PROGRAM REVIEW 2017

University of Colombo - Sri Palee Campus
Mass Media

Programme Review Report :

BA (Honours) Degree in Mass Media, Sri Palee Campus, University of Colombo.

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1. Introduction

The Sri Palee Campus of the University of Colombo, formerly named as the Western Campus, was first established by the Sri Lankan Government in 1996 by an extraordinary gazette notification No. 928/1 dated 20th June 1996. The name was subsequently amended to Sri Palee Campus on the 11th of September 1998. The Council of the University of Colombo is the governing authority and consists of the Vice Chancellor (as the *ex-officio* Chairperson), the Rector of the Sri Palee Campus, Deans of the seven Faculties, two representatives of the Senate, and twelve members appointed by the University Grants Commission.

Although the Sri Palee Campus had been scheduled to commence its activities with the two established faculties, namely Faculty of Media Studies and Faculty of Performing Arts, in 1999, they have been functioning as two major departments rather than two faculties in the campus since its establishment. The implementing structure of the Sri Palee campus is depicted in Fig 1. The campus board is the supreme body of the Sri Palee campus, comparable to the Faculty Boards. The Rector comes under the VC of the Colombo University.

Figure 1. Organization structure of Sri Palee campus.
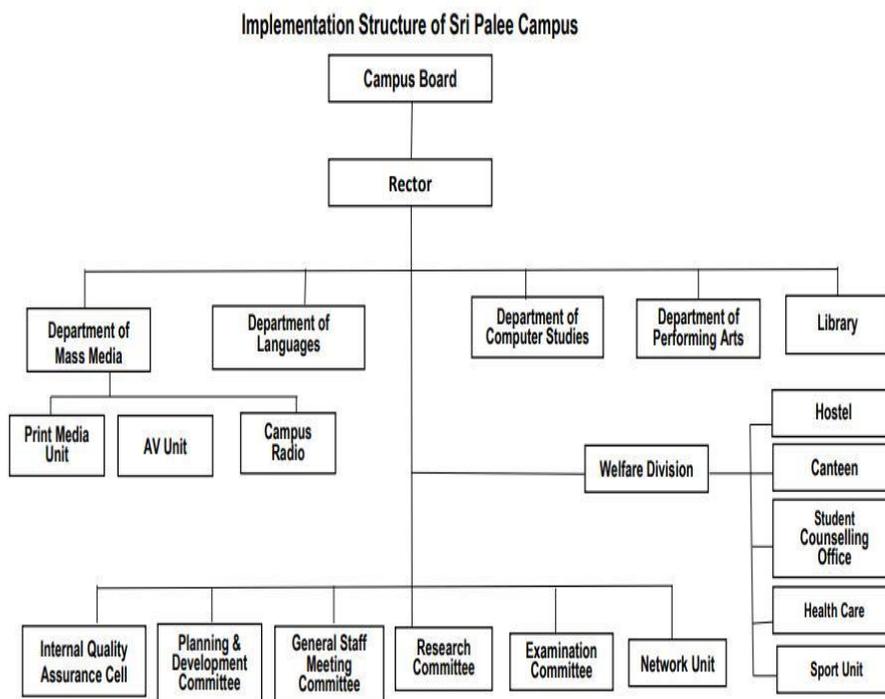
1.1 Department of Mass Media

The Department of Mass Media commenced its Degree program in year 2000 with about 48 students. It offers a four-year special degree program in Mass Media with specialization in four different fields namely Media Studies, Print Media, Television, and Radio. Parallel to their major fields, all students are given a two-year compulsory education in IT and English. The Department of Computer Studies and Department of Languages contributes to IT and English components. The main objective of the

program is to produce graduates with conceptual, theoretical, and practical knowledge in mass media.

The program consists of Main courses, Foundation courses, Elective courses and Service courses.

1.1.1 Graduate profile

According to the graduate profile, the graduates of the study program will have expert knowledge with a sense of intellectual integrity, and life skills that empower them for employment and citizenship, and lay the foundations for self-directed continuous learning and personal development.

The graduates are expected to be highly employable, be academically excellent with a strong background of social, economic and political contexts and structures shaped by media institutions, texts, and audiences, with strong personal and professional ethics.

1.1.2 Intended learning outcomes

The following Intended Learning Outcomes have been identified in an ongoing curriculum revision:

The graduate will have gained theoretical and practical skills in the area of communication, mass media and other related branches of social sciences. The student will be able to,

- Recognize mass media as a system of interrelated forces, including historical and theoretical foundations, economic dynamics, technological advances, regulatory constraints, and ethical concerns.

- Demonstrate the capability for critical reasoning and analysis of complex issues in media and society.

- Exhibit knowledge and capability in diverse methodological approaches necessitated for undertaking research within different contexts.

- Prepare for a diverse and multi-cultural world and workplace through the knowledge of contemporary media issues.

- Conceptualize, design, and produce work creatively on the basis of media on effective principles and practices of media aesthetics.

- Build a strong and courageous personality to face challenges coming from the global context

1.1.3 Student intake.

The student intake from year 2010 to 2016 is given in Table 1.

Table 1. Total Undergraduate Student Intake 2010-2016.

Year	Academic Year	No: of students
2010	2009 / 2010	74
2011	2010 / 2011	73
2012	2011 / 2012	86
2013	2012 / 2013	75
2014	2013/2014	73
2015	2014/2015	79
2016	2016/2017	86

1.1.4 Staff
Table 2: Profile of Staff in the Department

	Name	Qualifications	Expertise	Experience
Academic staff				
1	Prof. R.C. K. Hettiarachchi	PhD	Linguistics in Media	18 yrs.
2.	Dr. Tudor Weerasinghe	PhD	Philosophy of Media /Mass Media Studies / International Communication Studies	18 yrs.
3.	Dr. S.A.S.M. Senerath	PhD	Media Theory/ Intercultural Communication / Public Relations / Media Literacy	14 yrs.
4.	Dr. Dharmakeerthi Sri Ranjan	PhD	Media Sociology Media Psychology Research Methodology	14yrs.
5.	Dr. W.M. Pradeep Weerasinghe	PhD	Radio and Development Communication	13 yrs.
6.	Ms.N.W.W.G.K. Prabhashini	MSc.	Print Media / Media History	5 yrs.
7.	Ms. H.P. Sajitha Lakmali	MPhil	Media Management and Marketing / Electronic Media Studies	5 yrs.
8.	Mr. P.D.P.N. Wijewardhane	B.A. in Mass Media (Honors)	Television Studies	7 yrs.
9.	Ms. S.D.P.S. Dissanayake	B.A. in Mass Media (Honors)	New Media / Cyber Cultural Studies /Conflict Communication	2 yrs.
10.	Ms. D.D.N.N. Dissanayake	B.A. in Mass Media (Honors)	Media Criticism / Gender Studies / Organizational Communication / Peace Communication	2 yrs.
11.	Mr. K.S.D.D. Darshana	B.A. in Mass Media (Honors)	Media Studies / Print media	2 yrs.
Academic support staff				
12.	Mr. Sithum Wickramasinghe	B.Sc.	Computer Programmer	5 yrs.
13.	Mr. Saman Kariyawasam	PG. Dip. in Mass Media	Technical officer / Grade II	9 yrs.
14.	Ms. H.Y.G.H. Wicramasooriya	O/L & A/L	Stenographer	19 yrs.
15.	Mr. K.B. Amunugama	O/L	Laborer/ Grade II	17 yrs.

The department's approved academic cadre is 14 and there are 11 members at present. One member is on study leave. Fifteen visiting academics also support the implementation of the programme. Student staff ratio at present is 22:1.

1.2. Infrastructure and facility

1.2.1. Learning Resource Systems

Library	Library Database / More than 25,000 books. A qualified librarian (with a PhD) heads the library. There is a separate section devoted to mass media. Students following bachelors and post graduate diploma and degree courses from the other universities and institutions make use of this library. for their studies and research. Past question papers are available at a separate section and are well displayed. There is a constraint in purchasing essential periodicals due to restrictions in funds. **DVD Collection** The DVD collection has nearly 800 films including English, Sinhala, Hindi and Music. The DVDs can be borrowed by students and the staff for one day. **VHS Collection** The VHS collection consists of nearly 200 English films. **Sri Lankan Collection** A special collection of books, photographs, rare books and manuscripts, related to Sri Lanka are kept in the Sri Lanka Collection. The Sri Lankan Collection has approximately 500 books. These books are not issued to students. You may browse through the books of the Sri Lankan Collection using the Library Database **Periodicals** The periodical section is restricted to a few local and foreign journals and newspapers, due to financial constraints.
Research Center (CMR)	The Center for Media Research of Sri Palee Campus is concerned with the impact of media on contemporary society and promotes research, teaching, communal events and advanced studies in media and media-related fields. This center has been strengthened recently and is functioning well. A conference room is now functioning with adequate facilities. The Center is also involved in Media research (CMR). An undergraduate research database has been initiated. Research Groups have been established. Several presentations, abstracts, and research papers and books were made available for perusal. The undergraduate research database is maintained at this center.
Audio Visual Unit	Sri Palee campus Audio visual unit is used by both Preforming Arts and Mass Media faculties for their practical activities.

