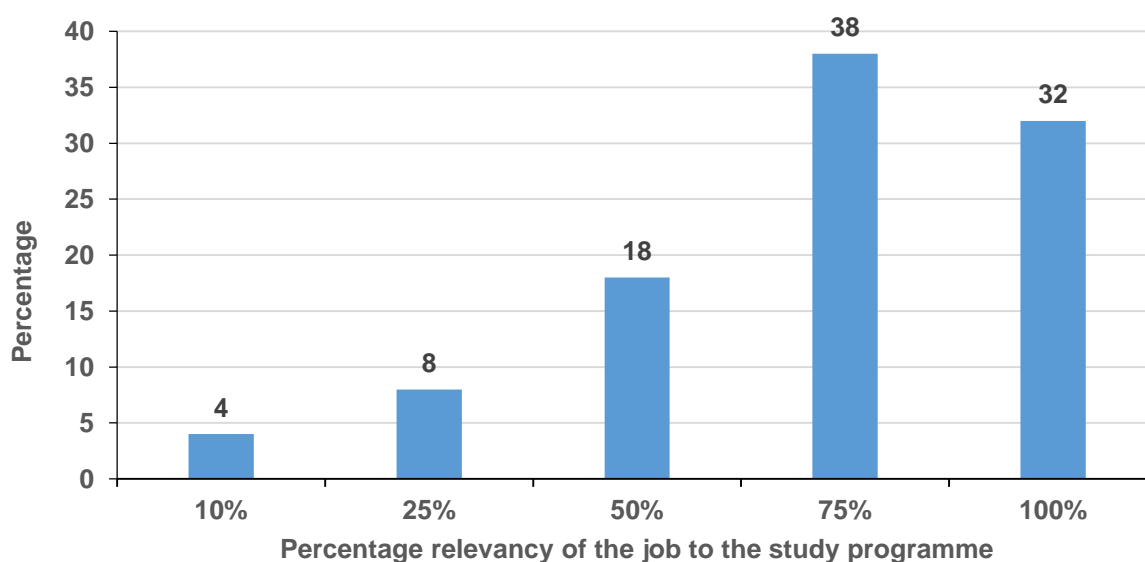


Figure 3-10 Percentage relevancy of the job to the study programme.

Level of Job Satisfaction among FBSF Graduates

Level of satisfaction with the present employment was 51%. Among graduates 18% were very satisfied with current jobs (**Figure 3-11**). Students have average satisfaction was 29% and 3% of graduates were dissatisfied about current employment.

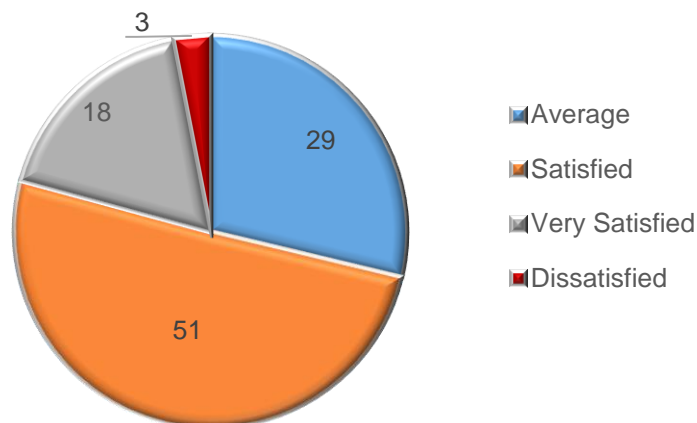


Figure 3-11: Level of satisfaction of the current employment

Most Influential Factors to Obtain Present Job

This question was answered by 248 graduates. Degree programme was the main influential factor to obtain a job by the students in FBSF. The second most influential factor was the other professional qualifications furnished by students. English proficiency, personality and soft skills, previous work experiences, computer literacy and field of study had influences respectably in descending order. Personal contacts was also have a considerable influence on finding a job in the FBSF. The summary on the most influential factors to obtain the present job is shown in **Figure 3-12**.

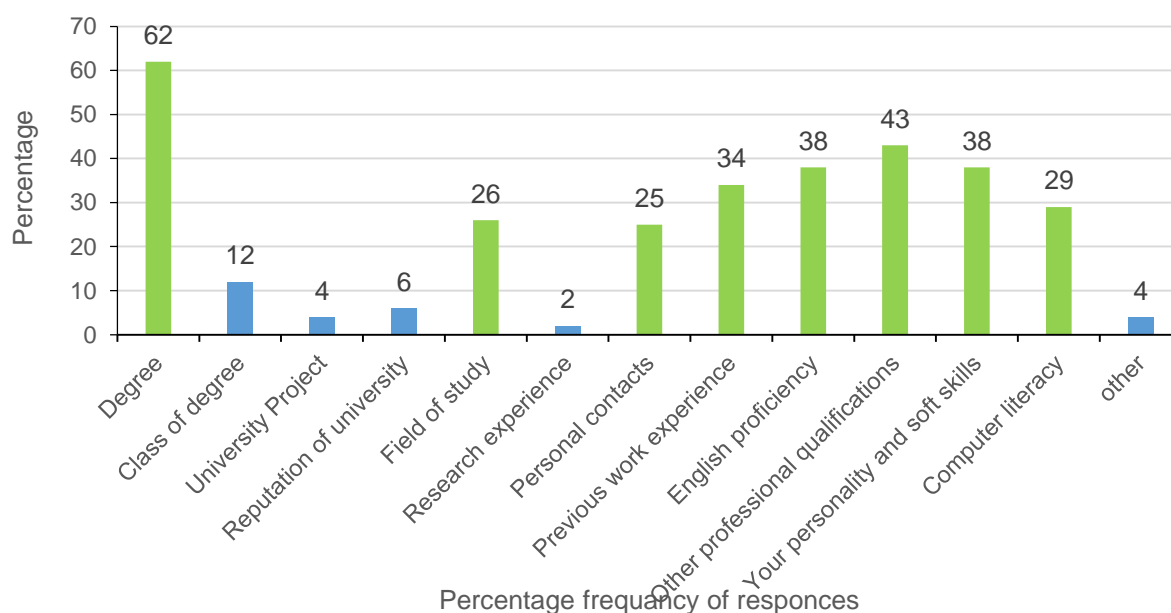


Figure 3-12. Most influential factors to obtain the present job.

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with average scores of nearly 4 out of the 5 Likert scale. Support to the degree programme to develop the entrepreneurial ship was received the lowest value indicating the need of further attention in the study programme to improve entrepreneurial skills (**Figure 3-13**). This results indicate the need of further development to empower the graduates with necessary skills and attitudes to be successful in their future career.

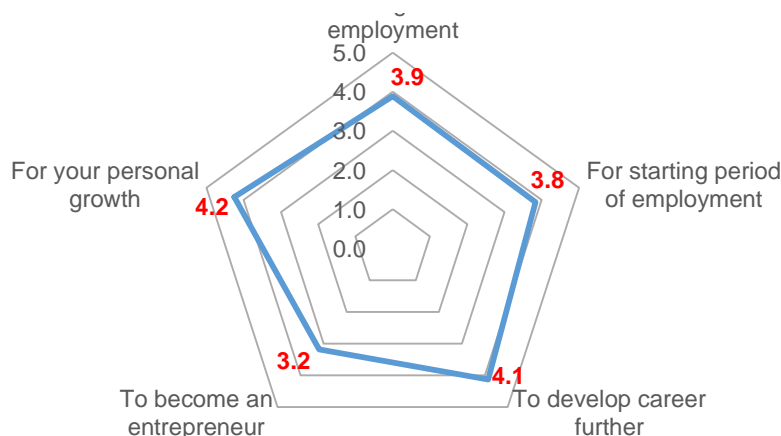


Figure 3-13. Evaluation of the university education for the career development graduates of FBSF

Additional Qualifications (Postgraduates, Professional or other) of FBSF Graduates

Most of the graduates were following professional, post graduate or other additional courses. Chartered Accountancy courses are the most popular among the students, who have followed the accountancy and business management degree programmes. Extra qualifications in this fields has an added advantage to find jobs according to the present survey (**Figure 3-12**). This would be a factor to pursue additional qualifications by graduates in the FBSF. **Table 3-7** shows the responses on additional qualifications of the graduates.

Table 3-7. Different additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		Chartered Accountancy		CIMA		CMA		MSc	MBA	AAT		Other	
	C	R	C	R	C	R	C	R	R	R	C	R	C	R
Accountancy	21	2	17	152	3	8	8	57	1	1	24	0	6	6
Banking & Finance	13	6	2	29	1	5	0	4	0	0	4	0	7	3
Business Management	47	7	23	158	7	18	4	19	0	2	19	2	3	22
Insurance & Valuation	0	0	2	5	0	2	0	2	0	0	1	0	0	2
Total	81	15	44	344	11	33	12	82	1	3	48	2	46	33

Chapter 4

Employability Survey Results 2017: Faculty of Livestock, Fisheries, & Nutrition (FLFN)

Response Rate of FLFN for Employability Survey

This census comprises the graduates of four Departments of Faculty of Livestock Fisheries & Nutrition. The questionnaires were distributed among all students eligible to receive degrees in the General Convocation of the Wayamba University of Sri Lanka in 2017. The response rate for the questionnaire was high in all degree programmes and was 97% (Table 4-1).

Table 4-1: Questionnaires response rate of FLFN

Degree	No. of questionnaires sent	No. of questionnaires received
B.Sc. in Food Science & Nutrition	53	53
B.Sc. in Food Production & Technology Management	39	36
Total	92	89

General information of the students graduated from FLFN

Female percentage was significantly higher among the graduates in the faculty and reported as 70% of females and 30% of males. The gender distribution among different specialization programmes is given in the following table (Table 4-2).

Table 4-2: Composition of genders in the graduates of the FLFN.

