Programme Review Report

Programme Reviews - 2018

Bachelor of Performing Arts

Faculty of Music

University of the Visual and Performing Arts

August 13th to 16th 2018

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Quality Assurance Council

University Grants Commission

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Section 1: Brief introduction to the programme

University of Visual & Performing Arts

The University of the Visual & Performing Arts (VAPA) was established on 1st of July 2005 as per government gazette notification replacing the Institute of Aesthetic Studies affiliated to the University of Kelaniya. This University was founded in order to promote and develop the Visual and the Creative Arts as well as to offer recognized higher educational qualifications in these spheres of study. The University has four faculties, namely Faculty of Dance & Drama, Faculty of Music, and Faculty of Visual Arts and Faculty of postgraduate studies.

Faculty of Music

The Faculty of Music consists of six academic departments.

- Department of Applied Music & Mass Communication
- Department of Ethnomusicology
- Department of Musicology
- Department of North Indian Music
- Department of South Indian Music
- Department of Western Music

Departments of Study in Faculty of Music

Department of Applied Music & Mass Communication

The department offers a Bachelor of Performing Arts (Special) in Applied Music. This programme has been designed to develop a thorough knowledge of Applied Music and communication skills by creating various types of novel compositions.

Department of Ethnomusicology

This department offers a Bachelor of Performing Arts (Special) degree programme in Ethnomusicology that facilitates the undergraduates to examine the tangible and the intangible heritage of traditional Sri Lankan Music.

Department of Musicology

The department offers a Bachelor of Performing Arts (Special) degree programme in Musicology with the objective of developing scientific and comparative knowledge of music with emphasis on subject areas like sociology and anthropology.

Department of North Indian Music

The objective of the department is to provide a concentrated study in north Indian music from pre-historic times to the present day in a multicultural and interdisciplinary context. The department offers a Bachelor of Performing Arts (Special) in North Indian Music.

Department of South Indian Music

The department offers a Bachelor of Performing Arts (Special) degree programme in South Indian Music. This degree programme has been designed to meet the demands of students who are eager to study the role of music in developing multicultural values.

Department of Western Music

The department was established with the objective of implementing a degree programme in Western Classical Music. The department offers a Bachelor of Performing Arts (Special Degree) Programme in Western Music.

Bachelor of Performing Arts (Special Degree) Programme - 120 credits:

Structure of the Degree Programme

The four-year degree programme includes one year of a core programme, which every students should follow. Each department will offer an advanced programme (module) and students may select one of the six modules for their advanced programme depending upon their career objective(s).

Academic programmes

The faculty provides programs that will allow student to earn an academic degree that their own pace, using the various instructional and technological advances and teaching techniques.

The academic programme in the faculty is of four-year duration and taught in Sinhala. All students are provided with an English language programme during their first year. Attending the English programme is compulsory. The degree programmes follow a course unit system.

Core programme – 24 credits

The core programme is the first year. At the end of the core programme each student should earn 24 credits.

Advanced programme – 96 credits

Courses of each advanced programme will be completed in the 2nd, 3rd and 4th years. These courses will be either compulsory (i.e. all the students in a particular module must follow) or optional (i.e. courses that are not compulsory for any module and could be followed by students on the Department's advice). A Research dissertation will be carried out by individual students in the respective Departments of study.

Selection

Selection will be based on the marks obtained in the practical examination conducted by the University of the Visual and Performing Arts followed by the Z score marks in the University Grant Commission.

