PROGRAM REVIEW 2017

University of Colombo
Faculty of Arts
General Degree
Cluster - A

PROGRAMME REVIEW REPORT

FACULTY OF ARTS

CLUSTER A

Bachelor of Arts General Degree

UNIVERSITY OF COLOMBO

REVIEW REPORT

UNIVERSITY OF COLOMBO, FACULTY OF ARTS CLUSTER A (B. A. General Degree)

REVIEW TEAM

	01 November 2017
……………………………………..	……………………
Chairperson	Date
Prof. Asha S. Karunaratne	
Sabaragamuwa University of Sri Lanka	

	01 November 2017
………………………………………	……………………
Team Member	Date
Prof. Prasad Sethunga	
University of Peradeniya	

	01 November 2017
………………………………………	……………………
Team Member	Date
Dr. M. I. M. Jazeel	
South Eastern University of Sri Lanka	

Table of Contents

LIST OF TABLES

LIST OF FIGURES

SECTION 1

1 Brief Introduction to The Programme

As a remarkable breakthrough in the Faculty of Arts of the University of Colombo, the Study Streams strengthened by Enhancement (ENH) courses were introduced for the Bachelor's Degree in 2015 and the first cycle is predicted to be completed by early 2018. Under the conventional Bachelor's Degree, students do not belong to any particular department and therefore it is difficult to provide any specialized training focused on educational or labour market requirements. Considering these limitations, the faculty decided to introduce the SS system where the students select one main subject and thereby belong to a department/unit from which they take more credits. According to the study stream system students will take 36 credits from the study stream of their main subject and 18 credits from each of the other 2 subjects (altogether 36). The balance 18 should be obtained from Foundation courses (12 credits) and Enhancement courses (6 credits).

Table 1. Credits for Study Stream Subjects

Year	1st Subject (Stream)	2nd Subject	3rd Subject	FND	ENH	Total Credits
1st Year	2 (6 credits)	2 (6 credits)	2 (6 credits)	4 (12 credits)	-	30
2nd Year	5 (15 credits)	2 (6 credits)	2 (6 credits)	-	1 (3 credits)	30
3rd Year	5 (15 credits)	2 (6 credits)	2 (6 credits)	-	1 (3 credits)	30
	12 (36 credits)	6 (18 credits)	6 (18 credits)	4 (12 credits)	2 (6 credits)	90

FND: Foundation Units, **ENH:** Enhancement Units

Note: the number of course units is calculated, assuming 3 credit per unit. In the case of ENHs, students would have to follow 2 course units to obtain the required 3 credits during a single year.

uuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuu

Prof Asha S. Karunaratne

uuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuu

Prof Prasad Sethunga

uuuuuuuuuuuuuuuuuuuuuuuuuuuuuuuu

Dr. M.I.M. Jazeel

Table 2. The Study Streams offered from departments/units for the B.A. General Degree

Department/Unit	Name of the Study Stream
Buddhist Studies	Buddhist Studies
Demography	Applied Demography
Economics	1. Banking and Finance 2. Business and managerial economics
English	English Studies: Theory and Practice
Geography	Geography and Environmental Management
History	Culture and Heritage
International Relations	Conflict Resolution and Peace
Political Science and Public Policy	Democracy and Governance
Sinhala	Sinhala Studies
Sociology	1. Applied Sociological Studies 2. Urban and Community Studies
English Language Teaching	Studies in English as a second language
Communication and Media Studies	Communication and Creative Arts
Islamic and Civilization	Applied Islamic Studies
Computer Teaching Unit	ICT for Development

According to the Table 2, there are 16 study streams offered from 14 departments/units.

The department of Economics and Sociology are offering 2 study streams each, while all the other departments offer one study stream each.

υυυυυυυυυυυυυυυυυυυυυυυυυυυυυυυυυ

Prof Asha S. Karunaratne

υυυυυυυυυυυυυυυυυυυυυυυυυυυυυυυυυ

Prof Prasad Sethunga

υυυυυυυυυυυυυυυυυυυυυυυυυυυυυυ

Dr. M.I.M. Jazeel

Table 3. The number of students of the 1st and 2nd Batches following Study Stream subjects in 2016/2017 academic year.