Department	Female	Male	Total	Percentage female	Percentage male
Aquaculture & Fisheries	9	8	17	53	47
Applied Nutrition	21	1	22	95	05
Food Science & Technology	18	13	31	58	42
Livestock & Avian Sciences	14	5	19	74	26
Total	62	27	89	70	30

Majority of the graduates were in the range of 24-26 years at their graduation. The percentage of graduates in this age group was 71%. Graduates in the age group of 27-29 years were represented 29% of total graduates in the FLFN (**Figure 4-1**).

Three ethnic groups were represented in the graduates' population and were distributed among Sinhala, Sri Lankan Tamil and Muslim 62%, 27% and 10% respectively (**Figure 4-2**).

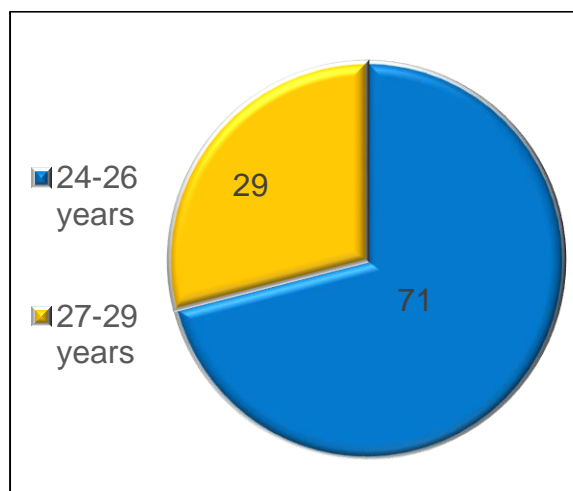


Figure 4-1. Age structure of the graduates in the FLFN.

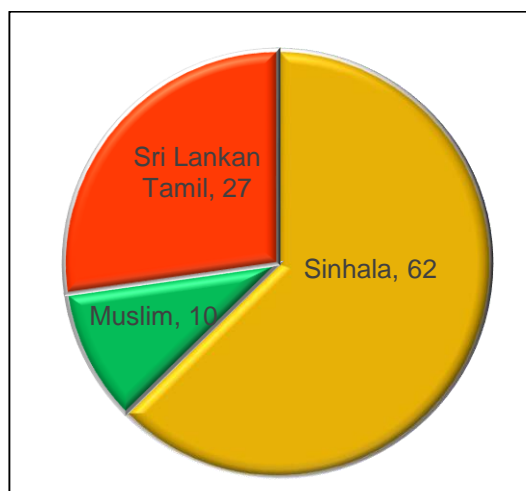


Figure 4-2. Representation of different ethnic groups among the graduates in the FLFN

Majority of the students graduated from the FLFN were come from semi-urban areas of the country. Semi-urban population was represented 53% of the total graduated students of the FLFN and urban and rural populations were reported as 18% and 29% respectively (**Figure 4-3**).

Majority of students graduated in year 2017 had taken two attempts in the A/L examination and was reported as 42%. Students had three A/L attempts were reported as 32% and 26% of graduates in the faculty had entered the university at their first attempt (**Figure 4-4**).

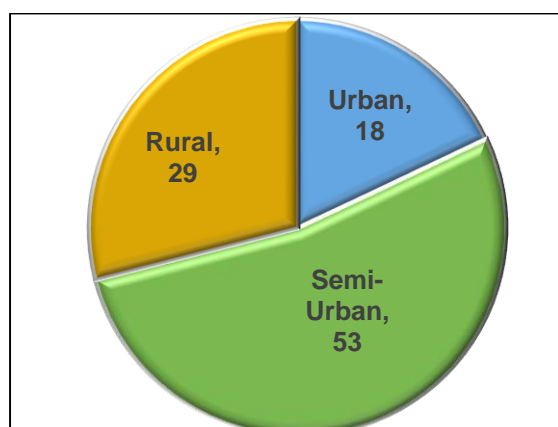


Figure 4-3. Broad categories of residential areas of graduates

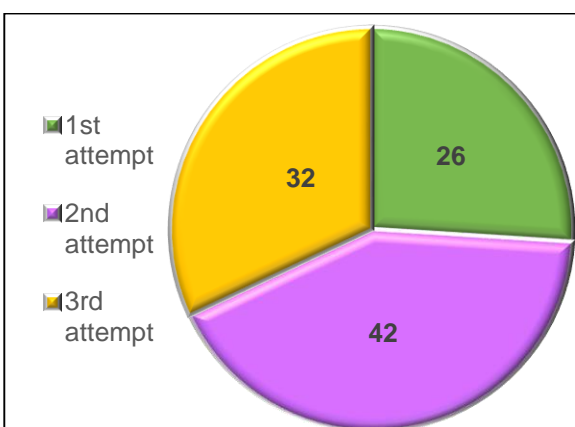


Figure 4-4. Number of A/L attempt at university entrance

Medium of A/L education of 59.6% of graduates were in Sinhala. Tamil and English medium A/L candidates were reported as 34.8% and 5.6% respectively (**Figure 4-5**).

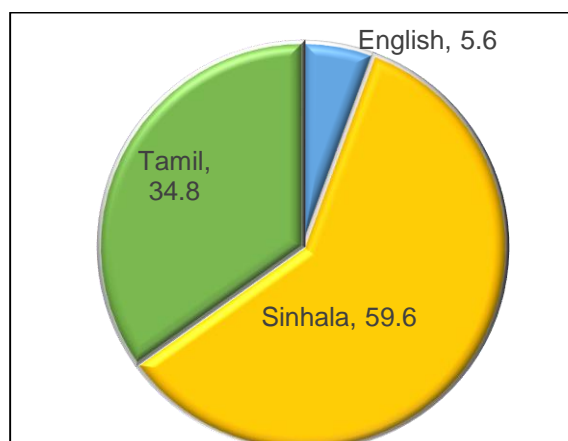


Figure 4-5 Medium of A/L examination of graduates

Overall Academic Performances of FLFN Graduates

This question was answered by 89 students and 4% of them have obtained First Class pass. Of the total graduates from the FLFN 30% of students have obtained Second Class Upper pass and 37% have obtained Second Class Lower Pass. Among all graduates of the Faculty 28% have obtained General Pass. **Table 4-3** indicates the number of students with their respective grades at the final degree examination and **Figure 4-6** indicates the percentages of different grades among degree programmes of FLFN.

Table 4-3 Overall performance of graduates in different degree programmes in FLFN

Department	First Class	Second Upper	Second Lower	Pass	Total
Aquaculture & Fisheries	0	6	6	5	17
Applied Nutrition	0	6	10	6	22
Food Science & Technology	2	7	11	11	31
Livestock & Avian Sciences	2	8	6	3	19
Total	4	27	33	25	89
%	4	30	37	28	100

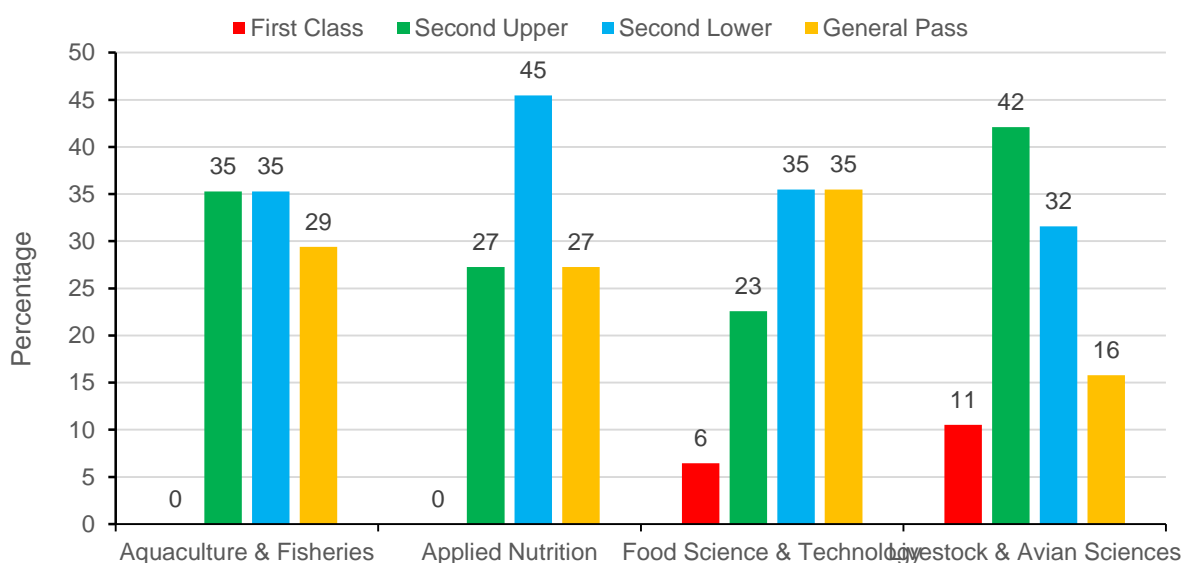


Figure 4-6. Percentages of different grades obtained by students in different degree programmes offered by FLFN.

Employability Status of Graduates

Employability status of the graduates in FLFN at the general convocation of 2017 is given in the **Table 4-4**. Among all graduates of FLFN 79% were employed at the time of the survey. Of the all employed graduates 35% have obtained permanent jobs and 29% of them were in temporary positions, 6% in contract basis (**Figure 4-7**).