	Currently the audio visual unit is running under low infrastructure facilities and that is not sufficient to cater to the needs of the entire student population. . Campus Radio. 　Campus Radio station is well established and managed by students. It is fully functional. There is a regular broadcast. The review team also participated in a recording which was well coordinated.
Print Media Unit	The print media unit publishes the Sri Palee E-newspaper. It is a weekly publication.
Labs	Computer Lab (50 Computers), Language Lab (10 Computers), and Virtual Learning Center (VLC)
Clubs	Media Club ,Television Club,University Press Club,and Wireless Club
Circles	Critical Circles: These circles are held once a week. Students, staff and outside experts get together and discuss topics on contemporary values. Reading Circle: Students decide on important topics, collate information available and make presentations which is followed by a lecture on theoretical basis by the lecturer.
Arundhathi Hall	Arundhathi is the main Theater Hall. Around 600 individuals can be accommodated. This hall needs full refurbishment. This theater is used by Department of performing arts for practices and to conduct classes.
Open Theater	This has been established recently. There is facility to accommodate around 300 individuals. Performing area needs improvements..
Cultural Center	The Cultural Center is equipped with a considerable number of musical instruments and costumes. This is used by the students of both degree programmes. They conduct programs that connect the villages and promote social harmony.
Mini Theater	5B Hall (75 seats)
Conference Hall	30 seats
Language Laboratory	Limited space, a few computers, needs strengthening
Medical center	Part time doctor is available.

1.3. Constraints faced by the campus with regard to delivery and sustainability of the programme.

During the preparation of the Self Evaluation Report (SER) and during the preparation of the strategic plan for 2017 to 2020 several important gaps and constraints for the delivery and sustainability of the study programme have been identified. These issues will affect the quality of the program delivered and the long term sustainability of the program. The issues highlighted by the academic and non-academic members of the staff during the review meetings are discussed below;

1.3.1. Inadequate Infrastructure Facilities

Lack of infrastructure has negatively affected the quality and attractiveness of the overall work environment. This is an obstacle to recruit and retain highly qualified faculty, students, and other staff. It will be impossible to build strong programs within the current built environment and *ad hoc* developments all around. Therefore, decisive steps should be taken to remedy these conditions and create a nurturing academic and aesthetic environment on and around the campus. Infrastructure if developed, will support, enable, and enhance the work of its faculty, staff, and students. In other words, the infrastructure facilities will fully support its missions of teaching, learning, research, and community service engagement. The current campus buildings have a capacity to house about 750 in classroom space with least learning and teaching facilities. In the five-year strategic plan 2016-2020, it is projected that enrollment on campus will grow to about 1000 students by 2020, totaling a campus community of more than 1100. Thus, new student housing, new classrooms. and office space for both students and staff are required to accommodate the growth that the Campus will experience in the coming 5 years.

1.3.2. Inadequate Educational Facilities

The substandard facilities for curricular and extra-curricular activities is another pressing concern for the quality of the academic programs offered. To enable students in all fields to work at the forefront of their disciplines, it is vital to give them access to the most advanced modern technological tools and equipment. These high quality equipment and services should be provided to students and faculty members alike, through establishing different digital studios and theaters, providing computer technology, and so forth, to promote teaching and learning in students' specific disciplines. This will send a strong message to prospective students and faculty that the Campus is dedicated to excellence in the fields of mass media and performing arts. This is vital for maintaining a competitive edge in the campus's effort to bring talented men and women into its community.

1.3.3. Inadequate Service Facilities

The basic services for the students in terms of sports, recreational facilities, common rooms, canteens, and sanitary facilities are inadequate in the entire campus. Shortage of living quarters for academic staff has also been identified as a problem in the Campus. To provide an environment conducive for better teaching and learning, such facilities need to be strengthened as early as possible.

1.3.4. Lack of Human Resources

Lack of adequate academic, administrative, and non-academic staff also negatively affects the smooth functioning of all activities of the campus. In addition to the vacancies, there exists a situation of inadequate cadre in relation to the nature of activities that the Campus is undertaking. Thus, the Campus requires more lecturers and tutors/demonstrators to supervise and guide students on practical sessions, and support staff for the units and centers, which are already established, as well as those to be established. This will ensure smooth operation of these units.

1.3.5. Lack of a better mechanism for staff training –

Three fourths of the faculty members are to undergo postgraduate studies and training overseas. There should be a mechanism to send them for training immediately to improve the teaching and research skills among the faculty.

1.3.6. Non-availability of a Management Information System (MIS)

The Campus also lacks a Management Information System, which facilitates sharing of information on areas such as infrastructure facilities, student population, time tables, allocation of campus resources and so forth. A comprehensive MIS system will increase the work efficiency and also facilitate the optimum capacity utilization of available resources.

1.3.7.Computer network and center

The Sri Palee campus fiber network has been established in late 2014 and spans over a large area with 15 distribution points and 15 WiFi locations, except for the boys' hostels located outside the campus premises. Currently all the services are provided through the Network operating center and it is located inside the computer lab with the support of two staff members: the network manager and the technical officer. Internet service is provided through the LEARN and it provides a 15 Mbps internet link and a 20 Mbps local link.

Lack of a proper location for the network operating staff to function, frequent lightning strikes, problems in replacing the damaged equipment because of warranty not covering lightning damages, *ad hoc* electric wiring, lack of basic computer housekeeping knowledge among students and staff, and lack of opportunities for career development for computer department staff are some of the main issues that surfaced. Smooth functioning of computer network and facility requires addressing of these issues.

2. Observations on the Self-Evaluation Report (SER).

2.1 Establishment of Self-Evaluation Committee (SEC):

The Self Evaluation process has been initiated in accordance with Reference Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions published by the University Grants Commission.

A Self-Evaluation Committee (SEC) comprising of a Chairperson, twelve academics members from the three departments, and two technical support staff has been established. The process has commenced in December, 2016 (Annex 1. 1). The committee comprised of nine sub-committees to work on different aspects of the SER (Annex. 1. 2).

2.2. SWOT Analysis and comments

The following strengths, weaknesses, opportunities and threats have been identified at the stake holder meetings conducted:

2.2.1 Strengths
- Multi-disciplinary nature of the program.

- Regional location and natural environment with high potential for mass media.

- Selection through a highly competitive skill based aptitude test.

- Opportunity given to all selected students to follow the special degree program in mass media.

- Availability of in-house practical training facilities.

- Availability of well experienced academic staff with multidisciplinary knowledge

- Existence of an extensive support service based Research Center for the department

- Being a campus of a university rated the best local university in the country

- Thirty two acres of land area and possibility of further expansion.

2.2.2. Weaknesses
- Lack of infrastructure facilities (lecture halls, office space, lecturers' rooms, recreation, communication etc.)
- Lack of hostel facilities for male students,
- Unavailability of residential facilities for faculty members. There is no accommodation facility for the faculty staff. The nature of the program needs long hours of work.
- Excess workload beyond work norms for faculty and staff.
- Budgetary constraints to meet the departmental requirements.

2.2.3. Opportunities
- Ability to increase the intake of students.

- Healthy environment for Community Outreach.

- High employment opportunities for graduates in different areas.

- Ability to establish a regional media center.

- Ability to offer external study programs for the community.

- Ability to strengthen the relationships with the external community and university through cultural activities and university services.

- Ability to establish national and international academic exchange programs.

- Being the only higher education institution in the Kalutara District.

2.2.4.Threats

- Administrative and financial barriers and budget management restrictions

- High per-student cost.

- Lack of manpower.

- Societal and student perception of education solely as a means to a job.

- Inadequate facilities to fulfill the high expectations of village community toward the campus (conflict between university culture and village culture).

- Vulnerable to lightning strikes and landslides.

2.3 Comments on the SWOT analysis.

The inter-disciplinary, intra-disciplinary, and trans-disciplinary nature of the programme exposes students to wider knowledge and increases the employability in various disciplines. The Sri Palee Campus is ideally located in a mountainous area, an isolated place with no disturbance from neighborhood, and with scenic beauty and a mild weather environment. This place is full of cultural diversity, and geographically it is an area where people belonging to different cultures, traditions, and ethnicities live in peace. The environment is conducive for the studies and related involvement in performing arts and mass media. Selection of students to the degree program offered is through a skill-based aptitude test which helps to identify students with skills, talents, and enthusiasm to enter the programs. The program offered is a four year degree (Honours) and students can make use of in-house practical training facilities to strengthen their skills and capacities. Senior academics are highly experienced and have a high reputation in relevant areas of their specialty. The Facility for Media Research promotes research, teaching, communal events and advanced studies in media and media-related fields. The availability of 32 acres of land and the possibility of obtaining land from the immediate vicinity provides room for expansion. Student associations and activities and opportunities to enhance English and computer skills are some of other strengths observed.