Table 1.1: Number of Students in the Faculty at present- breakdown in years:

Academic year	Dept. of North Indian Music	Dept. of South Indian Music	Dept. of Ethno-Musicology	Dept. Of Applied Music & Mass Communication	Dept. of Musicology	Dept. of Western Music
2011/2012	280	13	48	59	39	120
2012/2013	294	11	58	59	35	109
2013/2014	271	12	70	54	21	81
2014/2015	305	13	85	60	22	86
2015/2016	337	15	75	58	28	112

Source: SER, Faculty of Music, University of the Visual & Performing Arts, 2018

Table 1.2: Maximum Capacity of Students allocated by University Grants Commission in the last 4 years:

Academic year	Maximum capacity of students allocated by UGC
2012/2013	198
2013/2014	224
2014/2015	223
2015/2016	234

Table 1.3: Number of batches graduated through the program from its inception

Number of Batch	Effective Date of the Degree
1st	01/10/2011
2nd	01/04/2013
3rd	01/03/2014
4th	01/04/2015
5th	01/02/2016
6th	01/04/2017

Section 2: Review Team's Observation on the Self-Evaluation Report

On reading the SER prior to the site visit, the reviewers were led to believe that the report was a product of an inclusive collaboration. At the site visit, however, it was observed that a small group of enthusiastic young academics have played a crucial role in finalizing the report. Only few academics had the knowledge and skills required to prepare a detailed document such as the SER. That small group of young academics and administrative staff is pivotal in the faculty's drive towards quality assurance.

The writers of the report had closely followed the Programme Review Manual, and evidence had been organized in a user-friendly manner to support each standard. The evidence, however, had come mostly from two or three departments even though six departments contribute to the degree programme. It was pointed out that some departments were less enthusiastic in providing evidence to the writing team. The lack of awareness among the staff about the idea of quality assurance was ubiquitous, in reviewers' opinion. The mechanisms of 'quality assurance have been recently initiated, and it seems too soon for them to have any significant effect on the staff's thinking and perceptions.

The faculty, i.e. the writing team, has been guided by the University Act, Corporate Plan, Senate Guidelines, and faculty By-laws and so on. However at individual departments, adherence to required guidelines seems relatively weak, and that weakness might be resulting from the fact that recently established faculty Quality Assurance Cell (QAC) has not had adequate time to train staff in matters related to quality.

The programme does reflect the mission and goals of the Institute. But the guiding conceptual frameworks such as graduate profile and course ILOs need significant improvement. For example, the following is the graduate profile of the faculty presented in the SER:

> "Graduate of Faculty of Music, University of Visual and Performing Arts will have in- depth knowledge in music encompassing all the major genres in discipline. They will be equipped with generic and transferable skills and subject specific skills essential to successful performance in professional practice, society and personal development." (Page 2).

Notwithstanding the linguistic and stylistic infelicities in it (Some such places are underlined), the graduate profile seems a good beginning. However, it needs a great deal of improvement. For example, even though it claims that a graduate of the faculty will have in-depth knowledge in *all major genres* the reviewers observed that students, in their second year, are made to focus only on some genres, and, at times, that focus is too narrow to produce a university graduate. In addition, the claim of the first sentence of the graduate profile sounds too idealistic as well. It would be better for the graduate profile to be: "The graduate of the faculty of music will possess special theoretical and practical knowledge of a selection of music genres and general understanding of related fields, and while being an expert practitioner of the art of music the graduate will also have the intellectual resources to critically reflect on his/her own subject and the world at large."

Even though the reviewers understand that the Visual and Performing Arts has to give considerable priority to develop practical skills in relevant fields, the task of a university is not limited to producing an artisan, craftsman or a performer. A university graduate must possess critical abilities to reflect on his or her own subject and nearly everything related to it, and, ideally, on everything beyond. The curriculum of the faculty of music has not paid much attention to these aspects of university education. As a result, the idea of research prevailing within the faculty, both in the curriculum and academic atmosphere within the faculty, appears extremely poor. Moreover, that particular weakness has not been recognized in the SWOT analysis done in the SER.

Since this is its first programme review, the faculty has no precedence guiding them in the matters of quality assurance. The Institutional Review (IR) done last year has created some visible awareness within the faculty about maintaining standards and accountability. Recent establishment of QUAC and GEE center are telling examples of the awareness taking place within the university and faculty.