Table 4-4. Different categories of employments in relation to the field of study

Department	Contract basis	Permanent	Temporary	Training	Probationary	Unemployed	Total
Aquaculture & Fisheries	0	8	4	1	0	4	17
Applied Nutrition	3	2	4	5	0	8	22
Food Science & Technology	1	14	11	1	0	4	31
Livestock & Avian Sciences	1	7	7	0	1	3	19
Total	5	31	26	7	1	19	89
%	6	35	29	8	1	21	100

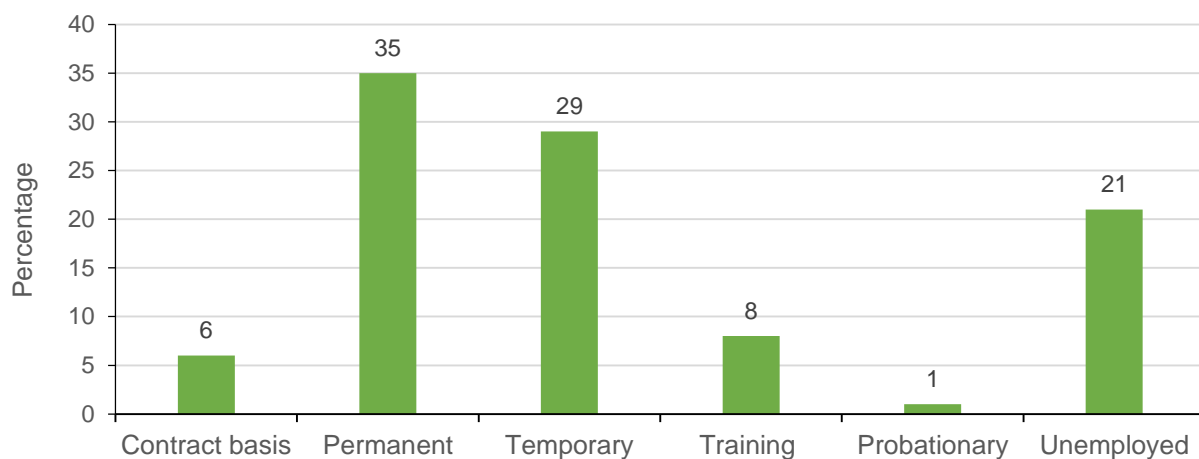


Figure 4-7. Percentage enrolments of graduates in different employability categories in FLFN

Sector of Employments of Graduates

Among responded graduates 67 had answered for this question. Among the respondents of this question percentage of employments in different sectors were calculated. Percentage employability of graduates in private sector, public sector and semi government sectors were reported as 52%, 28% and 16% respectively. Among all graduates in FLFN 3% were employed in NGOs (**Figure 4-8**).

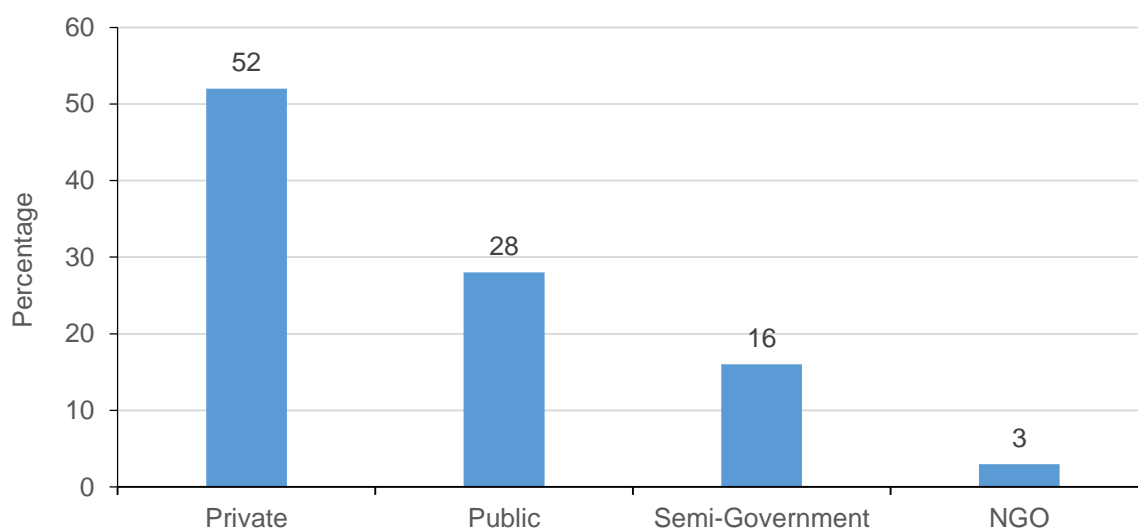


Figure 4-8. Percentage job enrolments of graduates in different sectors of employees.

Monthly Salary Levels of Employed FLFN Graduates

Among all respondents in FLFN 61 students were answered for this question. **Table 4-5** indicates the distribution of graduates among different salary scales. Majority of students (80%) had obtained salaries between Rs. 30,000 to 50,000. Only 4 students exceeded Rs. 50,000 (**Table 4-5** and **Figure 4-9**).

Table 4-5. Salary levels of employed graduates from FLFN

Monthly Salary (LKR)	Aquaculture & Fisheries	Applied Nutrition	Food Science & Technology	Livestock & Avian Sciences	Total
0-9999	0	0	0	0	0
10000-19999	0	0	0	0	0
20000-29999	2	1	2	3	8
30000-39999	11	5	12	8	36
40000-49999	0	4	7	2	13
50000-59999	0	0	1	0	1
60000-69999	0	0	0	2	2
70000-79999	0	0	0	0	0
80000-89999	0	0	1	0	1
Total respondents	13	10	23	15	61

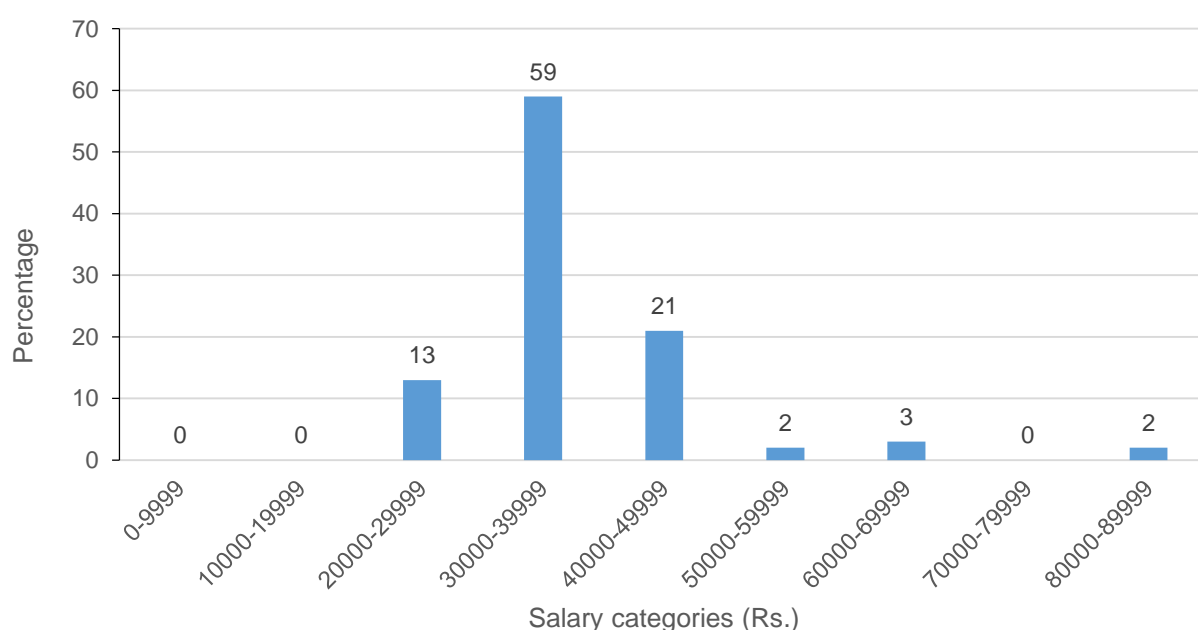


Figure 4-9. Percentage distribution of employed graduates in different salary levels

Relevance of Degree Programme to Current Employment of FLFN Graduates

Relevance of the degree programme to the employment indicates employers' recognition of the knowledge and training provided by the degree programme as relevant to the needs of the industry. Majority of the students graduated from FLFN in different degree programmes had high relevancy to the job (**Table 4-6**). **Figure 4-10** indicates the percentage of students in relation to different levels of relevancy of the job to the study programme. Among the respondents (68), 83% of graduates were employed in jobs with the relevancy higher than 75%. More than 99% employed graduates in the faculty had over 50% relevancy of their jobs to the study programme (**Figure 4-10**).

Table 4-6. Relevancy of the job to the study programme

Department	10%	25%	50%	75%	100%
Aquaculture & Fisheries	0	0	3	4	4
Applied Nutrition	1	0	1	1	10
Food Science & Technology	0	0	2	8	14
Livestock & Avian Sciences	0	0	4	8	4
Total respondents	1	0	10	21	32

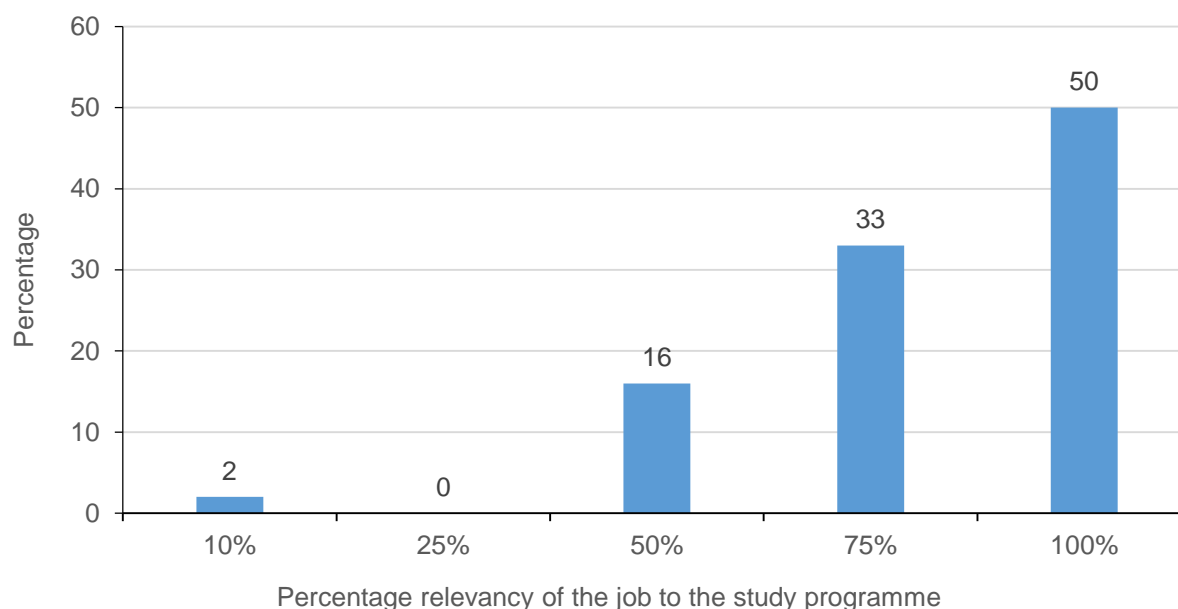


Figure 4-10. Percentage relevancy of the job to the study programme.