The hostel constructed for female students provides accommodation for almost all of the females. The building is new and facilities are adequate. Male students reside outside the campus. Reading areas, and area for music practices are available. The access road to the hostel needs improvement. Since poisonous reptiles frequent the road, illumination of the road is recommended. At present the access road is passable for only three wheelers.

Poor physical infrastructure, inadequate canteen, toilet, and even classroom facilities, special facilities for women and differently abled students, non-availability of residential facilities for staff, a work

load beyond the norms, and inability to obtain adequate financial resources are some of the other weaknesses.

High employability rates, room for expansion, capacity and demand for external study programs at certificate, diploma, undergraduate, and postgraduate levels are some of the opportunities available. With the increase in infrastructure the student intake can be increased as there is a heavy demand for the courses offered.

The Sri Palee campus is located within the lightning belt of the area, and due to that, frequent lightning strikes happen, and sensitive equipment and computers are subjected to frequent damage. The area is also vulnerable to landslides.

The Sri Palee campus audio-visual unit is used by the both performing arts and mass media faculties for their practical activities. Currently the audio-visual unit is running under low infrastructure facilities and that will not be sufficient to cater for the entire student population. Studio facilities are not enough for the editing and practical purposes. Common lightning issues too affect the equipment of the audio-visual unit. Infrastructure facilities and equipment including studios, cameras, and other accessories should be improved. Addressing lightning problems and providing training to update knowledge of academic and support staff are suggestions.

2.4. Addressing of the recommendations of previous Subject Review Reports.

A previous subject review has been conducted in March 2008. Several recommendations have been made by the review team to overcome weaknesses and improve quality. The following improvements and changes have been done to improve the quality of the programme conducted and to overcome the weakness and threats after the last review.

2.4.1 Increased number of academic staff
There were only 05 academic staff members in 2009. The cadre has increased to 14 at present.

2.4.2 Establishment and strengthening of the research center
The Center for Media Research (CMR) was established in 2011. After its establishment,

- A new building with a conference hall with the seating capacity for 50 persons has been constructed

- Two publications namely 'Janamadhyawedaya' and 'International Journal of Communicology' have been launched. 'Janamadyawedaya' is a local journal which publishes under different themes. Up to now, 7 issues have been published.

- A CMR online library has been launched using undergraduates' research and productions.

- Competitive grants were obtained by the academic staff members and their research has been published.

- Workshops on national research needs have been conducted for university students.

2.4.3 Commencement of diploma and postgraduate courses
- A Postgraduate Diploma in Mass Media leading to an MA in Mass Media commenced in 2012. Two batches have already graduated.

- A proposal for the MA program in Media Research has been sent for the approval of the UGC.

- A post-graduate diploma program in media education is being designed.

- A diploma in radio and television journalism was introduced in 2013 and two batches have graduated.

2.4.4 Establishment of a new electronic media unit and a print media unit

These units assist in imparting practical knowledge in specialized fields such as print media, TV, radio, film studies and other related media courses.

2.4.5 Initiation of student exchange programs with international universities

Sri Palee has developed student exchange programs with La Trobe University in Australia and Saravak University in Malaysia. Exchange programs are for six-months. In addition, an MOU has been signed with Virginia Tech University in the US. Both students and lecturers from this university have conducted workshops for Sri Palee students and two lecturers from Sri Palee campus have visited the Virginia Tech University.

2.4.6 Continuation of annual research symposiums

A one-day research symposium on Media and Diversity was conducted in 2010 by the department of Mass Media. Sri Palee actively participates in the annual research symposium conducted by the University of Colombo.

2.4.7 Initiation of a peer evaluation system and student feedback mechanism,

Sri Palee campus has initiated a peer evaluation system and student feedback system considering the suggestions of previous review.

2.4.8 Initiation of a Curriculum Development Committee and a Curriculum Review Committee.

There is an ongoing curriculum development process as a follow up of the last review. The new curriculum is to be implemented for the A/L 2017 batch.

2.4.9 Establishment of training facilities, *e.g*., Campus Radio / Print Media Unit.

Training facilities to improve the practical skills integrating theory and to offer a real world experience in the specific fields are available in these units.

2.4.10 Assignment of credit values for the Internship program / Student centered learning.

Two credits for the internship program is awarded based on the portfolios done by students on industrial training. But there is a need to increase further considering the weightage given. The Campus has moved more towards student centered learning, e.g., Introducing more workshops, field training, practical productions etc.

2.4.11 Introduction of LMS program for academic activities

Two workshops were conducted for all academic members to introduce the LMS. The Staff Development Center will conduct workshops for all academic staff members to become familiar with and improve facilities and strengthen the LMS.

Lack of financial and human resources are the main obstacles for fully implementing the recommendations of the previous subject review.

3. Review process

The programme review process introduced by the Committee of Vice Chancellors and Directors and the University Grants Commission (UGC) of Sri Lanka, now directed by the Quality Assurance and Accreditation Council (QAAC) headed by the Director, has been designed to evaluate the quality of education within a specific programme of study, for undergraduate programs in a university. The experiences gained during the first cycle (2004-2013) of Institutional and Subject Reviews by the QAAC of the UGC have contributed to guide the process more relevant within the present context of higher education in Sri Lanka. The evaluation procedure specifically focuses on the quality of the student learning experience and student achievement.

Higher education is a 'public good' and plays a crucial role in the economic and social development in Sri Lanka. As public institutions engaged in the delivery of this public good, the universities in Sri Lanka have a responsibility to maintain and improve upon the high standards and the quality of higher education.

This report presents the findings of a review of the quality of education provided by the Department of Mass Media, Sri Palee Campus, of the University of Colombo, Sri Lanka. The review was conducted at the Department from 20th to 23rd September, 2017 adhering to the guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, published by the Project, Higher Education for the Twenty First Century (HETC), Ministry of Higher Education, Sri Lanka and University Grants Commission in December, 2015. This manual is meant for review of only undergraduate programmes of study (Programme Review) in both state and non- state universities and other Higher Education Institutions.

The review process was based on the Self Evaluation Report (SER), which is a pre-requisite for programme review, submitted by the Department of Mass Media for their study programme, the BA Honours Degree in Mass Media, and supported by the information gathered from the three-day site visit made by the review team to the department and Sri Palee Campus.

In the process of the Programme Review, attention was focused on the following eight aspects as given in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions.

1.   Programme Management

2.   Human and Physical Resources

3.   Programme Design and Development

4.   Course Module Design and Development

5.   Teaching and Learning

6.   Learning Environment, Student Support and Progression

7.   Student Assessment and Awards

8.   Innovative and Healthy Practices

The evaluation of eight aspects was supplemented by the information gathered at different discussions (Annex No.3.1- Schedule of the Review Committee Meetings 19th – 22nd September2017 Sri Palee Campus, University of Colombo).

The first discussion was held at the IQAU office, College House of the University of Colombo at 3.30 p.m. on 19th September 2017 with the Director, Internal Quality Assurance Unit, University of Colombo. He described the support provided by the IQAU to the IQAC of Sri Palee. The IQAU has provided necessary training and help in preparing the SER monitoring process. The IQAU office was established in an easily accessible and attractive place at the University of Colombo.

The second discussion was held at the VC's office, in College House at the University of Colombo at 4.00 p.m. on 19th September 2017, with the Vice Chancellor of the University of Colombo. The VC explained the support and assistance rendered by the administration of the University of Colombo to accommodate requests from Sri Palee.

The review team came to the Sri Palee campus premises at 8.00 a.m. on 20th September 2017. The team was welcomed by the Rector of Sri Palee campus at the Rector's Board Room.

The first main meeting was held in the Conference Hall of the Mass Media Research Center. All members (Academic, Administrative and Academic Support staff) participated in that meeting. The Rector of the Sri Palee campus delivered a presentation which enlightened the review team on programs conducted, infrastructure available, facilities available and major constraints they face during the delivery of academic programs. He also described their future plans.

The next meeting was held with Heads of Departments. The venue for all these meetings was the Conference Hall of the Mass Media Research Center. The review team discussed the structure of the academic program. The BA Mass Media Honours program complies with the standard BA Honours Degree that is offered in Sri Lankan Faculties of Humanities. All Heads described different types of difficulties they face during the delivery of study programs due to limited infrastructure.

The nest meeting was held with Coordinator of the Internal Quality Assurance Cell of Sri Palee campus. The office and facilities of the cell need improvements. However, the Coordinator could arrange several QA related workshops for their staff.

The Meeting with Support Staff (Instructor/Computer, Assistant Network Manager, Computer Programmer, and AV Technical Officer) was held next. The requirements and needs of the supporting staff were discussed. Limited space, lack of relevant short term training, and inadequate numbers are the main issues.

The next meeting was held with academic staff of the Department of Mass Media. Specific issues related to the academic staff were discussed. Training needs, infrastructure improvements, short term training, and issues related to participation in conferences were raised.