Subject	Second Year			Third Year		
	Study Stream Students (As 1st Subject)	As 2nd and 3rd subjects	Total	Study Stream Students (As 1st Subject)	As 2nd and 3rd subjects	Total
Buddhist Studies	1	60	61	1	75	76
Communication & Media Studies	13	136	149	5	81	86
Demography	2	159	161	-	164	164
Economics	11	47	58	12	45	57
English	13	6	19	17	7	24
English as a Second Language	-	7	7	1	9	10
Geography	61	77	138	40	100	140
History	13	36	55	4	17	21
International Relations	7	106	113	16	130	146
Information Communication Technology	29	94	123	20	104	124
Islamic Civilization	-	34	34	-	18	18
Political Science	21	94	115	16	159	175
Pali	-	5	5	-	4	4
Sinhala	50	321	371	73	272	345
Sociology	21	251	272	32	166	198

According to the information recorded in student enrolment for the 1st and 2nd Batches of the 2016/2017 academic year, the students are following different combinations of subjects in year 2 and year 3 (Table 3). Geography has the highest student number as the first subject, while Sinhala recorded the highest student number as first and second subjects. Academic staff strength is strongest in the Department of Economics, while the entire computer teaching unit is based on temporary instructors (Table 4).

սսսսսսսսսսսսսսսսսսսսսսսսսսսսսսսսս   սսսսսսսսսսսսսսսսսսսսսսսսսսսսսսսսսսս   սսսսսսսսսսսսսսսսսսսսսսսսսսսսս

Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

Table 4. Details of Academic Staff

Dept. /Subject	Medium	Sr. Prof.	Prof.	Asso. Prof	Senior Lecturer	Lecturer & Prob. Lecturer	Temp. Assist. Lecturer	Instructor / System Analyst	Tutors
Buddhist Studies	S/E		02		02		02		
Demography	S/E	01 (01Retired)			05	02	02		04
Economics	S/E/T		07		12	04	08		
English	E	01	02		03	02	02		
Geography	S/ T	01	01		06	06	01	01(sy.anal.)	01
History	S/E				05		03		
International Relations	S/E/T	01			02 +(04)	02	06		
Political Science & Public Policy	S/E/T				07	05	04		
Sinhala	S	03		01	05	04	09		
Sociology	S/E/T		02	01	10	04	08		
Journalism	S/E/T		03		01	01	02		
DELT	E				11	10	01	04(per.)	
ICV Unit	T				01	02			
Maths Unit	S/E/T						01		01
Computer Teaching Unit	S/E/T							03.Temp Instruc.+ 02 Perm. Instructors	
Total		**05**	**20**	**02**	**69**	**52**	**53**	**10**	**06**
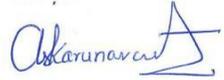
Prof Asha S. Karunaratne

Prof Prasad Sethunga
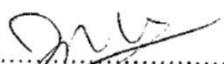
Dr. M.I.M. Jazeel

26.10.2017

SECTION 2

2. Review team's observations on the Self Evaluation Report (SER)

2.1 The SER writing committee

The first meeting of the PR process was called on the 2nd of May 2017 with the participation of all Heads of Departments, Coordinators of Units, SER writers and sub-committee members. The meeting was jointly chaired by the Dean/Arts and the Director of Studies. At this meeting, a work plan and a list of documents that could be submitted as evidences under each criterion were shared. Accordingly, Heads of Departments and Coordinators of Units were compelled to nominate two academics from their Departments/Units as the Department/Unit representatives for the PR process. The team of SER writers were appointed. The team comprised 4 members from the Faculty of Arts and one member from the Sri Palee Campus. The Director of Studies was appointed the team leader. It was decided that each SER writer would be responsible for compiling one SER on the basis of program clusters [Cluster A (Study Streams) - Ms. Shivanee Illangakoon; Cluster B (Geography, Economics, Demography) - Dr. Manori Weerathunga; Cluster C (English, Sinhala, Buddhist Studies) - Dr. Shermal Wijewardena; Cluster D (History, International Relations, Political Science, Sociology) - Dr. Iresha Lakshman]. The Department/Unit representatives liaised with the sub-committee members in collecting the required evidence under the eight criteria. Department-level working groups compiled sets of evidence pertaining to their programmes. The sub-committee members were given colour coded box-files to collate the evidence for the clusters.

2.2 Process of Preparing the SER at the Faculty of Arts

The SER writing process commenced with the appointment of a writer for Cluster A covering the Study Streams (Bachelor's Degree) offered by the Faculty of Arts. The writer attended the workshop on preparing the SER conducted by the UGC, after which an activity schedule was drawn up. A subcommittee of eight members were appointed to be in charge of the eight criteria of the review and were requested to compile the documents relevant to each criterion. The department/unit Heads then nominated representatives who were given the task of gathering the documents required.