Level of Job Satisfaction among FLFN Graduates

Among the students graduated from the faculty 17% were very satisfied with the present occupation and 46% were in the level of satisfaction. However, 36% of students were in average satisfaction with their job (**Figure 4-11**).

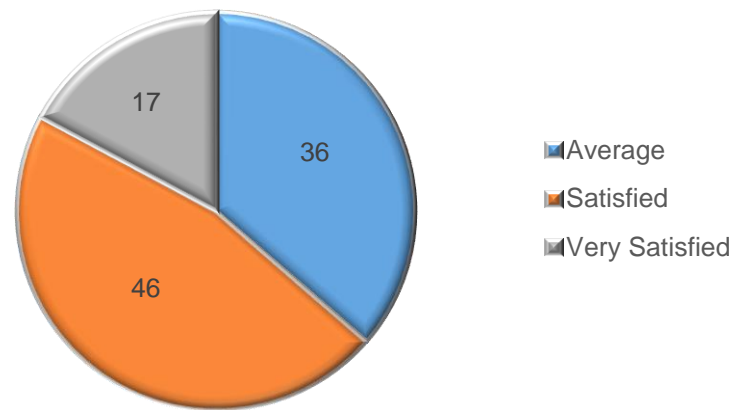


Figure 4-11. Level of satisfaction of the current employment

Help from University Education to Career Development

Support of the degree programme to the career development was at satisfactory levels with average scores less than 4 out of the 5 scale. Support to the degree programme to develop the entrepreneurial ship was received the lowest value indicating the need of further attention in the study programme to improve entrepreneurial skills (**Figure. 4-13**). This results indicate the need of further development to empower the graduates with necessary skills and attitudes to be successful in their future career.

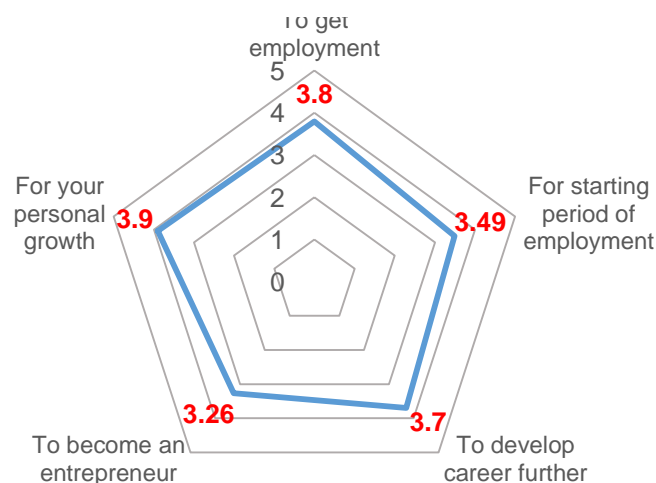


Figure 4-13. Evaluation of the university education for the career development graduates of FLFN

Additional Qualifications (Postgraduates, Professional or other) of FLFN Graduates

Among the graduate of the FLFN, 27 had additional qualifications and 8 of them are reading for such kind of proficiency at the period of the survey (**Table 4-7**). This information indicates the eagerness of students to be more skilful, knowledgeable and proficient in their career paths and to be an empowered personal to excel in competitive world.

Table 4-7. Different additional qualifications of graduate at the period of survey. (C denotes the completed and R denotes the continuation of the programmes).

Department	Diploma		CIMA	MSc	PG Diploma	Other	
	C	R	C	R	R	C	R
Aquaculture & Fisheries	2	1	0	1	0	2	0
Applied Nutrition	4	0	0	0	0	1	2
Food Science & Technology	7	2	1	0	1	2	0
Livestock & Avian Sciences	6	1	0	0	0	2	0
Total	19	4	1	1	1	7	2

Overall and Individual Faculty Level Comparison of Indicators from 2012 to 2017

Comparison of Overall Employability from 2012 to 2017

This analysis is based on data of the employability reports published by Wayamba University of Sri Lanka in 2012 and 2013 (Jayakody D.S. 2012, 2013 and Wijenayake and Perera 2014, Wijenayake and Pallegedara 2015). Data for the year 2017 were obtained from the present employability survey. Comparatively the lowest employability was reported in 2017 and was reported as 68%. Permanent jobs obtained by graduates were comparatively high in year 2013. However, gradual reduction of permanent jobs can be observed from 2013 and in 2015 and it was 12% less than compared to year 2013. During the period of 2012 to 2017 reduction of temporary jobs can be observed and was 15% reduction from the highest employability recorded in the history in 2013. Rate of self-employment was reported low during the study period. Gradual increase of unemployed graduates can be observed from 2014 and 2017 and was reported as 38% in 2017. Figure 14, indicates the rate of employability of the graduates of Wayamba University of Sri Lanka from 2012 to 2017.

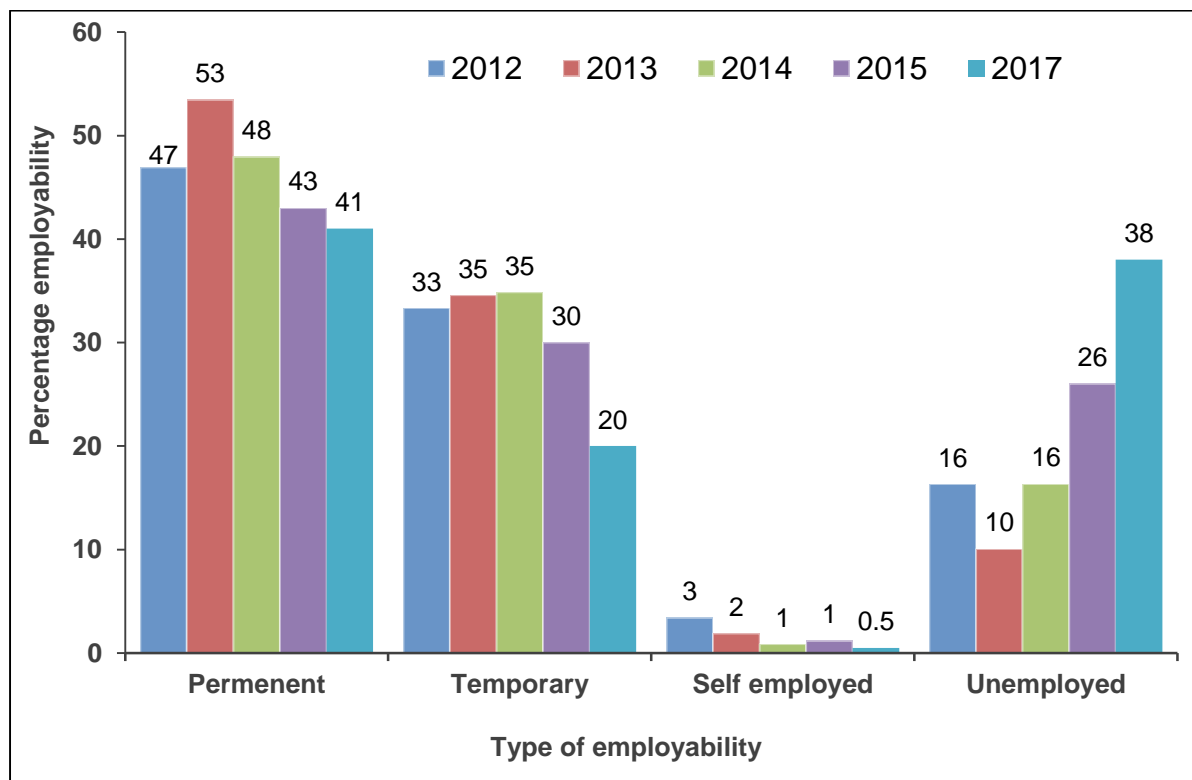


Figure 5. Mean employability of graduates of Wayamba University of Sri Lanka from year 2012 to 2017.

Employability Rate of Graduates in Individual Faculties from 2012 to 2017

When comparing the employability in each faculty, the lowest employability was reported in 2017. Although a reduction of overall employability was observed from in FAS and FBSF, an increase in the employability of FAPM was observed and the employability of the FLFN has been reporting unchanged from 2014. Following graphs indicate the individual performances of four faculties in employability variation over the years (**Figure 6**).