The last meeting for the day was held in the Campus Radio Station with the students and the representatives of the students' union of the Sri Palee campus. The students were selected by the campus. At the beginning, the students wanted to have a live question and answer session with the

review team about the importance of the QA system in Sri Lankan Higher Education institutions. Then the team was able to move on to a productive discussion with them. The students appreciated the electronic campus bursary handling system. Student grievances include lack of infrastructure in the lecture halls, lack of hostel facilities for male students, poor infrastructure and landscaping, lack of facilities for sports, absence of a sports instructor, and the insecure situation for girls are main issues. All the students were happy to move on to English as the medium of instructions as that is a timely requirement. However, they proposed to arrange a basic English course at the beginning of the four - year Degree.

On 21st September 2017, the second day, the team had a Reviewers' Private Meeting early morning. From 09.30 a.m to 11.00 a.m there was a Meeting with Administrative Officers (SAB, SAR, AR). The SAB explained the cases where Head's petty cash was utilized etc. The team discussed the real issues relevant to their duties. The administrative staff is concerned about lack of facilities, space, and training.

The next Meeting was held with Student Counselors. The counseling procedure of Sri Palee campus and their mentoring program was discussed. They also described the orientation program which would continue for 10 days.

In the next hour the team was invited to watch the students' impressive productions that include video clips, films etc. The review team appreciated the importance of these innovative creations that have been produced with limited infrastructure.

Next, the team discussed the issues raised during previous subject review in March 2008. Several measures have been taken as a response. The solutions are increasing the number of academic staff, establishing the research center, commencing diploma and postgraduate courses, establishing a new electronic and a print media unit, establishing student exchange programs with international universities, continuing to conduct annual research symposia, starting a peer evaluation system and student feedback mechanism, forming a Curriculum Development Committee and a Curriculum Review Committee, and developing training facilities, *e.g.*, Campus Radio / Print Media Unit.

During the next hour, the team started to observe facilities such as the student canteen which is named as "*Kanda Uda Kantima,*" which was an open canteen without any walls, which was not suitable for an area with high risk of lightning. Then we visited the Student Health Centre, which offers two priority cards to get treatment from the Horana Government Hospital. A qualified doctor visits this place three days a week. The library has subject specific resources for their students however borrowing of books is done manually. Later, the team decided to observe the accommodation facilities for students. There was a newly built hostel, but accessibility to this hostel was not up to standards. There were no canteen facilities for hostellers. There were two small grounds for daily sports, but without being maintained. Lecture Halls were not sufficient for university education and the lecturers' offices were also inadequate.

The final event for this day was examining documents. Most of the campus staff were there to assist. All their evidence as mentioned in the SER was brought to the Conference Hall of the Mass Media Research Center. The team examined the documents till 9.00 p.m. in the evening.

On the last day, the team had a private meeting in the hotel early morning and came to the campus premises only at 10.30 a.m. The team observed facilities such as Arundathie Hall and the open air theatre, which were renovated recently. A lecture and student presentation were organized for our observation. Next, we visited the student computer centre, which had a limited number of computers. The team also met the Network Manager and her staff. They managed the center with limited infrastructure.

The review team observed facilities in the administrative building, part of which is on the verge of collapse. The Department of English language was also observed; a few computers were there for the students to improve their language skills. Finally, the facilities for the academic staff members were observed.

The necessary arrangements were made successfully for the convenience of the review team by the administrators of the Sri Palee Campus.

During the latter part of the day, the review team continued with their private meeting. Debriefing was done by the chairman of the review team with other members. The main findings were highlighted and some suggestions for improvement were proposed.

4. Institution's approach to Quality and Standards

Quality Assurance (*i.e.*, Policies, Attitude, Actions, Procedures etc.) is the means by which an Institution can guarantee with confidence and certainty, that the standard and quality of its educational provision are being maintained and enhanced. Quality Assurance needs to be a continuous, on-going process. Everyone working in an institution must take responsibility for building it into their day-to-day routine activities. This can be brought about only through Internal Quality Assurance (IQA). Hence IQA is considered as the corner stone of QA in higher education. IQA units were established in all public universities in 2005 and a broad framework has been prepared (Internal Quality Assurance Manual for Sri Lankan Universities, 2013).

The Strategic Planning Committee projected feasibly the third objective of the first goal on improving the quality of all academic activities and allied services of the Sri Palee campus. As the first strategy of the same objective they selected establishing an Internal Quality Assurance Cell (IQAC) to evaluate academic programs and allied services and take action to increase the quality, liaising with the QAAC.

The Internal Quality Assurance Cell was first established at the Sri Palee Campus under the direction of IQAU of Colombo University and the QAAC of the UGC in October 2016. The 1st IQAC meeting was held and the future plans of the cell discussed. The Internal Quality Assurance Cell has organized workshops for academics, administrative and non-academic staff.

The IQAC coordinator of the Sri Palee Campus and the Rector attend the IQAU Management Committee Meetings held monthly in the University of Colombo with all IQAC coordinators, IQAU Director and the Vice Chancellor as the Chair, to report the progress IQAC activities of the entire university and discuss other related issues regarding quality assurance.

A common feedback form of peer evaluation and student feedback was developed. They are currently being used by the respective departments. The Programme Review team is of the view that the procedure of student feedback and peer evaluation was at the preliminary stage at the Sri Palee Campus. The coordinator of the IQAC recently organized very important workshops using allocated funds for their all staff members on topics such as "Reviewing mechanisms to enhance student learning and our own lecturer effectiveness" and "Reviewing our work and improving professionalism in our work" inviting prominent resource persons in Quality Assurance.

The Coordinator of the IQAC also stated that different workshops were conducted within the departments and at the university level, before the syllabus revision of all departments which are currently in progress, and all staff members were trained on how to write course descriptions, modules or units using constructive alignment(aligning with the SLQF and Subject Benchmark Statements).

In January, 2017 the student mentoring program was commenced for first year students. This mentoring program runs about 06 months starting from the date new comers commence their academic activities on the campus. This would continue every year. A Faculty mentoring Program, where a senior faculty member mentors a junior faculty member about how to progress in their academic life, was commenced in January, 2017.

In order to commence an annual appraisal system of all staff (both academic and non-academic) for the first time in the campus, a budget of Rs 300,000 was allocated from the total allocation of three million rupees for the quality enhancement of the campus. Extreme lack of infrastructure has negatively affected the overall quality of the study programme. Though there was a requirement for a separate office to be established for the IQAC, the campus was unable to justify the need.

The Report writing team of the IQAC initiated the writing of their SER after receiving proper guidance from Sri Lankan expertise of Quality Assurance.

As discussed hitherto, the Review Team confirms that the IQAC of Sri Palee Campus works with the IQAU of Colombo University in accordance with Internal Quality Assurance Manual for Sri Lankan Universities, 2013 and the IQA circular of 2015. The Review Team realized that IQAC of Sri Palee Campus has taken initial steps to establish quality assurance as a continuous process with best practices that would move towards ensuring quality culture on Campus.

5. Judgment on the eight criteria of Programme Review

The following table indicate the overall programme of study score and the actual criterion wise score for each criterion, which are calculated on the basis of allocated weightage.

Table 5.1: The overall Programme of study Score

No	Criteria	Weighted minimum score*	Raw Score	Maximum criterion-wise score**	Actual criteria-wise score
1	Programme Management	75	55	78	106
2	Human and Physical Resources	50	30	36	83
3	Programme Design and Development	75	50	69	109
4	Course / Module Design and Development	75	34	54	94
5	Teaching and Learning	75	34	54	94
6	Learning Environment, Student Support and Progression	50	43	69	62
7	Student Assessment and Awards	75	39	48	122
8	Innovative and Healthy Practices	25	26	42	31
	Total on a thousand scale				706
	%				70.6

Note: **- Irrelevant standards for the programme were excluded from the calculation of maximum criterion wise score

5.1 Programme management

Sri Palee is functioning as a campus under the University of Colombo, which has 7 Faculties with 42 Academic Departments, a School, 6 Institutes and several Centers and Units. The Rector of the campus represents the senate of the University. A Campus Board, equivalent to a faculty board has been established to look into matters pertaining to the campus. The University Council is the governing authority of the University and consists of the Vice Chancellor (as the *ex officio* Chairperson), the Rector of the Sri Palee Campus, Deans of the seven Faculties, two representatives of the Senate, and twelve members appointed by the University Grants Commission.

Organizational structure, governance and management procedures, strategic/action plan and implementation, management capacity and procedures, by-laws relating to examinations, disciplinary procedures, student unions, duty lists and Codes of Conduct for staff, and a Charter for students, which are related to programme management, are well in place, as the campus is managed under the University of Colombo;

A separate strategic Plan is available. Activity plans highlighting the financial requirements as well, prepared under each strategy, are available in order to ensure the achievement of objectives stated in the strategic plan. This plan is aligned with the Colombo University strategic plan. However, preparation of a priority list of activities with a practical approach, is recommended. Limitation in funds is a major constraint.

The quality assurance programme is supported by the Internal Quality Assurance Unit of the Colombo University, and is monitored closely. An IQAC is established at the campus but needs separate space and more facilities. Regular monthly meetings are held at Colombo to monitor the progress. The quality assurance cell at the university need strengthening.