On many issues related quality assurance, however, the faculty seems divided, some academics vocally protesting recent drives towards quality. The views of many lecturers about quality assurance and accountability have been coloured by extremely conventional modes of teaching, and, there was a certain degree of resistance with regard to change. Therefore, all quality assurance drives at the faculty must be led carefully taking into account diverse view points, and regular awareness programmes of about quality assurance must be held for academic, administrative and non-academic staff.

As the SWOT analysis shows, the faculty has correctly indentified most of its strengths, and it is a matter of being committed to improving on those strengths. The SER appears to be one initial step towards improvement.

Section 3: A Brief Description of The Review Process

Review Panel

Review panel was appointed by the University Grant Commission that consists of three members;

> Prof. P. Hewage (Chairperson; University of Ruhuna),
>
> Prof. Asha Karunaratne (Sabragamuwa University of Sri Lanka)
>
> Prof. W.A. Liyanage (University of Peradeniya).

Pre-Site Visit Evaluation

Self-evaluation report (SER) prepared by Faculty of Music, University of Visual and Performing Arts was initially handed over to the Quality Assurance Council of the UGC adhering to the given deadline. The SER was forwarded to the individual members of the review team well before the site visit that allowed ample time for them to read it before the site visit. Reviewers were assigned 5 weeks for the desk evaluation. Members of the panel conducted the desk-evaluation independently and the desk score was sent to QAAC. Finally, the team was in a common agreement on the individual desk score for the SER after the discussion at pre-site visit workshop held on 30 July, 2018 at UGC. Further clarifications that are needed on submitted evidences were selected at the pre-site visit meeting for careful inspections at the site visit. Tentative schedule was prepared for 4-day site visit in collaboration with Dean of the Faculty and UGC. The chairperson of the team supposed to submit the key findings within 7 days and final review report within 6 weeks from the last date of site visit.

Site Visit Schedule- University of Visual and Performing Arts, Faculty of Music

The site visit schedule consisted of:

- Stakeholder meetings
- Observation of facilities
- Informal discussions with few departments/units and observing departmental files
- Evaluation of documentary evidences
- Observations of classroom teaching
- Final warp up with key findings

3.1.1 Day 1: Meetings with Key Stakeholders

The team had very productive interactive sessions with different levels of stakeholders for the degree programme. Formal meeting with the Vice Chancellor initiated the discussion with emphasis on quality culture and best practices adapted in the UVAPA. Heads of Departments

further elaborated on departmental level quality standards and best practices towards the degree programme. The academic staff explained the process of SER preparation and different level of contributions, the strengths and weaknesses in the current education/student perceptions and shared their experiences giving more insights. Academic supportive/instructors/accompanists explained the workload that they contribute to the degree is beyond the norm. However, due to the nature of the discipline, the rational on staff student ratio is not directly applicable. Students represented the specialization groups, gender and different levels of the programme. They are not satisfied with first year orientation and explained the need of a proper guidance on selecting the subject streams. The students understand the importance of learning English but non-credit policy has made students' commitment less than perfect. They pointed out the lack of coherence and link between school curriculum and degree programme. The employment is highly dependent upon the school teacher.

3.1.2 Day 2: Observation of Facilities and Documentary Evidence

Library:

Usage and functioning are satisfactory. However, unavailability of modern resources and updated books/ reading materials is a limitation for the quality education. There is no library at the Faculty of Music premises, but it is at Kohuwala & Horton. The location of the library outside the faculty premises creates difficulties for students due to transport problems and time constraints.

Research Centres:

The Department of Ethnomusicology conduct several community based research and study activities in many parts of the country as well as with international collaborators. There are series of materials conserved and provide public service as a reference library.

Instrument Rooms:

There are two music instrument rooms maintained at the faculty. The number of instruments, the quality and maintenance have series of implications on the study programme. Also the opening and closing time is very limited because the teaching hours are beyond the opening time slots of 8.30 to 16.30.

In addition to above facility visits, all the documents were evaluated against the cited evidences in the SER.