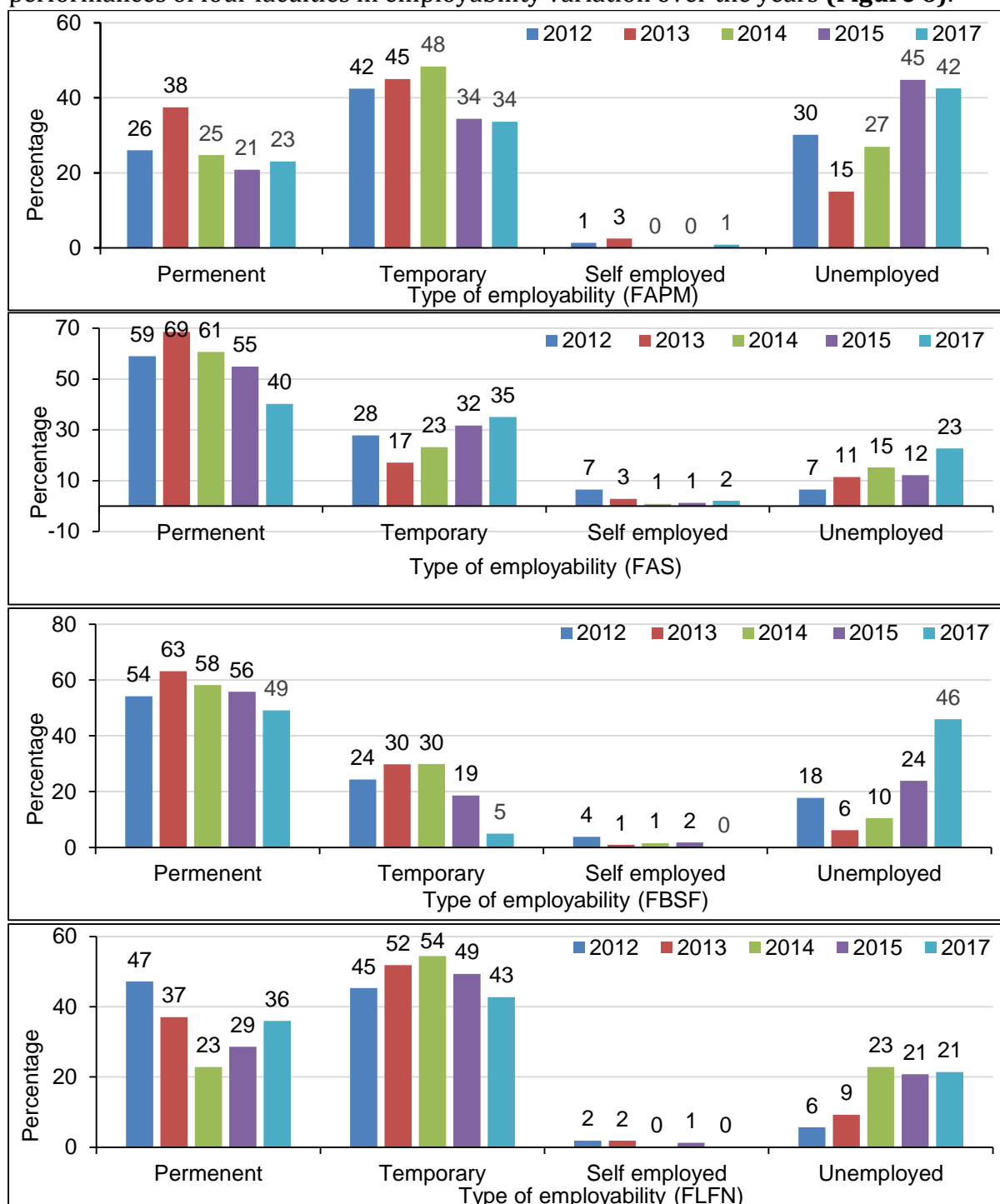


Figure 6. Employability rate of graduates in different faculties from 2012 to 2017.

Comparison of Overall Salary Levels of Graduates from 2012 to 2017

During the period from 2012 to 2017 the mean salary obtained by the graduates has been increased from the salary category of Rs. 20000.00 – 30000.00 to Rs. 30000.00-40000.00. Gradual increase of salaries can be observed from 2010 to 2017 (**Figure 7**). In year 2017 35% of graduates have obtained higher than Rs. 30000.00 as their take home salary. Among all graduates 57% have obtained more than Rs. 30000.00 as their salary in 2017 (**Figure. 7**).

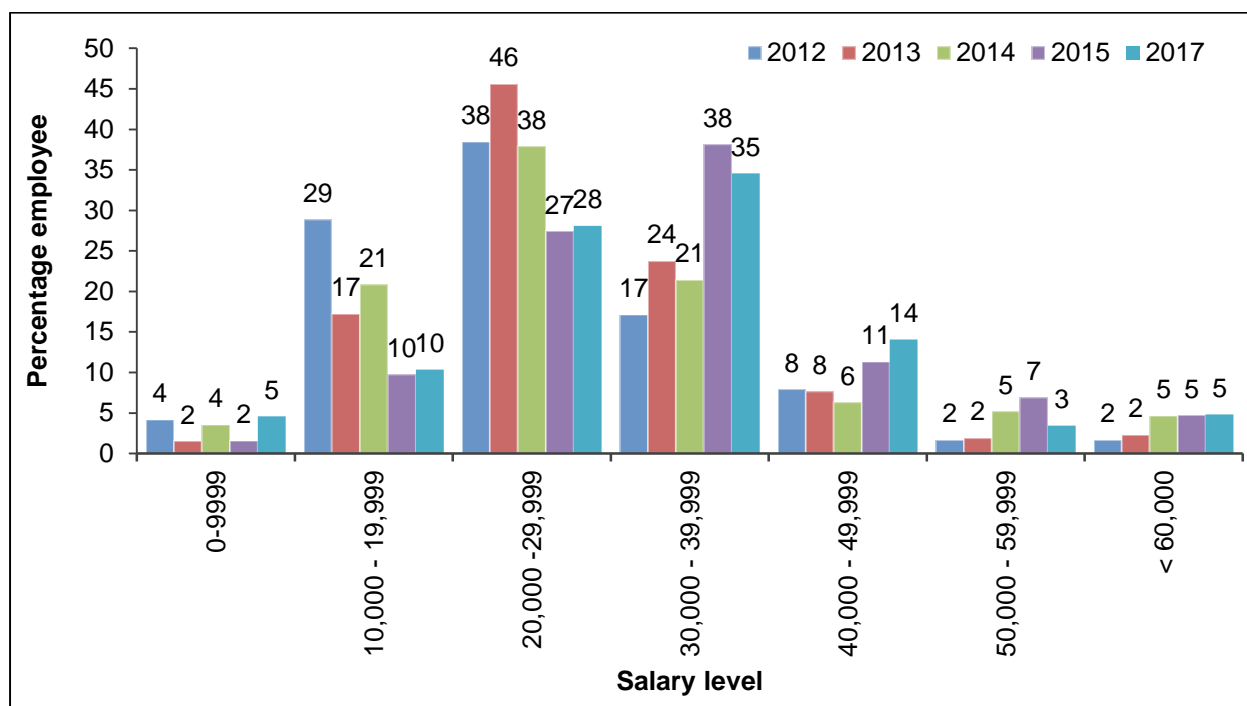


Figure 7. Salary levels of graduates during the period of 2012 to 2017

Comparison of Salary Levels of Graduates in Individual Faculties from 2012 to 2017

Among the four faculties, students graduated from the Faculty of Applied Sciences obtained comparatively high level of salaries. However, a significant difference of salary levels cannot be observed among this four faculties. Increase of salary levels of graduates can be observed in the four faculties in 2017 (**Figure 8**).

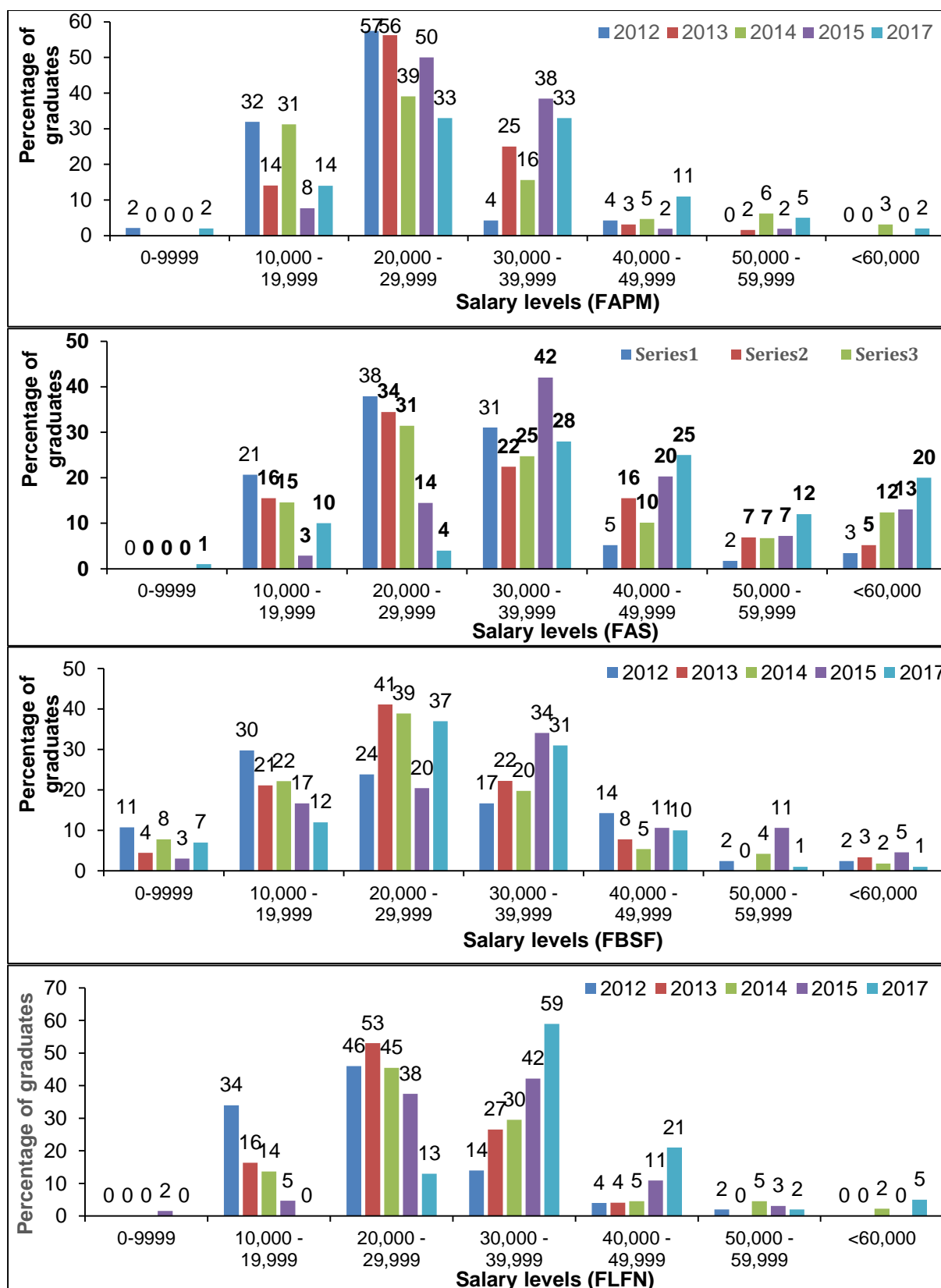


Figure 8. Different salary levels obtained by graduates in individual faculties.