Curriculum development, an internal quality assurance mechanism and procedures, and a curriculum revision process are ongoing and the new curriculum is expected to be implemented for the 2017 A/L batch of students. Academic counseling, student counseling, and welfare mechanisms and procedures are in place but need further strengthening. National and international collaboration is evident.

No provisions are made for accommodating and assisting students with special needs. A policy of zero-tolerance towards ragging and evidence of punishment of students caught ragging were observed by the team.

Although the campus makes available a handbook called "Peramaga" to new students, the information given in this book is inadequate. The handbook has to be prepared in the form of a guide to students to be used throughout their stay in the campus. The hand book may include information on the following: programme description, intended main learning outcomes at the programme level, graduate profile, admission requirements, overview of programme structure with a chart indicating semester wise distribution of course units, credit value of each course unit, compulsory and optional courses, pre-requisite courses, learning and teaching methods, definition of a credit, credit value for the degree, length of the degree programme, methods of assessment, guide to allocation of grades and grade point values, pass mark of a course unit, re-sitting the examination, number of attempts for sitting examinations, calculation of cumulative GPA, award of honours, attendance, absence from academic activities and examinations, grounds for issuing warnings to students and student portfolio.

The Campus web need improvements and continuous updating. The premises must be secured from lightning and poisonous reptiles.

5.2. Human and physical resources.

The department's approved academic cadre is 14 and there are 11 at present. One member has been on study leave. Fifteen visiting academics also support the implementation of the programme by contributing to different course components from 1st to 4th year. Six junior staff members are awaiting further postgraduate training. All new staff members have followed the Certificate in Teaching in Higher Education (CTHE) course conducted by the Staff Development Centre (SDC). The department facilitates Continuing Professional Development by allowing members to participate in short term courses, workshops and training sessions conducted by the SDC and the Internal Quality Assurance Cell (IQAC).

The Department has the following specific facilities for administration, teaching, and learning. Table 5.2 indicates the available facilities and deficiencies.

Table 5.2: An overview of the available facilities for administration, teaching and learning

Type of facility	Current situation	Further requirements
Library	Library Database / More than 25,000 books are available. Qualified librarian (with a PhD) heads the library. There is a separate section devoted to mass media. Students from other universities and institutions also make use of this library for their studies and research. Past question papers are available at a separate section and are well displayed. The DVD collection has nearly 800 films including English, Sinhala, Hindi, and Music. The DVDs can be borrowed by students and the staff for one day. The VHS collection consists of nearly 200 English films.

A special collection of books, photographs, rare books and manuscripts, related to Sri Lanka are kept in the Sri Lanka Collection. The Sri Lankan Collection has approximately 500 books. These books are not issued to students. They may browse through | Lack of adequate funds to buy periodicals. Students request to extend library hours until 8.00 pm. |
| | the books of the Sri Lankan Collection using the Library Database. The periodical section is restricted to a few local and foreign journals, newspapers, | |

	due to financial constraints. The library is well organized and well maintained.	
Research Center (CMR)	The Center for Media Research of the Sri Palee Campus is concerned with the impact of media on contemporary society and promotes research, teaching, communal events and advanced studies in media and media-related fields and builds customs for the media to better serve the communal interest and the development of policies at the national and international level. An undergraduate research database has been initiated this year.	Conducting more workshops on research methodology for undergraduates and regular research symposium/congress are necessary.
Audio Visual Unit	The Sri Palee campus Audio visual unit is used by both Performing Arts and Mass Media faculties for their practical activities. Currently the audio visual unit is running under low infrastructure facilities and that is not sufficient to cater to the needs of entire student population. **Campus Radio**. Campus Radio station is well established and managed by students. It is fully functional. There is a regular broadcast.	Studio facilities are not enough for editing and practical purposes. Common lightning issues also affect the equipment of the Audio visual unit. More infrastructure facilities such as studios, a TV station, equipment such as cameras, film television and audio recording equipment, computers and other accessories are necessary. Resolving lightning problems to safeguard equipment is a priority. Opportunities for training for academic and support staff should also be provided to keep them to be up to date with the latest technology.
Print Media Unit	The print media unit publishes the Sri Palee E-newspaper. It is a weekly publication.	
Computer Labs	Computer Lab (50 Computers) / Virtual Learning Center (VLC) : Opening Hours: 8.30 a.m. to 5.00 p.m.	Air conditioning and improving safety of students and staff are necessary.
Arundhathi Hall	Arundhathi is the main Theater Hall. Around 600 individuals can be accommodated. This theater is used by the Department of Performing Arts for practices and to conduct classes.	This hall needs a full refurbishment.
Open Theater	This has been established recently. There are facilities to accommodate	Performing area needs improvements. Performing area has to be provided with a

	around 300 individuals. It is mainly used by the Department of Performing Arts. Critical circle meetings are held here by the Department of Mass media.	wooden floor. There is a need for a canopy for the areas where spectators are accommodated.
Cultural Center	Cultural Center is equipped with a considerable number of musical instruments and costumes. This is used by the students of both degree programmes. They provide short term scholarships for the students to go abroad on study visits. The center conducts programmes that connect the villages and promote social harmony.	
Conference Hall	50 seats with AC and multimedia and other facilities.	
Language Laboratory	Limited space, 10 computers available.	Needs more space and facilities.
Wi-Fi facilities	Available since 2014. 15 Wi-Fi locations were established. Some are not functioning due to lightning strikes. Demand exceeds the capacity of the network.	Wi-Fi facilities and connectivity need improvements.

As indicated in the above Table there are minimal facilities for effective teaching and learning in the programme except the library and a few other facilities. The lack of adequate staff and a unit to oversee estate management makes it difficult to maintain an attractive and orderly physical environment in the Campus. The road network in the campus is badly in need of repair and reconstruction.

The internship programme provides specialized training opportunities for students and it seems well coordinated. However, the students expect further involvement of the academic staff in providing better internship opportunities. Field visits are conducted during the four year programme and the lack of a campus bus or other vehicles is a problem that needs attention.

Lecturers are provided with training in OBE and SCL by the SDC and the IQAC. The IQAC also conducted workshops for the non-academic staff.

The Department of Languages offers compulsory English Language courses for first and second year students and optional courses for the third and fourth year students.

Students participate in the annual job fairs conducted by the CGU at UoC. They also participate in other workshops conducted by the CGU. However, data on the workshops or the numbers and lists of participants were not available for scrutiny. Soft skills are said to be embedded in the curriculum. Final year group production seems to provide many opportunities for students to further develop and utilize a wide range of skills.

The Faculty encourages students to engage in multicultural activities through the course components and special activities, publications etc. However, the lack of Tamil medium courses, students and cultural events related to Tamil and Muslim communities limit the opportunities for enhancing multicultural understanding.

The Human and Physical resources situation in the Sri Palee campus indicates strengths as well as areas that need further improvement.

Strengths:

1. Availability of adequate qualified and committed academic and academic support staff.
2. Availability of basic infrastructure
3. Support received from the SDC and CGU of the main university and IQAC to improve the capacity of academic staff, non-academic staff and students
4. Inclusion of field visits, and an internship component that is well coordinated in the academic programme.
5. Attention given to improving research facilities and publications by the staff

Areas that need improvement

1. Road network, administrative and other facilities specified under the item 1.2.1.3 of the Strategic plan 2017-2021 of the campus need improvement.
2. Ensuring safety of lives and equipment
3. Establishing a fitness center for students and improve sport facilities
4. Keeping records related to student participation in career guidance and other activities
5. Establishing a QA cell with adequate space and required facilities to collect and maintain documents.
6. Promoting multicultural understanding by creating opportunities for students to interact with peers who belong to different religious and ethnic groups by introducing Tamil and English medium programmes.

5.3. Programme Design and development

An attempt has been made to reflect the mission, goal, and objectives of the Sri Palee campus in designing and developing the study programme. A Curricum Development Committee (CDC) has been established. The composition of the CDC is acceptable. There is evidence for adopting a participatory approach to developing curriculum, inclusive of academic staff, students, alumni, and external stakeholders such as industry and professional bodies, although records are not well maintained. Employability of graduates at present is very high. A considerable number of students admit to following an advanced degree program after completion of the basic degree.

The IQAU of the Colombo University together with IQAC of the campus adopts internal monitoring strategies and processes to evaluate, review, and improve the program design and development. Regular monthly meetings held at Colombo contribute to solving matters pertaining to quality.

There is an ongoing curriculum revision which is nearly completed, and the process is in accordance with the SLQF. Courses designed are expected to be professional, semi-professional, and inter-disciplinary. The program will have outcome-based performance indicators such as student progress and success rates, and student satisfaction with the program, and incorporate the feedback from employer/professional satisfaction surveys. After necessary approvals the revised study programme is expected to be offered for the intake of the 2017 A/L batch. Several weaknesses were observed in the ongoing programme. With the implementation of the revised programme it is expected that the programme offered by the department will be strengthened.