3.1.3 Day 3: Observation of Teaching and Other Processes

The teaching sessions were inspected by the reviewers in all 6 departments. The sessions included, theory, practical and English classes. Although there are multimedia, LCD screens and other required facilities within the classrooms, none of the teachers are using them. Most of the teaching sessions were dictating of notes and teacher centered. The reviewers were unable to observe any student-centered teaching and learning sessions.

3.3.4. Day 4: Observation of Student Welfare Facilities

The first half of the Day 4 was allocated to observe the student welfare facilities such as hostels, sports, canteen etc. Currently, there is no canteen facility available for both student and staff. However, the Dean of the faculty mentioned that, the new building will provide those to the students. Hostel facilities are reasonably good and managed and maintained properly. The students do not have facilities for sports within the university premises. However, the sports coordinator explained the procedure of facilitating the required students with rented sports facilities from University of Colombo and other such institutions located in the vicinity.

Section 4: Overview of the Faculty's approach to Quality and Standards

This section will present the review team's observations on the overall approach of the faculty to quality assurance and management.

The faculty has established the Internal Quality Assurance Cell (IQAC) under the Internal Quality Assurance Unit (IQAU) in accordance with UGC guidelines and the operational activities of Cell are satisfactory. The awareness of quality assurance among academic members has been improved.

The Director of IQAC of the faculty participated in the discussion with review panel and expressed his agreement to make following improvements in the degree programme.

I. The existing syllabus of the all departments should be revised.

II. The intended learning outcomes of the course units should be improved.

III. The components of theory and practical should be effectively combined.

IV. The semester-based evaluation should be properly maintained.

V. The continuous assessments should be regularly implemented.

The review panel is impressed with the faculty's approach to quality assurance and capacity to implement activities aimed at improving the quality assurance. The activities pertaining to the self evaluation report (SER) has received commendable support from academic staff, administrative staff and non-academic staff.

The review team observed that a majority of the academic staff is involved in a commendable effort to produce best graduates under difficult circumstances. The review team also observed that the Dean and Heads of the Departments are discharging their duties appropriately with the assistance of other staff. The review team also found that growing sense of low trust with the administration and alienation need to take into account in making further attempts at quality assurance of the degree programme offered by the Faculty of Music.

Since the faculty's Internal Quality Assurance Cell is a recent establishment, the review panel felt that the staff entrusted with the responsibility of quality assurance is needed appropriate training in issues related to the quality enhancement of the study programme.

The coordination of the activities and facilitating them through department level, faculty level and university level mechanisms to maintain the quality of the degree programme should be taken into consideration.

Section 5: Judgment on the eight criteria of Programme Review

This section provides the Review Panel's judgment of the level of attainment of quality under each of the eight criteria of the study programme. Please see Annex 1 for Standard-wise scores under each criterion. In addition, the observations on the strengths and weaknesses of each criterion and appropriate recommendations are given in this section.

The Review Panel conducted an independent evaluation on the eight criteria based on the evidence provided by the faculty followed by a desk evaluation prior to visiting the Faculty. At the Faculty, the meetings with different stakeholders as stipulated in the Manual for PR were held and information gathered. Further, the facilities in the Degree programme were verified by visiting relevant places. Documentary evidence given against each standard was evaluated objectively for validation of the evidence presented and appropriate scores were given according to the score guide given in the PR manual. The Review Panel arrived at a collective judgment for scoring each and every standard. The scores given for each standard of eight criteria for the degree programme are shown in Annex 1 with justification for each decision. Standard-wise scores and raw criterion-wise scores for the degree programme is given in Table 6.1.

Criteria 1: Programme Management

❖ Strengths:
- The study programme adheres to institutional guidelines and By-laws in managing teaching and learning activities.
- As the Vice Chancellor himself mentioned in his meeting this is the oldest academic institute in Sri Lanka for higher studies in music. Most of the prominent musicians in the country are teachers, alumni, current students or those who have some connections to the institute.
- The panel was able to observe that the institute is situated in a location that is advantageous for the curricular and co-curricular activities. And it is easily accessible for all stakeholders.
- Nearly each academic staff member is reputed nationally in their respective fields.
- The academic staff has a supporting non-academic staff that is almost comparable in their expertise.
- The alumni consist of a nationally recognized pool of personnel.

❖ Weaknesses:
- The programme is rather weak in managing documents related to all aspects of the degree programme.
- The career progression of the academic staff is somewhat below the required standards.
- A UGC survey has revealed that the employability of graduates of the programme is below average.
- The career goal of the graduates is exclusively focused on becoming a teacher at a government school.

- The faculty is not prepared for a 'paradigm shift' needed for innovations in 21st century.
- The programme nor the faculty gives prominence to a research culture.

Criteria 2: Human and Physical Resources

- ❖ Strengths:
  - The programme has a higher teacher/student ratio.
  - Metropolitan location that makes it easy to acquire the services of external resource persons.
  - The links of academics with national and international institutes and communities enriches their teaching.
  - The all six departments contribute a single degree programme.
  - The IT unit has qualified staff and physical resources.

- ❖ Weaknesses:
  - The programme has recruited too many visiting lecturers – a fact that might indicate that the permanent staff is not sufficiently capable.
  - An invisible and internal culture of 'low-trust' among the academics and administrators seems to have led to a lack of enthusiasm and commitment.
  - Young and mid-career academics have been forced to take up administrative positions overlooking their postgraduate education and research.
  - The library is located too far away from the campus premises; and the library is insufficiently developed.
  - The new building where the programme is housed does not have staff rooms, sound-proof classrooms, common rooms and so on.
  - The faculty does not have a speedy mechanism of maintaining musical instruments.

Criteria 3: Programme Design and Development

- ❖ Strengths:
  - Facilities available for the faculty to deliver its degree programmes by using diverse modes and methods of teaching.

- ❖ Weaknesses:
  - The faculty does not have a systematic internship programme included in the degree programme.
  - The semester system and continuous assessment have not been properly implemented.
  - The practical teaching which requires facilities such as sound-proof rooms have not been provided with.
  - The students are suspicious of certain practices of assessment.

Criteria 4: Course / Module Design and Development

❖ Strengths:
- The programme has access to a huge pool of external support and resource persons in developing the curricular.
- The IT Unit in the faculty is actively contributing to the course design and development.

❖ Weaknesses:
- The faculty has to admit students with low Z –score.
- The faculty have not developed any connections with the National Institute of Education that designs the G.C.E. (A/L) curriculum.
- LMS is not used by a sufficient number of academics.
- Since the ILOs have not been properly defined the students claim that their expectations are not fulfilled.
- Theory and practicals are not effectively combined.
- The students claim that they are not informed in advance of the relevant information about the curriculum.
- ELTU is not properly empowered.
- The majority of classrooms is are not suitably equipped to teach English.
- The minimal focus on research methods in the curriculum does not help students to develop as researchers.

Criteria 5: Teaching and Learning

❖ Strengths:
- Some courses use LMS.
- The use of the two research centres in teaching and learning seems a source of strength.
- The experience and industrial relations of the academic staff can be used to enrich the teaching process.

❖ Weaknesses:
- The course specifications and assessment methods are not given at the beginning of the course.
- The academic support staff/accompanists have been assigned duties that should be ideally taken up by the permanent academic staff.
- The programme employs unusually higher number of visiting staff.
- Formal mechanism of evaluating of teaching and reporting has not been practiced.
- The allocation of work to the academic staff is not transparent.
- Extremely traditional and teacher-cantered teaching was commonly observed.
- The well-being of the teacher–student relationship is jeopardy due to some alleged harassment incidents.

Criteria 6: Learning Environment, Student Support and Progression

- ❖ Strengths
  - Many staff members use modern teaching aides.
  - Highly skilled academic staff with reputation in respective fields is a resource.