Comparison of Relevance of Degree to Employment During 2012 to 2017

High relevance of the job to the field of study can be obtained from the statistics during the period of year 2012 to year 2017. In the year 2012 more than 63% students were obtained jobs above 75% relevance to the field of study and it has been remained unchange 66% in year 2017. This indicates the acceptance of Wayamba graduates by the job markets (Figure 9).

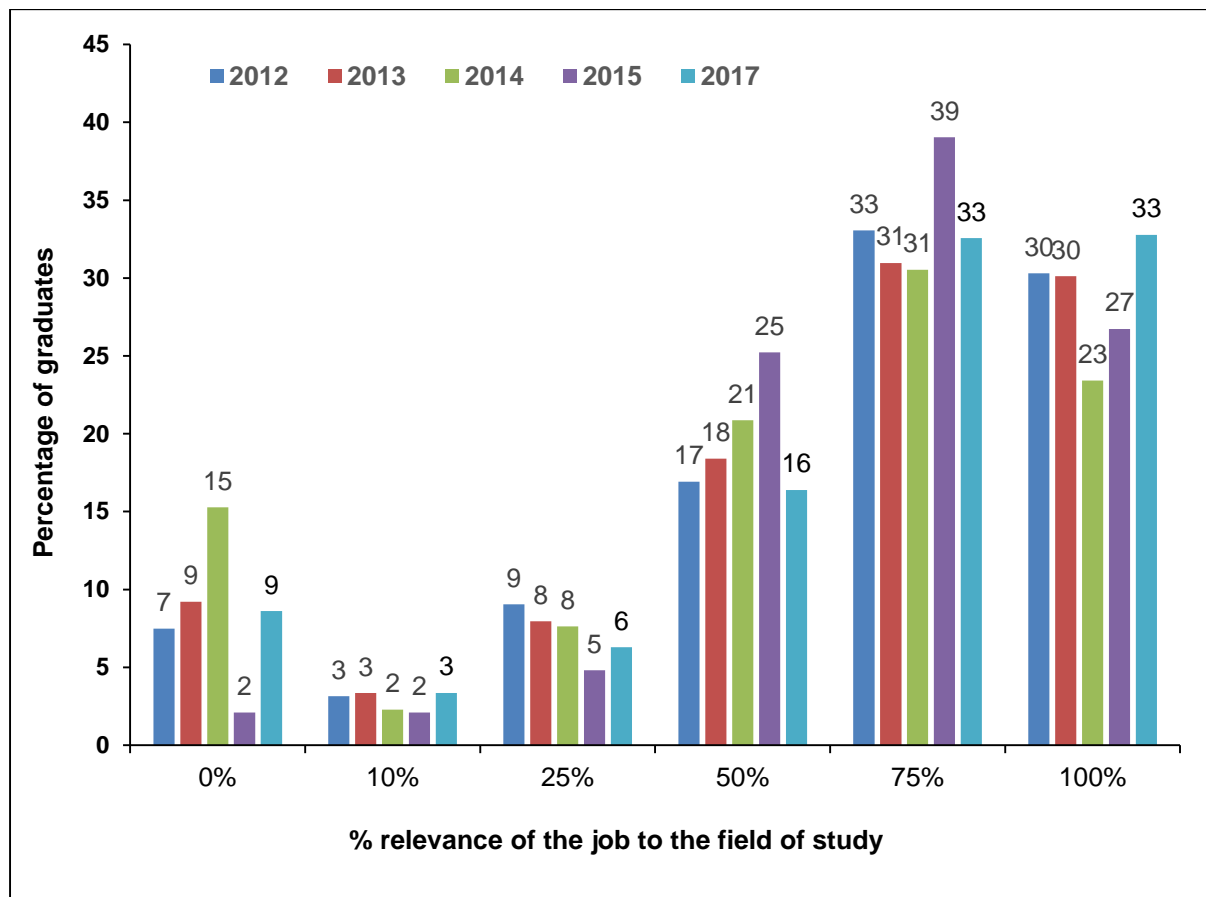
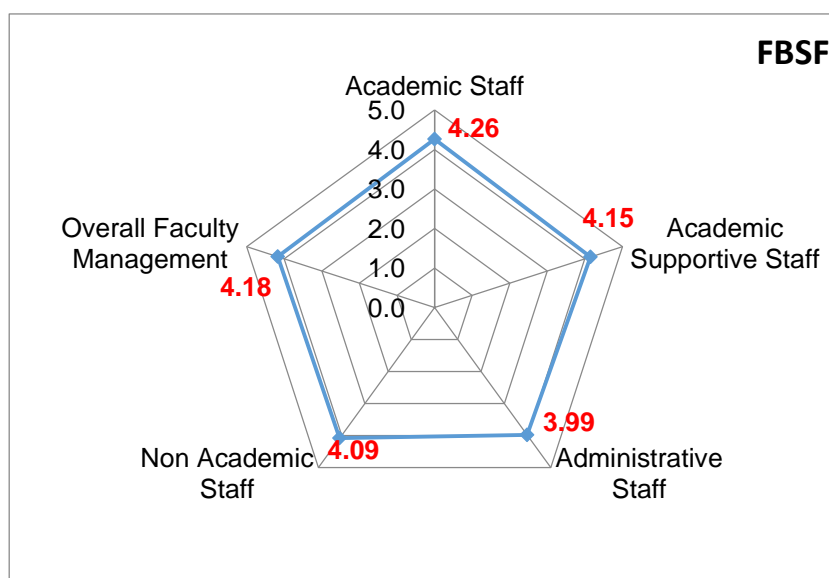
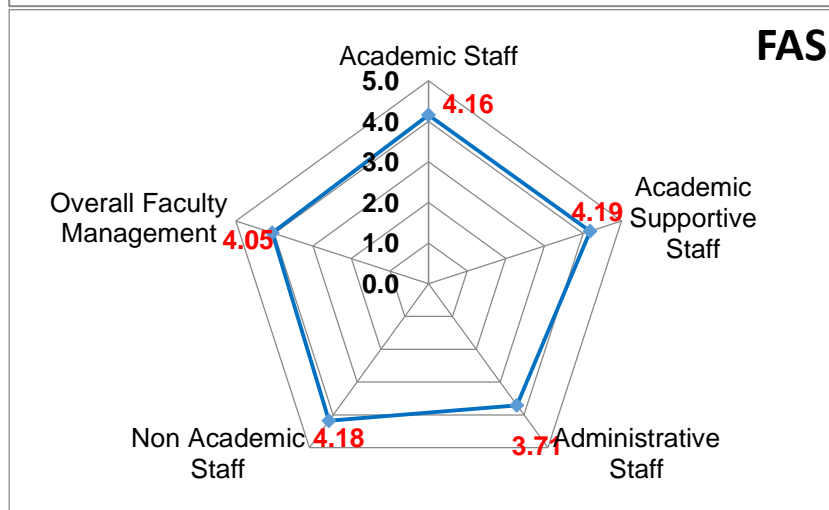
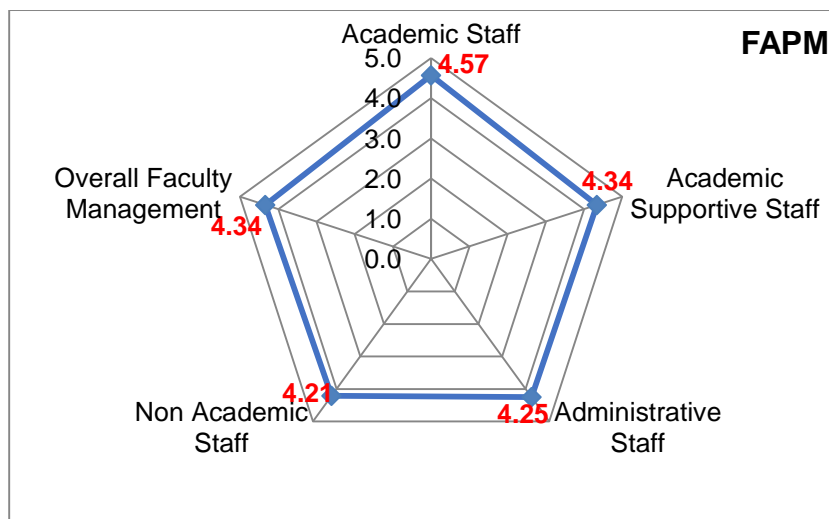


Figure 9. Comparison of percentage relevance of jobs to the field of study in the four faculties during the period of 2012 to 2017.

Levels of Satisfaction over Faculty Services As Rated By Graduates

Some selected services rendered by the faculties were checked through this survey. The levels of selected services were at satisfactory levels according to the scores given by the students (**Figure 10**). Academic and academic supportive services obtained marks above 4 in the five scale Likert scale and mean rates were ranged from 4.57(91%) to (81%) and 4.34(87%) to 4.10 (82%) respectively. Lowest values for services in each faculty was obtained by the administrative services, which received the range of 4.25(85%) to 3.74 (67%). Results indicate a good satisfactory levels of all services provided by the university. However, still there is a room to improve all services provided by the university and should

be considered under staff development activities and provide regular trainings to university staff. Also good self evaluation on each services will help to identify the drawbacks and improve the service to students.