Subsequently, meetings were held with the department/unit Heads, writers, sub-committee members and department/unit representatives to identify the documents to provide evidence
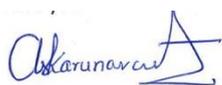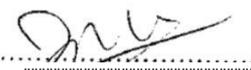
....
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

for the 8 criteria. The Chairperson of the writing team put forward an action plan to complete the necessary document collection and report writing. The documents collected by the department/unit representatives were handed over to the sub-committee members who sorted the documents according to the cluster, compiled the tables and handed them over to the writers. The writers adapted the tables in accordance with the guidelines provided in the Programme Review manual. All documents were given a number that reflected the standard and the department/unit the document was providing evidence for. The writers then added sections 1, 2 and 4 after which the completed report was sent to the Dean, Heads, Coordinators and SER team for their comments. Finally, the team met the Vice Chancellor to obtain his comments. The SER document was sent to the Faculty for comments, which were then incorporated to the document that was submitted.

Table 5: Action plan for SER preparation process

Process of Preparing the SER –Original Plan

2 May 2017	First meeting with Faculty (duties will be assigned)
9 May 2017	Meeting with sub-committee and Department reps (to report on progress made so far and problems encountered) Sub-committee members will be given box files to collect all the documents brought to them by department reps.
18th May 2017	Sub-committee members will bring all the documents in the folders.
19th May 2017	Report writers' meeting to decide way forward. 1) Get all the documents organized. 2) We will each be responsible for MAINLY one report. (Shivanee- Cluster A, Manori- Cluster B, Shermal- Cluster C, Iresha- Cluster D
31st May 2017	Writers' meeting to discuss any issues/ problems
9th June 2017	Draft report
23rd June 2017	Writers meet to finalize formatting and any other technical matters
30th June 2017	Submission to UGC
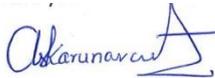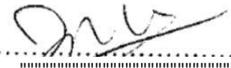
....
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

2.3 Strengths and weaknesses in SER Preparation process

2.3.1 Strengths--

The systematic approach, necessary training, and continuous meetings coordinated by the Dean of the Faculty are considered an effective methodology in SER preparation. Criterion and standard wise documentation/filing system is user-friendly. Further, compliance of the content of the SER with the PR manual criteria, meeting the deadline, and the commitment of both academic and non-academic staff are positively considered by the review team.

2.3.2 Weaknesses--

• Key to the coding system and the list of codes are not included

• A few pieces of evidence are not compliance with the standard

• Standard 3.24 is omitted from the SER

• It was evident that the students' participation and input are marginal in the SER preparation process

• Representation of all the departments in Study Stream in the evidence presented is not very satisfactory.
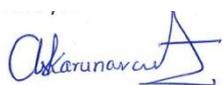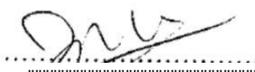
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

SECTION 3

3 A Brief Description of The Review Process

3.1 Review Panel

The review panel was appointed by the University Grant Commission, and consisted of three members: Prof. Asha Karunaratne (Chairperson, Sabragamuwa University of Sri Lanka), Prof. Prasad Sethunga (University of Peradeniya), and Dr. M.I.M. Jazeel (South Eastern University)

3.2 Pre-Site Visit Evaluation

Self-evaluation report (SER) prepared by Faculty of Arts University of Colombo was initially handed over to the Quality Assurance and Accreditation 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 the QAAC. Finally, the team was in a common agreement on the individual desk score for the SER after the discussion at the pre-site visit workshop held on 23rd of August, 2017 at the UGC. Further clarifications that are needed on submitted evidence were identified at the pre-site visit meeting for careful inspection at the site visit. A tentative schedule was prepared for a 3-day site visit in collaboration with the Dean of the Faculty and the UGC. The chairperson of the team was supposed to submit the key findings within 7 days and final review report within 6 weeks from the last date of site visit.
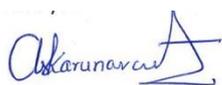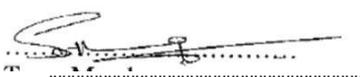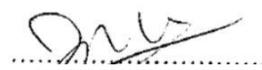
....
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel
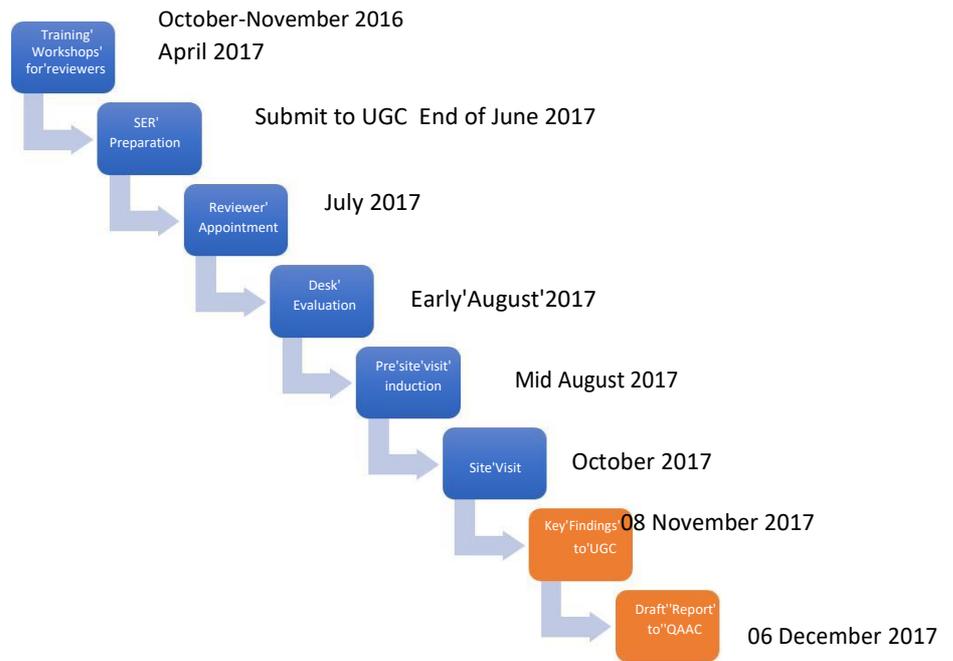
Figure 1. Overview of the review process

3.3 Site Visit Schedule University of Colombo, Faculty of Arts (Cluster(A)

The site visit schedule consisted of

- •"   Stakeholder meetings

- •"   Inspection of facilities

- •"   Informal discussions with a few departments/units and examining departmental files

- •"   Evaluation of documentary evidence

- •"   Observations of classroom teaching – indirect methodology was applied due to Faculty closure for students

- •"   Final wrap up with key findings

3.3.1 DAY-1: MEETINGS WITH KEY STAKEHOLDERS

The team had very productive interactive sessions with different levels of stakeholders for the Study Stream programme. A formal meeting with the Vice Chancellor initiated the discussion with emphasis on quality culture and best practices adapted in University of Colombo. The Dean, Faculty of Arts, introduced the key features of Study Stream and its journey up to date together, with long-term mission and vision.

....
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

Heads of Departments further elaborated on departmental level quality standards and best practices towards SS. 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 into the SS. Academic support / Administrative staff explained the fund allocation and disbursements mechanisms support for the LMS, both in teaching and learning, and the support for field training. Students fairly represented the SS groups, gender and different levels of the programme. They are satisfied with the first year orientation and really excited about their future with the SS. The students understand the importance of learning English, but the non-credit policy has provided some escape for themselves. They pointed out the importance of certificate in English language for English exempted students, which is not currently practiced within the faculty.

3.3.2 DAY-2: OBSERVATION OF FACILITIES AND DOCUMENTARY EVIDENCE

ICT labs: Usage and functioning are satisfactory. However, unavailability of permanent staff is considered a weakness in teaching ICT courses.

Ability Centre; Excellent initiative to the HEIs**.** Currently a considerable number of students have enrolled as a disabled category**.** The functioning, maintenance, and funding are at a satisfactory level. The ability centre is equipped with adequate resources together with good access (lifts) to the central teaching facilities in multi-storey buildings.

Journalism Unit: Excellent coordination and functioning of the journalism unit. There are very productive annual programmes that are conducted with ample opportunities for students to engage in them. The regular publications of the unit are highly commended.

3.3.3 DAY-3: OBSERVATION OF PROCESSES AND FINAL REMARKS

Since the Faculty of Arts was closed for students during the site visit, the teaching observations were not implemented. However, the departmental visits provided the insights into student centred teaching and learning processes (*i.e*., Economics, English, International Relations). The departmental level resource centres and the guidance of students for self-studies revealed that the cluster has reasonable and satisfactory level of student centred teaching. The active use of the LMS and IDC further supported the interactive teaching and learning environment.

....

Prof Asha S. Karunaratne

....

Prof Prasad Sethunga

....
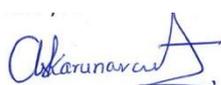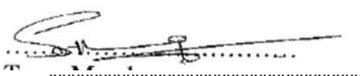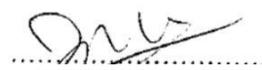
Dr. M.I.M. Jazeel

SECTION 4

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

The Faculty follows the standard government administrative and financial regulations in its operations (ARs and FRs). Programmes provide necessary information through timely notifications to staff and students. The Faculty has mechanisms for decision making via regular committee meetings and the Faculty Board meeting. The student representatives are invited to the Faculty Board meeting to discuss student matters. There are ample staff-student interactions in a myriad way (societies and multi-cultural activities). The information on the study programmes and assessments are effectively communicated to the students via course specifications. The highly competent academic and non-academic staff of the cluster are the key to maintenance of quality standards in the programmes. The graduate profile of the B.A. General degree consisted of key generic attributes and subject specific attributes that are considered as programme level learning outcomes. The mapping of the graduate profile with ILOs in most of the courses is considered as maintenance of international quality standards in course design, teaching and learning, and assessments. The outcome of the teacher evaluations based on student and peer feedback are incorporated for improving the quality in teaching by means of a departmental level mechanism.

The ability centre and special need units for differently abled students and special arrangements for teaching and examination matters are considered as an acceptable quality standard in the Faculty. Having a suggestion box and a student request committee provides evidence on incorporation of student feed back to the programmes. The undergraduate student research symposium and staff publications are well established within the Faculty. A well-structured orientation programmes in the first year and undergraduate prospectus are some of the best practices that provide adequate information about the programmes in advance. Use of the LMS in teaching and learning facilitates student centred teaching and effective interactions of students with teachers.

....
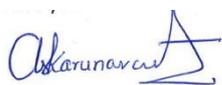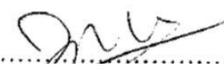
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

SECTION 5

5 Judgement on the eight criteria of Programme Review

5.1   Programme Management

5.1.1 Strengths

The Programme management is handled satisfactory and complies with majority of the standards and the information is promptly distributed through the Information Document Centre (IDC) and Learning Management System (LMS). The faculty operates satisfactory approaches towards the effective delivery and management of the study programme. The Faculty has an organogram, a strategic plan, a 3-year budget, systematic fund disbursements among departments and vision and mission statements that are updated as appropriate. Management generally follows standard government administration and financial regulations (ARs and FRs). The Faculty level Academic Curriculum Development Committee, which handles curriculum monitoring and approval, is a strength in programme management. The Student Handbook / Student Charter communicates required information regarding examination by-laws, student disciplinary by-laws etc. to students. The Faculty conducts an orientation programme for new intakes. The maintenance of student records and the handling of examination matters by the central examination branch of the university are at a satisfactory level. The degree programmes are completed on time to a greater extent despite many closures, holidays etc. The Internal Quality Assurance Cell of the Faculty of Arts is functioning at a high standard, although it was a recent initiative by the UGC / QAAC. The staff has the opportunity for CPDs from the training workshops and induction courses conducted from University SDC. Student welfare measures and SGBV policy are being processed. There are number of National and international collaborative partnerships.

5.1.2 Weaknesses

The Graduate profile and the ILO's do not fully comply with the SLQF. OBE implementation and staff training on OBE are not fully practiced. There is no formal mechanism for staff appraisals. No information is available to measure the safety and security with the faculty. There is no clear strategy for discontinuation of previous curricula.

....
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

5.2 Human and Physical Resources

5.2.1 Strengths

The Faculty has a satisfactory number of competent academic staff and the physical resources to ensure that the programmes are effectively delivered. The academic staff includes young, mid-career and highly experienced lecturers and researchers. A staff development programme (via the SDC) is in place for additional training of both academic and non-academic staff. The available infrastructure is effectively utilized for the provision of classrooms, IT laboratories, language laboratories and student welfare.

5.2.2 Weaknesses

However the number of academic support and technical staff is not adequate to cater to 14 departments in the cluster. More training is needed for academic staff for OBE-SCL. Currently, there are no training theatres for teaching.