- ❖ Weaknesses:
  - Non-availability of the library within the main faculty premises degrades the quality of teaching and learning.
  - Instrument rooms are closed by 4.30 pm even though the lectures are often conducted until 8 p.m.
  - Noise coming from outside, mainly due to the lack of sound-proof rooms, disturbs nearly all classrooms.
  - Knowledge in practical exercises is not achieved because of the conventional methods of teaching.
  - The music education at campus is not properly linked with the music industry in the country.
  - Personal ambitions of some staff members are given priority over the institutional well-being.
  - Female students seem to feel rather insecure within the faculty.
  - Well-fare facilities such as canteen, common rooms, reading rooms are extremely inadequate.

Criteria 7: Student Assessment and Awards

- ❖ Strengths:
  - Centralized examination procedure functions effectively.
  - The format of the detailed-transcript is acceptable.
  - The appointment of the first and second examiners is are done through the proper channel.

- ❖ Weaknesses:
  - There are no consistent assessment methods.
  - Marking schemes are not used in marking.
  - Semester-based assessment system is not properly understood by both staff and students.
  - The responsibility of finalizing marks is given to the non-academic staff at the examination branch.
  - Students are not given the assessment criteria in advance.
  - The name of the degree programme is admittedly wrong, and it is not compatible with the SLQF guidelines.

Criteria 8: Innovative and Healthy Practices

- ❖ Strengths:
  - Two annual travel grants are given to academic staff members to participate in foreign conferences.
  - The staff is heavily involved with extra-curricular activities but not the students.
  - The young academics are committed for a paradigm shift in the programme.

- ❖ Weaknesses:
  - OER is not available.
  - A staff appraisal system is not in place.
  - No industrial linkages have been developed for the benefits of the students.
  - While there was evidence indicating the existence of some income generating activities, the evidence does not indicate whether that income is used for the benefit of the faculty.

Section 6: Grading of Overall Performance of the programme

The following table is based on the allocation of marks for each of the criteria and standards of the Self Evaluation Report Programme Review of Bachelor of Performing Arts. The allocation of marks by criteria and the standard is given in a separate table (Annex 1).

Table 6.1: Grading of Overall Performance of the Study Programme

No	Criteria	Weighted minimum score	Actual criteria-wise score
1	Programme Management	75	102
2	Human and Physical Resources	50	53
3	Programme Design and Development	75	94
4	Course/ Module Design and Development	75	97
5	Teaching and Learning	75	84
6	Learning Environment, Student Support and Progression	50	61
7	Student Assessment and Awards	75	121
8	Innovative and Healthy Practices	25	27
	Total on a thousand scale		639
	%		**63.9**
	Grade 'C'	**Satisfactory**	

The study programme scored marks higher than the minimum score for all eight criteria and according to the guidelines given in the PR Manual, the study programme receives "C" grade as it has scored >60%.

Section 7: Commendations and Recommendations

7.1 Commendations

7.1.1 Programme management

The study programme has scored more than the required minimum score. The sufficient or some evidence was provided for most standards in this criterion. The faculty By-laws, strategic plan, institutional SOPs, adherence to the annual academic calendar, student hand book, faculty web site, induction programme, codes of conduct, support for disabled students are available. The IQAC has been established and the SER was prepared according to the guidelines with the support of a committed team.

7.1.2 Human and Physical Resources

The study programme scored more than the required minimum score in this criterion. The Faculty's commitment to encourage the students to engage in multicultural programmes to promote harmony among them is commendable. The qualifications and competencies of the academic staff, the policy of the faculty for new staff to undergo an induction programme, training given on the outcome- based education & student- centered learning, availability ICT facilities and technical assistance, training given to students on 'soft skills'/ 'life skills' are satisfactory.

7.1.3 Programme Design and Development

The Degree programme scored better ~~also~~ in this criterion too. The faculty has ensured that programme approval decision is taken after consideration of design principles and academic standards. It conforms to the mission and objectives of the faculty and national needs. The programme accommodates supplementary courses to broaden the outlook of the degree. The programme consists of a coherent set of course units allowing flexibility in students' choices. The degree programme has aligned its curricula with Sri Lanka Qualification Framework (SLQF) satisfactorily.

7.1.4 Course Module Design and Development

The degree programme scored well in this criterion. Majority of the standards are commonly adopted by the faculty. The course design specifies the credit value, the workload as per SLQF, broken down into different types of learning. The Student centered learning and outcome based education need more attention of the degree programmes. Accommodation of internship is not evident. The course units had clear course specifications.

7.1.5 Teaching and Learning

The teaching and learning strategies in the faculty are based on the curriculum requirements. Some academic members integrate into their teaching, appropriate research and community activities. The allocation of work for staff is fair and equitable as far as possible. The delivery of time tables and course specifications to students is evident. The students are engaged in group work and documentary films.

7.1.6 Learning Environment and Learner Support

A satisfactory learning environment is ensured by providing library facilities, lecture halls with multimedia, health care and security services. The faculty offers new students an induction programme regarding the rules and regulations of the institution and guide them to comply with the Code of conduct for students. The faculty also evaluates student support services and use the information for further improvement. The faculty maintains records on student progress throughout degree programme. The faculty undertakes counseling services to facilitate their progress.

7.1.7. Student Assessment and Awards

The faculty practices a common assessment strategy for the degree programme across all departments that are aligned with programme outcomes. The faculty reviews assessment strategy and regulations periodically as appropriate. The examination By-laws where regulations for appointing both internal and external examiners are available. The marking by external examiners is accommodated in calculation of results. Appropriate facilities regarding examination requirements for students with disabilities were available in faculty. The faculty ensures that academic staff involved in assessing the students are competent to undertake their responsibilities. A complete transcript indicating the courses followed, grades obtained and the grades and class is made available to students at their graduation.

7.1.8 Healthy and Innovative Practices

The faculty recognizes the importance of academic training, research and development (R&D), innovations, and industry engagement as core duties of academics. The faculty has established a facilitating mechanism for fostering research and innovation and promoting community and industry engagement. The degree programme includes an undergraduate research project as a part of the teaching and learning strategy. The faculty encourages students to participate at competitions and present their skills and training.

7.2 Recommendations for remedial actions

- The faculty should be prepared for a 'paradigm shift' which is needed for innovations in the higher education of music industry in the 21st century.
- The degree programme should be strengthen by properly managing documents related to all aspects: curriculum, teaching, assessments etc.
- The career progression of the academic staff should be encouraged and effectively monitored by the administration.
- The employability of graduates of the degree programme should receive attention from curricular development to the development of academic staff.
- The career goal of the graduates should focus on producing a professionally employable person.
- The culture of research should receive prominence in the faculty.
- The degree programme should place confidence more on the capability of permanent academic staff and reduce recruiting too many visiting lecturers and reliance on them.
- The enthusiasm and commitment should be given priority to ensure the internal culture of 'high-trust' among the academics and administrators.
- Young and mid-career academics should be encouraged for their postgraduate education and research and they should be given minimum administrative responsibilities.
- The library should be sufficiently developed and it should be located within the faculty premises.
- The staff rooms, sound-proof classrooms, common rooms and other infrastructure facilities in the new building should be improved and a speedy mechanism of maintaining musical instruments should be adopted.
- The faculty should design a systematic internship programme to be included in the degree programme.
- The semester system and continuous assessments should be properly implemented and monitored adhering to the By-laws.
- The practical teaching which requires facilities such as sound-proof rooms should be provided in order to minimize the external interference in the learning process.
- The students should be given all necessary information in advance about the procedure and methods of assessments.
- The faculty should pay attention on admitting students with high Z –score.
- The faculty should explore the possibilities of developing links and collaborations with the National Institute of Education that designs the G.C.E. (A/L) curriculum.
- LMS should be used by the faculty to improve the teaching/learning process.
- In order to fulfil the expectations of students, the ILOs should be properly defined.
- Theories and practicals of the course units should be properly and effectively combined.
- The students should be informed in advance of the necessary information about the curriculum.

- ELTU should be properly empowered to enhance the English proficiency of the students.
- The classrooms should be suitably equipped to teach English language.
- The maximum focus on research methods in the curriculum should be made available to help students to develop as researchers.
- The course specifications and assessment methods should be given at the beginning of the degree programme.
- The academic support staff should be assigned only duties that may not be ideally taken up by the permanent academic staff.
- Formal mechanism of evaluating of teaching (peer evaluation) should be practiced.
- The allocation of work to the academic staff should be transparent.
- Teacher-centred education should be effectively combined with student-centred education.
- The well-being of the teacher–student relationship should be properly maintained and enhanced in the faculty.
- Instrument rooms should be open whenever lectures are conducted.
- Knowledge in practical exercises should be achieved through the innovative methods of teaching.
- The music education at the F faculty should be properly linked with the music industry in the country.
- Personal ambitions of some staff members should be discouraged and priority should be given to the institutional well-being.
- All forms of gender discrimination at the faculty should receive proper attention.
- Welfare facilities such as canteens, common rooms, reading rooms should be developed and renovated.
- Assessment methods should be consistent at all levels.
- Marking schemes should be used by the examiners in marking of scripts.
- Semester-based assessment system should be properly familiarized by both academic staff and students.
- The responsibility of finalizing marks should be given only to the academic staff.
- Students should be given the assessment criteria in advance.
- The name of the degree programme should be compatible with the SLQF guidelines.
- Open Educational Resources should be made available.
- A staff appraisal system should be in place.
- The industry linkages should be developed for the benefits of the students.
- The income received from existing income generating activities should be utilized for the benefit of the faculty.

Section 8: Summary

The present review report documents the finding of our review visit to the Faculty of Music at the University of Visual and Performing Arts. After reading and marking the SER individually and independently the reviewers met prior to the site visit and shared and reflected on each other's thoughts and marks. Ideas generated at those discussions also incorporated into this report. One of the impressive aspects of the SER was that it had not made any claims that could not be justified by evidence. And behind some mistakes resulted by inexperience, there was a certain honesty which was admired by all reviewers. The faculty, however, needs senior academics who are able to work in English language at international scholarly forums. It was clear to the reviewers that many of the senior academics lacked the appropriate skills needed to sustain quality at the faculty and to report them in a manner acceptable to the wider academic community. The current administration at the university seems to have paid considerable attention to that fact. The reviewers hope very much that the attempts to improve quality at the campus is met with enthusiasm of the academic staff.

The university and the faculty seem to be going through a period of transition in order to develop as a full-fledged university. At times, the institutional memory as a training college for budding artists gets in the way of moving towards a university. One way to deal with that difficulty of moving ahead would be take the referred institutional memory as a positive legacy. The academic staff, however, needs some further training in order to become 'university scholars' with considerable background in research and publication.

As we have indicated above, the faculty has produced numerous well-known musicians, dancers, painters, and painters and the celebrated alumni are important legacy. Among that alumni, however, only a few has created anything truly ground breaking. In addition, among the famous dancers and musicians claimed to be the University's Alumni have learned their arts at various art-training schools such as *Kalayathana* and, therefore, it is difficult to claim that those artists were created by the university itself. Some departments of music also seems to think that the students must attend some *Kalayathna* in addition to attending lectures and classes at the campus. It was pointed out that some lecturers encourage their students to attend some fee-levying classed offered by those lecturers themselves. While this is an ethical issue in the first place, it seems to rest on the belief that faculty itself cannot provide students with adequate training. This issue and the beliefs around it need immediate attention. And university must be a place that can give adequate learning and training to the students.

Even though the faculty has earned a C- grade for the SER, the university and the faculty requires considerable improvement nearly all aspects of university education. The present report has clearly indicated the areas that must be improved and those areas must receive immediate attention. University of Visual and Performing Arts is an institution with great potentials conveniently located to realize those potentials. For that, however, the institution must have clearly elaborated goals and a great deal of commitment from academic and non-academic staff.