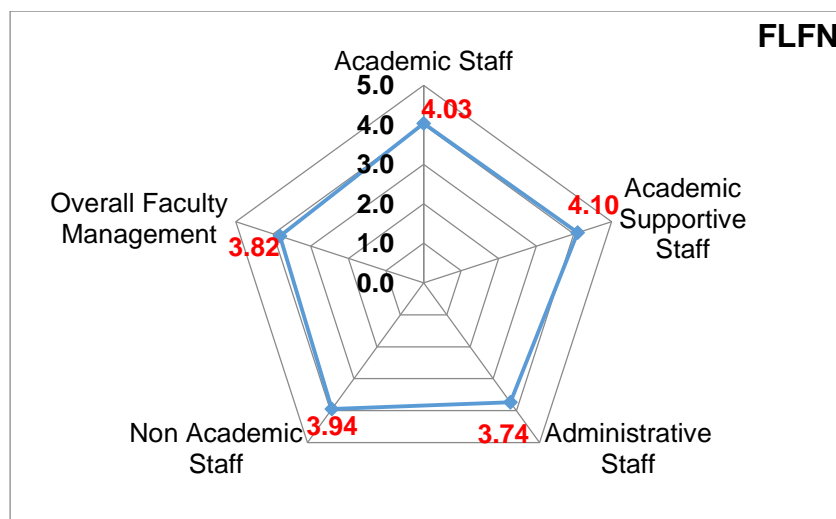
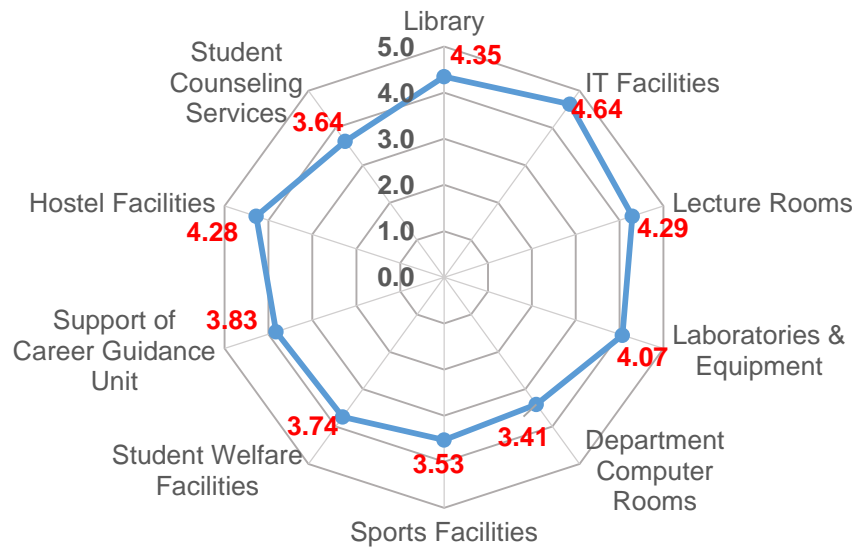


Figure 10. Satisfactory levels of different services provided by faculties. (FAPM – Faculty of Agriculture and Plantation Management, FAS – Faculty of Applied Sciences, FBSF- Faculty of Business Studies and Finance, FLFN – Faculty of Livestock, Fisheries and Nutrition).

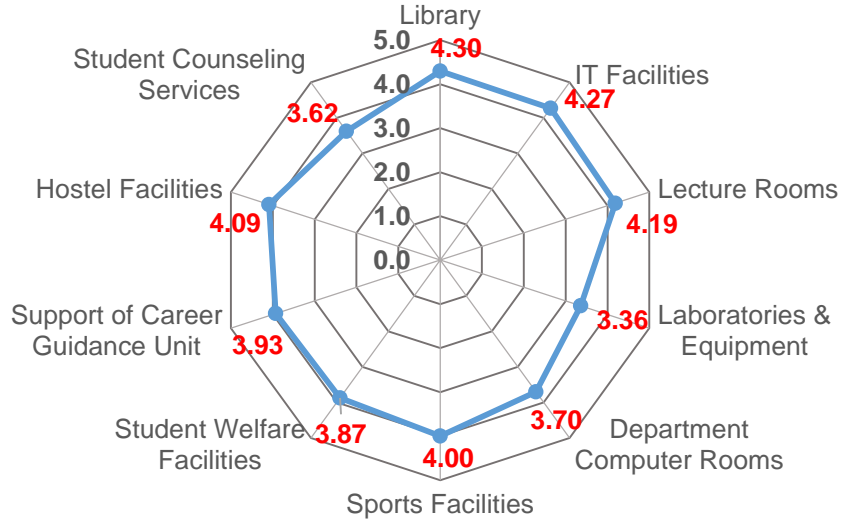
Levels of Satisfaction over Faculty Facilities As Rated By Graduates

Present survey is intended to check the students' satisfaction on selected facilities in four faculties (**Figure. 11**). according to the results student counselling services received comparatively low marks among selected criteria and need to be given proper attention. Revisiting the present student counselling strategies and critical analysis of the weaknesses is very important based on this results. Also proper training of counselling and student metering can be given to counsellors and academic staff to improve the present situation. Students' welfare facilities need to be given further attention based on the results of this survey. Satisfaction of the sports facilities at Makandura premises received comparatively low marks than two faculties in Kuliyaipitiya. Physical education unit of the university can study further on this matter and make necessary improvements at Makandura premises. Career guidance services less than 4 marks of likert scale and have a room to improve the student satisfaction for their services.

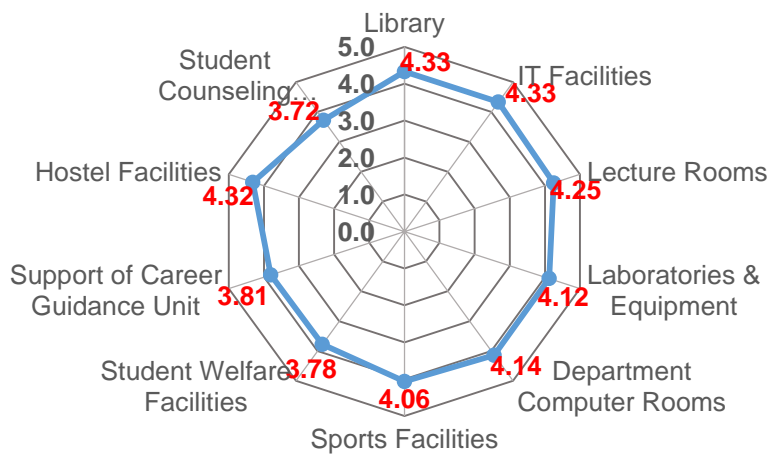
FAPM



FBSF



FAS



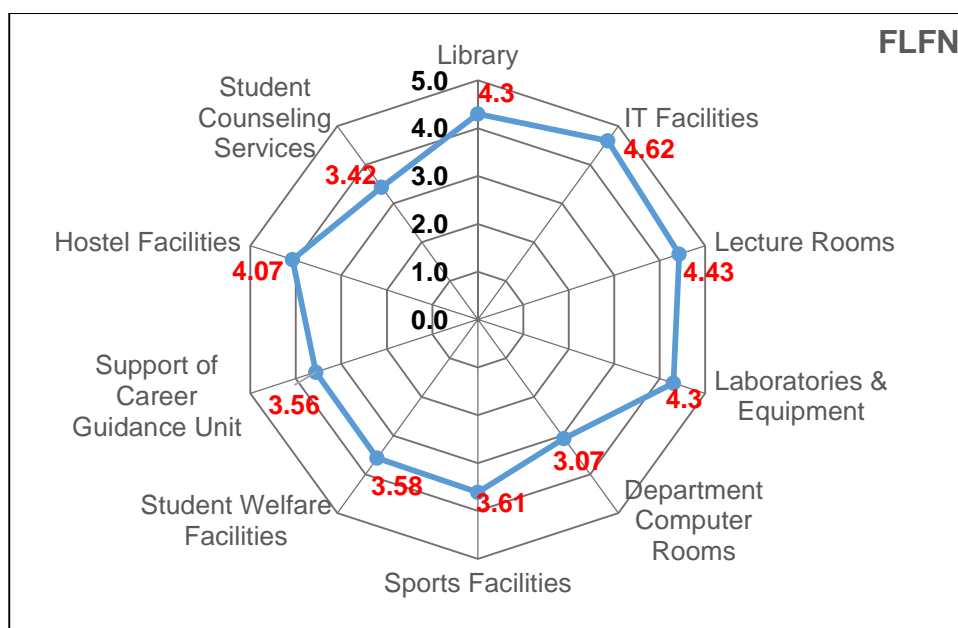


Figure 11. Satisfactory levels of different facilities available in faculties. (FAPM – Faculty of Agriculture and Plantation Management, FAS – Faculty of Applied Sciences, FBSF- Faculty of Business Studies and Finance, FLFN – Faculty of Livestock, Fisheries and Nutrition).

General and Specific Competencies/Skills Earned Through Degree programmes

There were sixteen competencies/skills, which were thought to be more useful in the working environment that were checked in this survey. According to the responses of the graduates, level of improving skills during the undergraduate period is at satisfactory stands. **Figure 12**, indicates the students responses for all sixteen skills in four faculties. graduates of Faculty of Agriculture and Plantation Management were highly satisfied the competencies they obtained during their study period and only one criteria received less than eighty percent marks (**Figure 12**). Degree programme of FLFN, FAS and FBSF have obtained overall marks in descending order for the support given to improve their competencies and skills. However, overall satisfactory levels for the support to improve skills in for faculties are in appreciated stands. However, all faculties should individually give attentions to improve the skills, where it is necessary to facilitate the future employability and the career performances of graduates of Wayamba University of Sri Lanka.