5.3 Programme Design and Development

5.3.1 Strengths

The graduate profile emphasizes the generic and subject-specific graduate attributes that are required to cater to the need of the labour market. Collaborative design and review committees constantly maintain the standards of the programme. Offering a basket of dynamic/innovative subjects is highly commended. ENH course are considered as the key strength in the SS.

5.3.2 Weaknesses

The graduate profile needs further elaboration based on the SS. The long term vision and mission of the SS should be further illustrated. Overall programme ILOs are not clearly identified. The Qualification name is not clearly identified (either BA or BA in SS). Programme Design and Development is not fully compliant with the SLQF. For ENH courses, teaching and assessment methods need to be re-visited with more focus on an OBE-SCL approach. The 'non-credit' courses should be given credit weightage in order to give benefit to the students, even though these courses not counted in final GPA.
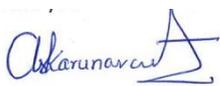
....
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

5.4 Course Module Design and Development

5.4.1 Strengths

Course design and specifications for the Study Stream is well planned and carried out at a departmental level, aligned with ILOs, course content, and assessments. In most of the departments, courses are designed mapping the course content with the graduate profile, ILO's and SLQF. Some departments design the course content of Subject Streams in a participatory manner.

Courses are designed to build different types of abilities and uses appropriate media and technology. There are some levels of adaptation to students with special needs. Courses within programmes provide intellectual enhancement, and also soft skills, integrating fieldwork. Mapping of ILOs and assessments with graduate profile attributes is considered as the key strength in the course design and development.

5.4.2 Weaknesses

Some courses are designed traditionally without addressing issues in the labour market (*i.e.*, History). Since the students are interested in these Subject Streams, revision of course design is needed parallel to the other innovative SS (*i.e.*, Economics, English, International Relations, Demography etc.).

5.5 Teaching and Learning strategies

5.5.1 Strengths

Teaching and learning is well planned and ensures that its ILOs are aligned with the course content and assessment. Students are impressed with the interactive, innovative and student-centred approaches of teaching and learning in majority of the SS. Integration of blended learning and own research and other activities/experiences into teaching was evident in most of the courses in cluster A. Students contribute to scholarship, engage in research and publish in student journals, congress, etc.

5.5.2 Weaknesses

Although student centred and OBE is practiced in some of the courses more weightage is given to theoretical subjects. There is no motivation for learning English (Department of English Language) since it is non- credit, non-counted for FGPA and not even included in the transcript as a subject.

....
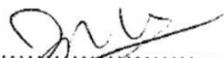
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

5.6 Learning Environment, Student Support and Progression

5.6.1 Strengths

Student are provided with learning facilities and a supportive environment to complete their studies. Active use of the LMS in teaching and the IDC for dissemination of information are commended. There is conducive learning and working environment, with orientation programmes rules, code of conduct, courses, outcomes, methods, support systems, personal development. There is a Special Needs Research Unit (SNRU) for differently abled students and enhanced library and ICT facilities. Sports and aesthetic programmes are in place. Staff and students get training in ICT, Library use, etc. Staff-student academic and social interaction occurs in many ways. Career guidance programmes, mentoring and counselling are in place. There is non-discriminatory treatment for everyone (SGBV policy) and almost zero dropout. There is a reasonably standard way of conducting student feedback, peer evaluation, and incorporation of comments into teaching.

5.6.2 Weaknesses

Although fairly standard procedures for student feedback, peer evaluation and stakeholder feedback are in place, actions on feedback received is currently *ad hoc* and need to be formalized. Unavailability of reading materials and limited subject choices for Tamil medium students are considered weaknesses. Limitations in Internet/Wifi facilities hinders smooth usage of the LMS and IDC. Facilities are limited for field training due to limited resources (transportation). Access to the e-resources needs further improvement.

## 5.7 Student Assessment and Awards

5.7.1 Strengths

Assessment criteria are well-established and integrated into the course specifications which are distributed to the students at the beginning of the courses. The academic staff are competent to undertake assessment tasks and the examiners are systematically appointed and approved at the Faculty Board. For assessment purposes, arrangements / adjustments are made for differently abled students. The examination by-laws and student disciplinary actions are well adapted. Overall there is timely release of examination results and other continuous assessments marks. Transcripts are made available to students. The assessment procedure is aligned with course ILOs
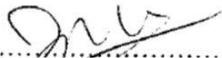
....
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

and subject specific graduate attributes. The students are informed about the process in advance at the orientation. Currently, the Faculty is practicing second marking of examination papers.

5.7.2 Weaknesses

The SLQF compliance for programme assessment (study volume of 90 credits) is not practised. Currently, the first year credit value is not considered for the final degree award. Assessment of level descriptors is not well illustrated.

5.8   Innovative and Healthy Practices

5.8.1 Strengths--

Restructuring of the historical general degree programme and introduction of the Subject Stream to general degree students is an excellent innovative approach. The objectives proposed for study programmes with the concept paper is addressing the need with enhancement (ENH) courses and enriched in sports studies. Making use of the LMS and setting up computer labs to promote technology based teaching/learning are also good practices. A series of co-curricular activities were funded and supported by the faculty. There are well established relationships with local governmental, international, NGO sectors and industry for internships and research. Credit-transfer facilities are available. There are ample opportunities for student participation in social/cultural/aesthetic/voluntary activities. Co-curricular activities are integrated into some of the courses. Student participation in regional/national/international programmes are continued over the past 5 years. An undergraduate research project (Field Training) is a compulsory component in all the SS.

5.8.2-Weaknesses
No specific weakness in Innovations and Healthy practices.
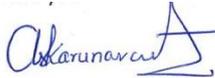
<table>
<tr><td>...</td><td>...</td><td>...</td></tr>
<tr><td>Prof Asha S. Karunaratne</td><td>Prof Prasad Sethunga</td><td>Dr. M.I.M. Jazeel</td></tr>
</table>

SECTION 6

## 6 Grading of Overall Performance of the Programme

1." No	Criteria	Weighted minimum score	Actual criteria-wise score
1	Programme Management	75	111
2	Human and Physical Resources	50	86
3	Programme Design and Development	75	110
4	Course / Module Design and Development	75	129
5	Teaching and Learning	75	113
6	Learning Environment, Student Support and Progression	50	65
7	Student Assessment and Awards	75	135
8	Innovative and Healthy Practices	25	46
	Total on a thousand scale		797
	%		**80**
	Grade	**A–Very**	**Good**

....
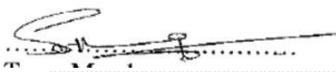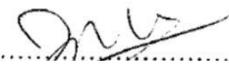
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

SECTION 7

7 Commendations and Recommendations

7.1 Commendations

A systematic approach, necessary training and continuous meetings coordinated by the Dean of the Faculty are effective methodology in SER preparation. User-friendly and eco-friendly criterion and standard wise documentation/filing system, compliance of the content in SER with PR manual criteria, meeting the deadline and commitment of both academic and non-academic staff are highly commended for the SER preparation process.

Overall, the general degree programme (Study Streams) is highly commended across the 8 criteria as per details explained in section 5 according to the UGC- Programme Review manual. There are key strengths in course design, teaching and learning, human and physical resources, and innovations and healthy practices. Effective use of LMS and IDC, provision of teaching and learning facilities to differently abled students through well-equipped ability centre, a very dynamic English Language teaching unit, the Journalism Unit and IT laboratories are highly commended. The high impact student motivation by means of interactive student-centred teaching and learning approaches practised in the Departments of English, Economics, and International Relations are highly appreciated. The high-level commitments of both senior and junior academic staff have contributed to these academic merits in the cluster. The Faculty of Arts, University of Colombo, being a Pioneer in the HEIs in Sri Lanka, has a high level of accomplishment of quality expected of the programme which can be the Role Model for other Faculties in Social Science and Humanities towards the restructuring of the general degree programme with more focused aims and objectives. However, this should move forward towards academic excellence with the recommendations of the current review, stakeholder feedback, and systematic graduate exit surveys, upon completion of the first cycle of the programme in early 2018.
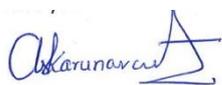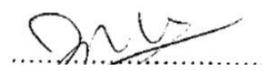
....
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

7.2 Recommendations

- Programme level graduate profile and the ILOs need revision to fully comply with SLQF. According to the SLQF Level 3 the minimum credit value of 90 should be considered in final degree award.

- Administrative decisions are necessary to enhance the human resources, mainly in ICT courses and academic supportive staff.

- More emphasis should be given to enhance the internet/Wi-Fi facilities to cater to the larger student number for effective use of the LMS and IDC

- OBE implementation across all 14 departments/units and staff training on OBE are required.

- A formal mechanism for staff appraisals is recommended for motivation of staff members.

- Some courses are designed traditionally without addressing the issues in labour market (*i.e*., History). Since the students are interested in these Subject Streams, revision of course design is needed parallel to the other innovative SS (*i.e*., Economics, English, International Relations, Demography, etc.).

....

Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

SECTION 8

8 Summary

The site visit for the programme review of the Faculty of Arts, University of Colombo, Cluster A (Study Stream) was successfully conducted from 24 to 26 October 2017. The schedule consisted of stakeholder meetings, observation of facilities, informal meetings with the departments and units, evaluation of documentary evidence, observations of classroom teaching, and a presentation of key findings at the final wrap-up to the high-level management that consisted of the Dean of the Faculty, Heads of departments and academic staff.

The review panel started its review process on the evening of 23rd October at the hotel, with a pre-review meeting. Subsequent meetings were conducted with the Director/IQAU, Vice Chancellor, Dean, Heads of Departments, Senior Academics, Probationary staff, Administrative staff, technical and academic supportive staff and students. During the student session, a questionnaire survey was conducted to get a representative feedback about the programme. The departmental resource centres, ICT laboratories, Ability Centre, Journalism Unit and contributing departments were observed with interactions with key responsible persons. The documentary evidence were evaluated at the programme level. Following this, on the second day evening the review team further discussed the strengths and weaknesses in the general degree programme for overall agreements about quality standards. On the final day of the site visit, the team presented the key findings to the top-level management and the academic staff of the cluster.

According to the evaluations, the overall Cluster A had Innovation and Healthy Practices at the highest level of satisfaction out of the 8 criteria. However, Programme Design and Development needs further improvements to meet the quality standards. Based on the evaluation results, overall strengths and weaknesses were discussed at the final wrap-up session.

Finally, the team would like to appreciate the support given by the UGC, QAAC, and especially Faculty of Arts of University of Colombo in this important process of programme evaluation. We sincerely hope that our comments will help in improving the quality of the General degree programme of Faculty of Arts, University of Colombo towards academic excellence.

....

Prof Asha S. Karunaratne

....

Prof Prasad Sethunga

....
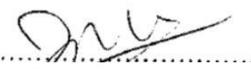
Dr. M.I.M. Jazeel

APPENDIX

APPENDIX 1: Site Visit Schedule for Cluster A

DAY 1: MEETINGS AND FACILITIES VISITS
24 October Tuesday

|	MEETINGS
8.00 – 8.20	Meeting with Vice Chancellor/Deputy Vice Chancellor
8.20 – 8.35	Meeting with IQAU Director
8.45 – 9.00	Meeting with the Dean
9.00 – 9.30	Meeting with Academic Heads of Departments
9.30 – 10.30	Meeting with Academic Staff of relevant Departments and SER "working tea" presentation
10.30 – 11.00	Meeting with administrative staff of Faculty and relevant Depts.
11.00 – 11.30	Meeting with technical officers and academic supportive staff
11.30 – 13.00	Checking Documentary evidences
13.00 to13:30	**LUNCH BREAK**
13:30 – 15.00	Checking Documentary evidences
15:00 to 15.30	**AFTERNOON TEA BREAK**
15:30 to17:00	Checking Documentary evidences
	END OF DAY

DAY 2: OBSERVATION OF FACILITIES AND DOCUMENTARY EVIDENCES
### 25 October Wednesday

8:00 to 10:30	Checking Documentary evidences
10:30 to11:00	**MORNING TEA BREAK**
11:00 to 13:00	Meeting with the student Groups
13: 00 to13:30	**LUNCH BREAK**
13:30 to 15:00	Facilities visit ICT facilities Library Career Guidance Unit SDC Sports Facilities engaged by Cluster A students
15:00 to15:30	**AFTERNOON TEA BREAK**
15:30 to 17:00	Review team internal meeting
17.00 to 17.30	Final meeting with the Review Team / Dean/ Director IQAU
	END OF DAY

....
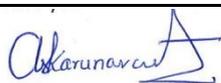
Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel

# DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS
26 October Thursday

8:00 to 10:00	**Evaluation of Teaching/Learning processes**
	To be decided by the Review Team
10:00 to10:30	*MORNING TEA BREAK*
10:30 to 12:00	**Evaluation of Teaching/Learning processes**
	To be decided by the Review Team
12:00 to13:00	*LUNCH BREAK*
13:00 to 14:30	**Internal meeting**
	Review team preparation for final wrap up
14:00 to 16:00	Final wrap up meeting with senior management of Program
	END OF DAY

....

Prof Asha S. Karunaratne   Prof Prasad Sethunga   Dr. M.I.M. Jazeel