5.4. Course/Module Design and Development

The existing courses have been designed with the participation of subject experts and stakeholders as verified by the attendance sheets. A revision is being carried out. However there was no evidence to verify the participation of subject experts and stakeholders. The courses are designed according to the programme objectives. A questionnaire has been designed to obtain students' feedback on the curriculum. The curriculum survey report indicated in the SER was not available for scrutiny. Credit definitions of existing courses comply with SLQF credit definitions. The programme consists of 126 credits which slightly exceeds the minimal requirement for an honours degree.

The course design includes the SCL strategies such as field visits, practical activities, internships and student productions that facilitate students to acquire generic skills. The courses are scheduled to enable students to complete them within the 4 year time span.

Members of the academic staff have followed the Certificate course in Teaching in Higher Education (CTHE) and workshops on teaching-learning and assessment conducted by the SDC. The course syllabi are approved through the CDC, CRC, Campus Board and Senate of the university. Student feedback is collected using a questionnaire. There were no reports or other evidence available on how the student feedback data are analyzed or how the findings are utilized for improvement of course design and development.

Strengths in course design and development

1. Collection of student feedback
2. Adherence to Senate approved guidelines and SLQF for course design and development
3. Seeking contribution of subject experts and stakeholders for course design
4. Staff trained in teaching, learning and assessment in Higher Education
5. Inclusion of opportunities for SCL, internships and practical activities in the programme.

Areas for improvement

1. Keeping records about course design and development
2. Analysis and the use of student feedback for course design and development
3. Use of stakeholder feedback for course design and development
4. Preparation of course evaluation reports and utilize the findings in improving course design

5.5. Teaching and Learning

Teaching and learning strategies specified in the curriculum documents comply with the institutional mission and curricular requirements.

The SER claims that the students receive timetables and course specifications at the beginning of each semester. However the students were of the view that they do not get adequate information about the courses/streams of the programme to make appropriate choices. The student handbook contains course details of the first year only.

The department claims that it adopts constructive alignment of teaching learning activities and assessment. Lecturers reported that moderators of examination papers check whether this is practiced in reality. Internal and external examiners' reports were not available for scrutiny.

Differently abled students are not enrolled in the programme and the campus does not have specific facilities/arrangements to cater to such students.

The department has initiated an LMS recently and staff training needs to be completed to make it fully functional. Most of the staff are active in research and they claim that they integrate their own and others' research in teaching. Student productions and publications indicate that the teachers encourage students to engage in self-directed learning, study groups and contribute to scholarship and creative work.

A final year dissertation is compulsory and research based assignments are used in some other courses. Evidence of administration of a graduate satisfaction survey as claimed in the SER was lacking. Questions related to gender discrimination or abuses were not included in the questionnaire designed to collect student feedback.

Monitoring mechanisms for ensuring effectiveness and appropriateness of teaching have been initiated with the recently introduced peer review and faculty mentoring activities. Multimedia facilities are used in the lessons observed by the review team. Those lessons appeared more teacher centered.

The students' productions and publications indicate that teaching-learning strategies promote the use of available facilities for deep learning and academic development. A criterion based assessment tool is used to assess student presentations and productions. However, oral or written feedback other than the grade is not provided to the students.

Work norms and duty lists for academics were not available for scrutiny. A format designed recently by the IQAC has been used for self-evaluation by the staff. A formal performance evaluation of teachers is not in place at the moment. The IQAC is planning to introduce such a system at the end of the year.

Strengths in Teaching and Learning

1. Use of student centered methods, field visits and internships help students to acquire generic and soft skills and employment related skills
2. Facilitation of student productions and publications by the staff
3. Opportunities provided by the programme for students to engage in creative work and research
4. The use of a criterion based assessment tool to evaluate student performance in presentations.
5. Introduction of LMS for teaching and learning although it is not fully functioning.
6. Recently introduced activities by the IQAC: self-assessment by staff, faculty mentoring system, and peer review

Areas for improvement

1. Providing sufficient information on the curriculum and teaching learning strategies to the students at the beginning of the programme
2. Using internal and external examiners' reports to evaluate the quality of teaching, learning and assessment, and implementing corrective measures
3. Using information gathered through student feedback forms and graduate satisfaction survey to improve teaching-learning and support services.

4. Providing oral/written feedback to students on their performances in assessment tasks.
5. A Teacher appraisal system.

5.6. Learning Environment, Student Support and Progression

The Department of Mass Media adequately provides a suitable learning environment that enables the students to successfully achieve ILOs. However, the review team is of the view that the department has insufficient infrastructure for their learning environment, student support and progression.

The review team finds that the condition of the lecture theatres in Department of Mass Media is not suitable for effective teaching. The number of fans is not sufficient for the hot weather conditions in the area. There were no curtains to darken the lecture theatres for the effective usage of multimedia and basic facilities for students.

The students of the department are clearly informed of their rights, responsibilities, and conduct for completing the programme through student charter / code of conduct. The majority of the students, except a few complete their degree programme progressively, as was revealed in the discussions held with the students. This situation will not encourage fallback options. The evidence ensures that the student support opportunities are accessible and communicated.

The department rarely uses ICT- led tools to facilitate the students during the use of library facility.

The department uses different types of strategies to increase the employability of their graduates. The review team found that the completion rate of graduates is at a good level. The department has not done any recent survey on the level of support service for students. The evidence shows that the association of alumni was not active enough to support the internal students of Mass Media. The department also has implemented the policy on gender equity and equality at a satisfactory level.

Strengths:

1. Though the available level of infrastructure is inadequate, the students' employability level is reportedly good.

Areas for improvement

1. Providing training on 'academic counseling' for all academic members in the department. Students are to be provided with academic counseling that would encourage the students' progress.
2. Developing a policy for a fall back option in the Department of Mass Media.
3. Conducting research to evaluate the level of student support service in the department
4. Strengthen the Alumni Association of the Department of Mass Media to get their support to develop the activities of the Department. The department can encourage junior academic members to strengthen the Alumni Association in the department.
5. This Department lacks sufficient number of class rooms for carrying out effective teaching, space for staff office and adequate computers to train students in IT related skills. These physical resources requirements should be looked into.

5.7. Student Assessment and Awards

The Department of Mass Media adopts a credit-based Grade Point Average (GPA) system in the assessment of its academic programs. However, the discussions held with the students have confirmed that they were hardly able to calculate their own GPA. The assessment methods employed by the Department are given only in the syllabus which is explained in the first or second lesson of the semester. The review team is of the view that the department should prepare a separate document (e.g., "Study Guide/Course Outline") for each course unit. This should include the contents of syllabus, assessment procedure with proposed dates and recommended readings.

The most commonly used assessment methods in the department and allocated marks are as follows:

1. **Examinations,** End of Semester - 60%

2. **Other Forms of Assessment - 40%**
   - (i) Viva
   - (ii) Assignment
   - (iii) Report 10 %
   - (iv) Practical
   - (v) Classroom group presentations.

All examinations and assessments are marked by the respective lecturers and the second marking is also done by a senior member, while final year dissertation is also marked by a second examiner.

The department allocates only three credits for the final year project and two credits for the internship. However, the department should allocate six credits for final year project report / dissertation. It is noted that a majority of students secure just pass qualification at the convocation. The number of students with Second Class Honours is very small.

The situation of the Student Assessment and Awards at the Sri Palee campus indicates strengths as well as areas that need further improvement.

Strengths:

1. Use of a credit-based Grade Point Average system as a general assessment method.
2. Examination Boards and panels released final exam results in a timely manner. The exam results records are maintained by the Exams Branch.
3. The Mass Media Department ensures academic integrity of the award by maintaining confidentiality.

Areas for improvement

1. The students should be provided with clear details of programme and unit objectives, content, academic requirements and assessment methods through interactive meetings, information display and specific formats designed for the Course Unit system.

2. Opportunities should be created for students to develop curiosity and enthusiasm for lifelong learning, which will help them to better understand the world.

3. Necessary arrangements should be made to record final year productions during their presentations, which would be very useful, if there is a need to go for a third marker.

4. Fair and appropriate assessment should be received for progression and grading, and feedback on individual progress.

5.8. Innovative and Healthy Practices

The Department of Mass Media adequately engages in innovative and healthy practices in the department. Due to lack of ICT infrastructure the department is not in a position to operate an ICT based platform (VLE/LMS) to facilitate multimode teaching, student centered learning, delivery of learning materials, learner support services, and open educational resources (OER).

The department hardly implements a reward system to encourage academics to achieve excellence in research and outreach activities.

Though the department has started collaboration with foreign universities and institutions, the campus has not been able to utilize these links fully for the betterment of academic members and students.

The department recognizes the value of exposing students to 'world of work'. Students are encouraged to participate in different internships. Department also arranges different placements such as parliamentary media reporting.

The department has implemented the Credit-Transfer System, so students can submit their credits earned at some other institutions locally or internationally to this department or vice versa.

The department also encourages different types of co- curricular, social, and cultural activities of staff and students.

Strengths:

> Availability of Credit-Transfer System which is a general practice in international universities.

Areas for improvement

1. The department can promote students to participate in different types of local and international competitions.
2. The department can encourage staff and the students to take part in different types of exchange programmes using existing MOUs with other countries.
3. A reward system can be implemented to encourage academics to achieve excellence in research and outreach activities.
4. It is good if the department can introduce a fallback option for students to exit at lower level of the degree programme.
5. The review team is of the view that regular revision of curriculum and close monitoring of its implementation and the use of external expertise for moderation would be very useful to maintain quality standards.
6. The Department lacks basic infrastructure for carrying out effective innovative and healthy practices. These physical resources requirements should be looked into.

6: Grading of overall performance of the programme

The overall score achieved by the programme is 70.6%. The actual criterion wise scores for all eight criteria were more than the relevant weighted minimum score (See Table 5.1 for details). The programme is awarded a Grade B which is considered as "Good" indicating a satisfactory level of accomplishment of quality expected of a programme of study, which requires improvement in several aspects as indicated in section 5.

7. Commendations and Recommendations.

Detailed recommendations and commendations are included in the relevant sections and most important aspects are highlighted in this section.

7.1 Commendations

The Sri Palee Campus of the University of Colombo is a pioneer in offering unique programs in the field of media studies and performing arts. The Department of Media Studies currently offers a popular industry oriented four-year special degree program for media students with four different specialization areas, namely, media studies, print media, television, and radio. The academic staff cadre has been increased to 14. The academic staff is well experienced and with multidisciplinary knowledge in different areas.

There is an ongoing curriculum revision process which is nearly complete, and the process is in accordance with the SLQF, enabling improvement of the quality and the relevance of the degree programme.

A mentoring programme is available for students and also for junior academic staff. All young staff members have completed the teaching methodology programme conducted by the SDC of the Colombo University.

There is evidence of an emerging research culture in the campus. The campus organizes an annual research symposium and regularly participates in an annual research symposium conducted by the University of Colombo. Publication of national and international journals '(Janamadhyawedaya' a local journal and 'International Journal of Communicology) is evidence for the emerging research culture.

Competitive research grants obtained by academic staff members have facilitated a considerable number of research publications.

The Center for Media Research (CMR) has been established by the campus. A conference hall with seating capacity for 50 persons is the latest addition. CMR online library makes available information on undergraduate research and production.

Diploma and postgraduate courses are conducted by the campus. A Postgraduate Diploma in Mass Media leading to the MA in Mass Media, and a Diploma in radio and television journalism are conducted by the campus. An MA program in Media Research and a post-graduate diploma program in media education are in the pipeline.

A new electronic media unit and a print media unit are established to assist in imparting practical knowledge in specialized fields such as print media, TV, radio, film studies and other related media courses.

There are ongoing student exchange programs with international universities with the possibility of credit transfer. These exchange programs are with La Trobe University in Australia and Saravak University in Malaysia. A MOU has been signed with Virginia Tech University in US.

The campus has established a Curriculum Development Committee and a Curriculum Review Committee and there is an ongoing curriculum revision processes. The revised curriculum will be available for the batch of 2017 Advanced Levels.

Establishment of Campus Radio / Print Media Unit to improve practical skills integrating theory in specific fields is remarkable. The Campus has moved more towards student centered learning, by introducing more workshops, field training, practical productions etc.

Selection process of the students to the degree programmes is carried out through a highly competitive skill based aptitude test. Employability rate of students is reportedly high, possibly due to the multi-disciplinary nature of the program and the recognition of the degree program by media institutions.

7.2. Recommendations

- Establishment of a Mass Media Faculty needs to be a priority. This would allow the students to get proper resources for future development.
- The Sri Palee campus should be given the sole authority to work independently. This would help the institution to expand the scope of the discipline of Mass Media. In future this institution could be developed as a unique and leading institution in South Asia.
- Considering the Sri Lanka Qualifications Framework the degree programme should be named as BA Honours degree in Mass Media.
- At present the mass media degree programme recruits students who have followed the Arts stream. Considering the demand, it is suggested to open the degree programme for streams other than Arts at the Advanced Level.
- Since the department does not have sufficient information about its alumni, arrangements should be made to conduct a tracer study of its graduates.
- The possibility of implementing a formal and effective mechanism for Peer observation, analysis of information, and use of feedback to strengthen the programme of study should be explored.
- A study guide, which gives Intended Learning Outcomes (ILO), with all sub-topics of the course unit with allocated hours, procedure of evaluation and recommended readings should be introduced. This study guide would help the students to plan their studies. Each student in the first week of the term should get a copy of the study guide.
- An electronic student database should be maintained, to get to know the progress made by students during their course of studies and also their employability after the graduation.
- The issue of insufficient physical resources, such as computers etc., should be looked into.
- Since the prevailing condition in the lecture theatres is not suitable for effective teaching and learning, necessary steps should be taken to improve the condition of lecture theaters providing modern equipment like multimedia projectors and other sophisticated devices especially for students of Mass Media, in order to practice blended and active learning for students.
- All students strongly demanded the introduction of English Medium instruction. They wanted to have an intensive English language course before introducing English as a medium of instruction. This move would help them to get attractive private sector employment opportunities locally and internationally, and the students would get the ability to explore their subject material further.

- It is recommended that at least the abstracts of the undergraduate dissertations must be in English.
- In order to get the help of the graduated students to develop the subjects in the Department, reorganization of "Mass Media Alumni Association" is highly recommended.
- It is strongly advised to allocate a standard number of credits (06 credits, this practice is common to all other Faculties of Arts) for practical training /internship of the Department. Allocation of 6 credits to the dissertation is also necessary to be on par with the SLQF.
- Lack of adequate infrastructure has negatively affected the quality and attractiveness of the campus and the overall working environment. A student hostel for males, new classrooms, and office and residential facility for staff are required to cater to the targeted growth of the Campus.
- Substandard facilities for curricular and extracurricular activities are another concern. Establishing advanced digital studios and theaters and development of associated computer technology is a vital requirement.
- Basic services for the students in terms of sports, recreational facilities, common rooms, canteens, and sanitary facilities are inadequate in the entire campus. Establishment of a fitness center is a must. Appointment of a sports instructor and improvements/landscaping to provide an environment conducive for better teaching and learning are suggested.
- Preparation of a priority list of activities annually with a proactive planning approach, linking the activities closely with the funds available for that year, is recommended, as funds are limited.
- Considering the nature of the study programme, activities, and the large extent of the premises, the campus requires more staff, both academic and support.
- A considerable number of the faculty members need to undergo postgraduate studies and training. In addition academic support staff need specialized training. This requirement must be identified and facilitated.
- The Management Information System which facilitates efficient means of information sharing is in an initial state of development. The MIS need strengthening.
- Lack of a proper location for the Network Operating staff, frequent lightning strikes, problems in replacing the damaged equipment, *ad hoc* electric wiring, lack of basic computer housekeeping knowledge among students and staff, lack of air conditioning of sensitive locations, and lack of opportunities for career development for computer department staff affect smooth functioning of the computer network and facility, and need immediate attention.
- The Student Handbook needs restructuring and revising. The Handbook should guide and provide information throughout their stay at the campus.
- Financial assistance for the final productions of the students must be increased.
- The proposed Internal Quality Assurance Unit (IQAU) should formulate internal policies for various areas of interest such as credit transfer, recruitment, retention, performance appraisal, career Direction, SDC/CGU development, promotion, leave, grievance, rewards, occupational health and safety policies etc.
- The process of protection from lightning must be expedited, and the computer and Wi-Fi facilities for the staff and students improved.
- The Orientation programme should be improved and extended, by adding an Introductory English programme and ICT skills programme.

- The continuing professional development of the academic staff should be systematized by drawing up necessary plans indicating the requirements of specializations in the degree programme and individual needs.
- A backup generator and changeover switch should be provided, to ensure smooth functioning of the campus during power failures.
- The peer review process and student feedback process needs strengthening. The quantitative aspects should be looked into, and the information/results used to improve the study program.

8.Summary

This report presents the findings of the review panel on the quality of the study programme, BA (Honours) Degree in Mass Media, conducted by the Department of Mass Media, Sri Palee Campus, of the University of Colombo. The review was conducted at the Department from 20th to 22nd September, 2017 adhering to the guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions.

The review process was based on the Self Evaluation Report (SER), submitted by the Department of Mass Media for their study programme and supported by the information gathered from the three-day site visit made by the review team to the Department and Sri Palee Campus.

In the process of the Programme Review attention was focused on Programme Management, Human and Physical Resources, Programme Design and Development, Course Module Design and Development, Teaching and Learning, Learning Environment, Student Support and Progression, Student Assessment and Awards, and Innovative and Healthy Practices.

Sri Palee is functioning as a campus under the University of Colombo. The rector of the campus represents the senate of the University. A Campus Board equivalent to a faculty board has been established to look into the matters pertaining to the campus. The University Council is the governing authority.

The programme offered is a four-year Honours degree program in Mass Media with specialization in four different fields namely Media Studies, Print Media, Television, and Radio. The main objective of the program is to produce graduates with conceptual, theoretical, and practical knowledge in mass media. The inter-disciplinary, intra-disciplinary and trans-disciplinary nature of the programme exposes students to gain wider knowledge, which has increased the employability of graduates in various disciplines.

The IQAU of the Colombo University together with IQAC of the campus adopts internal quality monitoring strategies and processes to evaluate, review, and improve program design and development. Teaching and learning strategies specified in the curriculum documents comply with the institutional mission and curricular requirements.

The Department of Mass Media adequately provides a suitable learning environment that enables the students to successfully achieve ILO's but needs strengthening/improving infrastructure for their learning environment, student support and progression. There is an ongoing curriculum revision aimed at improving the quality and relevance of the present degree programme, which is near completion and the process is in accordance with the SLQF.

Constraints faced by the campus with regard to delivery and sustainability of the program include lack of infrastructure, inadequate educational facilities, inadequate service facilities, lack of human resources, lack of a better mechanism for staff training, poor Management Information System (MIS), and setbacks in the computer network and center.

Establishment of a Mass Media Faculty should be given priority. Establishing a formal and effective mechanism for peer observation, analysis of information and use of feedback to

strengthen the programme of study, introduction of study guides, restructuring and revising the student hand book, providing modern equipment like multimedia projectors and other sophisticated devices, especially for students of Mass Media in order to practice blended and active learning for students are some of the suggestions to improve the quality.

Introduction of English Medium of instruction to make the study programme more attractive to the private sector, locally and internationally and opening of the degree programme for streams other than Arts (Advanced Level) will further increase the demand for the degree programme.

Restructuring of credit allocation especially with respect to practical training / internship of the Department and allocation of credits to the research project also need reconsideration.

The basic services for the students in terms of sports, recreational facilities, common rooms, canteens, sanitary facilities and hostels for male students, are inadequate in the entire campus. Establishment of a fitness center is a must. Appointment of a sports instructor and improvements/landscaping to provide an environment conducive for better teaching and learning, is suggested.

A considerable number of the faculty members need to undergo postgraduate studies and training. In addition academic support staff need specialized training.

The Internal Quality Assurance Cell (IQAC) is requested to formulate internal policies for various areas of interest such as credit transfer policy, recruitment, retention, performance appraisal, SDC/CGU development, promotion, leave, grievance, rewards, occupational health and safety policies etc. to improve the programme management.

The programme has achieved an overall score of 70.6%. Actual criterion wise score for all eight criteria were more than the relevant weighted minimum score. The programme is awarded a Grade B which is considered as "Good" indicating a satisfactory level of accomplishment of quality expected of a programme of study, but requires improvement in several aspects.

Annexes

Annex 1.1.- The Process of Preparing the SER

2016 Dec.	Discussed about the SER writing in the IQAC meeting.
2017 Jan.	Conducted a One-day workshop on SER writing by a resource person.
2017 Jan. – March	Held several meetings with academic members in the department to familiarize with the scope of the review report and assigned different criteria to them to work on.
	All members in groups read the Manual to be familiar with the SER.

2017 Feb.	Formed a Self-Evaluation Committee (SEC) and appointed a Chair and the other writing teams.
2017 Mar. - May	Conducted a SWOT analysis based on communication and media, needs orientation, engagement, creativity and innovation, quality management and capacity building.
2017 April-May	Collated data and evidence through primary and secondary sources.
	Compiled the draft SER by working groups on different criteria assigned.
2017 May	Conducted a Consultation workshop with the help of a resource person.
2017 June	The Editor of the SER edited the draft report.
	Several forums were held to discuss the edited draft report.
	Evaluated the draft of the SER with a resource person.
	Finalized the report and submitted it to the QAAC.

Annex 1. 2- Self-Evaluation Committee (SEC)

Sub-committee	Writing Team
1. ProgramManagement 2. Human andphysical resources	Dr. S.A.S.M. Senerath (Chair) Dr. DharmaKeerthi Sri Ranjan Ms. H.P. Sajitha Lakmali
3. Program design and development 4. Course module design and development	Ms. N.W.W.G.K. Prabhashini Mr. P.D.P.N. Wijewardhane

05. Teaching and learning	Ms. N.W.W.G.K. Prabhashini Ms. D.M.U.P. Abheyaratne
6. Learningenvironment, student support and progress 7. Student assessment and method 8. Innovative and healthy practices	Dr. Tudor Weerasinghe Mr. K.S.D. Kumarapathirana Ms. S.D.P.S. Dissanayake Ms. Ms.D.D.N.N. Dissanayake Mr. K.S.D.D. Darshana
09. Editor of the SER	Dr. K.V. Dhanapala (Coordinator, IQAC)
Overall Supervision	Prof. R.C. K. Hettiarachchi (Rector) Dr. DharmaKeerthi Sri Ranjan (Head- Acting)

Annex 3.1. Schedule of the Review Committee Meeting

**Schedule of the Review Committee
Meeting 19th – 22nd September 2017**

Sri Palee Campus, University of Colombo

Time	With Whom	Place	Facilitator
Date 01- 19.09.2017			
03.00 p.m – 04.00 p.m	Meeting with Director IQAU	University of Colombo	College House
04.00 p.m – 05.00 p.m	Meeting with Vice Chancellor	University of Colombo (IQUA)	College House
Date 02 - 20.09.2017			
08.00 a.m - 09.00 a.m	Reviewers' Private Meeting	Rector's Board Room	Mr. Nalaka
09.00 a.m - 10.30 a.m	Meeting with Rector and other Academics (Working Tea)	Mass Media Research Center Conference Hall	Mr. Nalaka Ms. Nirosha
10.30 a.m – 11.30 a.m	Meeting with Heads	Mass Media Research Center Conference Hall	Mr. Nalaka Ms. Nirosha
11.30 a.m – 12.00 p.m	IQAC Meeting	Mass Media Research Center Conference Hall	IQA Coordinator
12.00 p.m – 01.30 p.m	Meeting with Support Staff	Mass Media Research Center Conference Hall	Mr. Nalaka Ms. Nirosha
01.30 p.m – 02.30 p.m	Lunch	Layan House	Assistant Registrar / Nayani (CAA)
02.30 p.m – 04.30 p.m	Meeting with Academic Staff	Mass Media Research Center Conference Hall	Mr. Nalaka Ms. Nirosha
04.30 p.m – 6.00 p.m	Student meeting & Live Radio discussion Activities performed by students	Campus Radio Station	Mr. Nalaka Ms. Nirosha
06.00 p.m – 7.00 p.m	Discussion with Rector and Heads	Rectors' Board Room	Mr. Nalaka Ms. Nirosha

	(Working Tea)		

Date 03 - 21.09.2017			
Time	**With Whom**	**Place**	**Facilitator**
08.00 a.m - 09.30 a.m	Reviewers' Private Meeting	Mass Media Research Center Conference Hall	-
09.30 a.m – 11.00 a.m	Meeting with Administrative Officers (SAB, SAR,AR) (Working Tea)	Mass Media Research Center Conference Hall	Senior Assistant Registrar
11.00 a.m – 11.30 a.m	Meeting with Student Counsellors	Mass Media Research Center Conference Hall	Ms. Pradeepa Mr. Nalaka
11.30 a.m – 12.30 p.m	Watching Video Clips of Students' Productions	Mass Media Research Center Conference Hall	Mr. Nalaka Ms. Nirosha
12.30 p.m – 01.00 p.m	Meeting about of the last QA Review	Mass Media Research Center Conference Hall	
01.30 p.m – 02.30 p.m	Lunch	Layan House	Head Mass Media
02.30 p.m – 03.30 p.m	Facility Observation	Health center Canteen Library Hostels Sports Facility Lecture Halls/Rooms	Dr. Dhanapala Dr. Sri Ranjan Mr. Nalaka Mr. Dilan
03.30 p.m – 09.00 p.m	Observation of Documents (Working Tea)	Mass Media Research Center Conference Hall	All academic, administrative and non-academic staff

Date 04 -   22.09.2017

08.30 a.m – 10.30 a.m	Reviewers' Private Meeting	Hotel	-
10.30 a.m – 12.30 a.m	Observing Facilities/ Lecture Session 1. Arundathi Hall 2. Computer Lab Observing Lecture 3. Open Air Theater 4. Department of Languages 5. Administrative Office 6. Center for Media Research	-	Dr. Dhanapala Dr. Sri Ranjan
12.30 a.m – 01.30	Reviewers' Private Meeting	Mass Media Research Center Conference Hall	-
01.30 p.m – 02.30 p.m	Lunch	Layan House	Assistant Registrar / Nayani (CAA)
02.30 p.m – 03.30 p.m	Reviewers' Private Meeting	Mass Media Research Center Conference Hall	-

03.30 p.m – 04.00 p.m	Debriefing	Mass Media Research Center Conference Hall	Nayani (CAA)