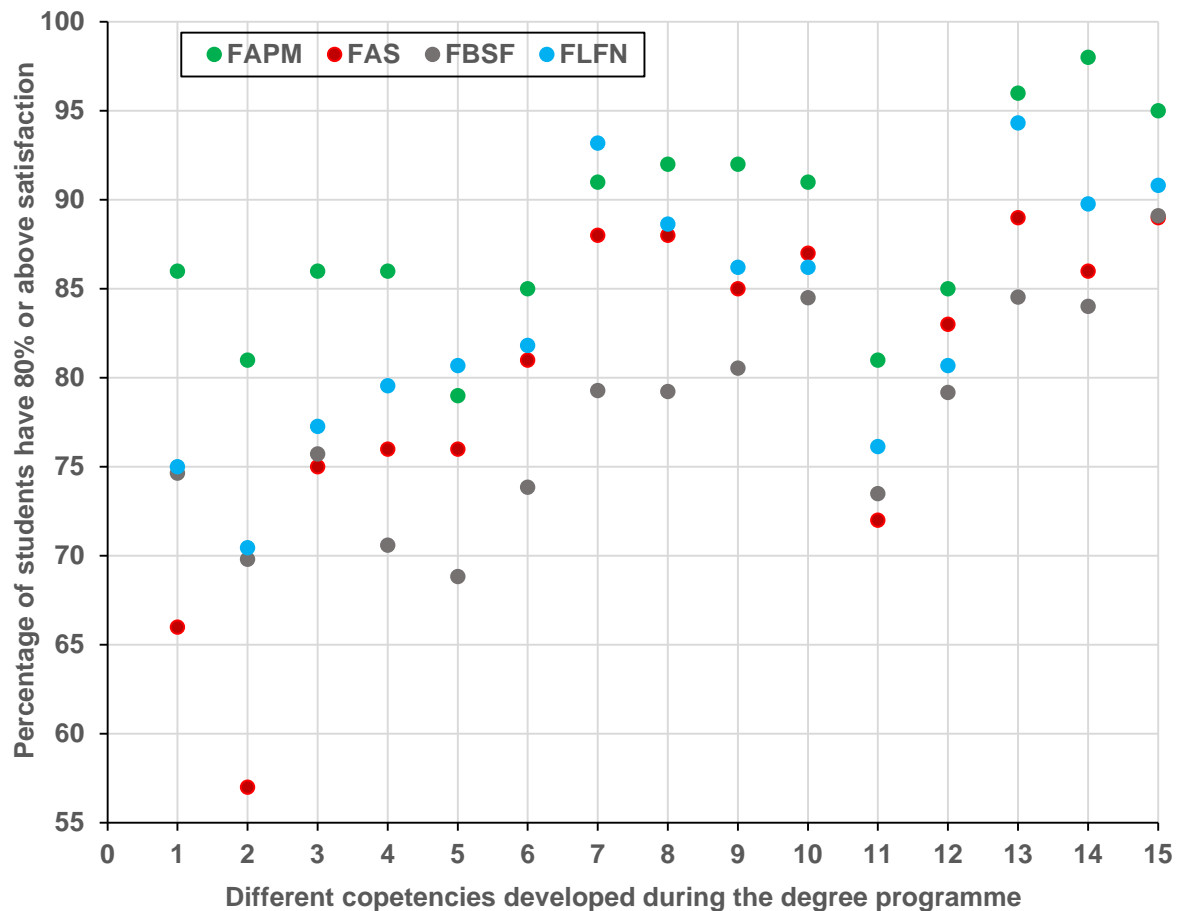


Figure 12. Percentage of students, who have 80% or above satisfaction of the support given by the study programme to improve their skills. Numbers denotes following proficiencies/skills;

- 1- Proficiency in your field
- 2- Training in your field
- 3- Knowledge in related fields
- 4- Analytical thinking ability
- 5- Ability to create new ideas and solutions
- 6- Ability to quickly acquire knowledge
- 7- Ability to work under pressure
- 8- Ability to use time efficiently
- 9- Ability to coordinate activities
- 10-Ability to be productive when cooperating with others.
- 11-Ability to establish your authority
- 12- Ability to express yourself clearly
- 13-Ability to work with computer & internet
- 14-Ability to write notes, reports and documents
- 15-Ability to work with people with various backgrounds

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EMPLOYABILITY SURVEY – QUESTIONNAIRE

The External Affairs Unit of the WUSL conducts an employability survey on recent graduates. The information gathered from this survey will help the University and UGC to steer future university degree programmes to be more effective. As a proud fresh graduate of the Wayamba University, you are kindly invited to take part in the survey by filling this questionnaire. Please provide accurate information to the best of your knowledge. The University will keep all your private details confidential.

01.

Personal Details and Contact Information																
Name with initials																
Gender (Mark with √)	Male		Female		Age											
In which sort of area you grew up	Urban				Semi-Urban				Rural				Foreign Country			
Ethnicity				District					AGA division							
Permanent Postal Address																
Phone	Mobile							Home								
Private Email																

02.

University Education Information																	
University Index Number/ Registration Number																	
Name of Degree																	
Academic year																	
Type of Degree (Mark with √)		General				Joint Major				Special				Other			
Faculty																	
Duration of Degree Programme (Mark with √)				3 years				4 Years									
If you have obtained a four-year degree, please indicate the department(s) of specialization.																	
Year and Month of Registration at University					Year and Month of Last Examination at University												
Honor Grade of Degree (Mark with √)						First Class											
						Second Upper											
						Second Lower											
						Pass											

03. (a) Are you presently employed (or self-employed)? (Mark with √)

Yes		No	
-----	--	----	--

(b) If no, please give reasons: (Mark with √) ☐ Looking for jobs, but haven't got a one yet
☐ Planning to start business ☐ Planning to go abroad ☐ Not looking for a job
☐ Other:

(c) If your answer for the question No. 03 (a) is 'YES", please provide following information.

Job title and workplace	
Type of employment (Permanent/Temporary/ Contract-basis / Part-time/ Training)	
Please give information if you are an Entrepreneur or Self Employed	
Sector (Private/Public/Semi-government /NGO/ Foreign/Other)	
Date of first appointment	
Date of current appointment	
Monthly Salary (or income) (Rs.)	

04. How did you learn about the vacancy for the present job (If applicable)?
☐ Newspaper ☐ Gazette ☐ Online ☐ Personal contacts ☐ Competitive Exam
☐ Via Internship (training) ☐ Via University ☐ Job fair/Career Guidance
☐ Continuing with same job held during university education
☐ Other If other, please specify

.....

05. What do you consider as the most important factor(s) in getting the present job (if applicable)?
 (Please check all that applies)
☐ Degree ☐ Class of degree ☐ University Project ☐ Reputation of university ☐ Field of
 study ☐ Research experience ☐ Personal contacts ☐ Previous work experience ☐ English
 proficiency ☐ Other professional qualifications ☐ Your personality and soft skills
☐ Computer literacy ☐ Other if other, please specify

.....

06. (a) To what extent did your degree provide a support for the followings;

Not at all Very much
 1 2 3 4 5

To get employment					
For starting period of employment					
To develop career further					
To become an entrepreneur					
For your personal growth					

07. (a) Is your degree relevant to your present occupation:

(b) If yes, indicate the percentage relevancy of the degree to your current occupation

10%		25%		50%		75%		100%	
-----	--	-----	--	-----	--	-----	--	------	--

08. How satisfied are you with your present job?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ery	V	Dissatisfied	Average	Satisfied
				Very Satisfied

Please give reasons for your response:

.....

09. Do you have additional Educational / Professional qualifications?

Yes		No	
-----	--	----	--

10. If yes please specify the additional qualification(s):

Qualification	Name of the Qualification	
	Completed	Reading
Diploma		
M.Sc.		
M.Phil		
MBA		
Ph.D		
LL.B		
CIMA		
Chartered Accountancy		
CMA		
Other		

11. Your G.C.E. (A/L) results and details at entry to University:

School Attended				
Year of A/L Examination				
Subjects				
Grade				
Entry Attempt (1,2,3)				
Medium				
District				
Z Score				

12. Your English language proficiency levels and details:

a) Oral:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Very Poor	V	Poor	Average	Good	Very Good

b) Written:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Very Poor	V	Poor	Average	Good	Very Good

c) Medium of G.C.E. (A/L):.....

d) Grade for G.C.E. (O/L) English Language:

13. General satisfaction on the university degree programme.

	Not at all					Very much					
	1	2	3	4	5		1	2	3	4	5
(a) I was satisfied with the study programme:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Satisfaction levels on services	Not at all					Very much					
	1	2	3	4	5		1	2	3	4	5
Academic Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Supportive Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non Academic Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Faculty Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Satisfaction level on facilities	Not at all					Very much					
	1	2	3	4	5		1	2	3	4	5
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecture Rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratories & Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department Computer Rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Welfare Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support of Career Guidance Unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hostel Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Counseling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Rate the followings regarding teaching & learning:	Not at all					Very much					
	1	2	3	4	5		1	2	3	4	5
Teaching methods were effective:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text books were used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Variety of teaching tools were	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used in each module:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutorials were used to help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research skills were developed:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments were in accordance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
with learning outcomes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual Learning Environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(LMS) was used in each module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. General and specific competences obtained during your study programme.

	Very Low			Very High	
	1	2	3	4	5
a. Proficiency in your field					
b. Training in your field					
c. Knowledge in related fields					
d. Analytical thinking ability					
e. Ability to create new ideas & solutions					
f. Ability to quickly acquire knowledge					
g. Ability to work under pressure					
h. Ability to use time efficiently					
i. Ability to coordinate activities					
j. Ability to be productive when cooperating with others					
k. Ability to establish your authority					
l. Ability to express yourself clearly					
m. Ability to work with computer & internet					
n. Ability to write notes, reports and documents					
o. Ability to work with people with various backgrounds					

15. Were you involved in extracurricular activities in your university life?

Description	Yes	No	Remarks
Student Associations			
Organizing Workshops & Seminars			
Charities			
Sports			
Cultural activities			
Other			

16. Did you receive any awards/ recognition of achievements?

Description	Award/ Achievement

17. Please provide suggestions for any improvements needed in the study programmes and anything else you need to communicate to the faculty:

.....

.....

Signature:.....

Date: