PROGRAM REVIEW 2017

University of Kalaniya
Faculty of Humanities
Cluster - 4

Programme Review Report

Prepared based on the evaluation of the Self Evaluation Report submitted and observations made on site visit during September 20 -22, 2017

For

Special Degree programmes in

- **Performing Arts**
- **Visual Arts and Design**
- **Image Arts**
- **Drama and Theatre**

Offered by

Department of Fine Arts, Faculty of Humanities, University of Kelaniya

Reviewers:

Professor P. Ravirajan (Chairperson), University of Jaffna

Professor R.M.M. Chandraratne, University of Peradeniya

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Dr. D. Inoka Uluwaduge, University of Sri Jayewardenepura

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CONTENTS

1.0 Brief introduction to the programme

The academic tradition and the history of the faculty of Humanities extend back to the inception of the Vidyalankara Pirivena (Higher Educational Center) that was established in 1875 by the initiative of the most venerable Sri Dharmaloka Thero and upgraded as the Vidyalankara University in 1959. The most venerable Kiriwaththuduwe Sri Pangnasara Thero was the first Vice-Chancellor of the Vidyalankara University. Today, the former faculties of the Vidyalankara University, the Faculty of Languages, the Faculty of Buddhism and the Faculty of Arts come under the umbrella of the Faculty of Humanities. The mission of the faculty is to maintain the highest standards of the disciplines of Languages, Arts, and Buddhist studies.

In the academic year 1963/1964, Degree courses in foreign languages such as German and French were commenced with the aim of upgrading the Faculty to the international level.

During the academic year 1981/82, the faculty of Arts was divided into two faculties, Faculty of Humanities and the Faculty of Social Sciences. At present, the faculty of Humanities comprises ten departments including department of Fine Arts and offers Bachelor of Arts (General) and other related Bachelor of Arts (Special) Degrees.

The department which was under review was the Department of Fine Arts, and was introduced as cluster 4 in the SER.

The Department of Fine Arts was established in 1978, with the mission of providing the sense and appreciation of Sri Lankan art traditions and to inculcate a tradition of Dance, Music and Art with a truly Sri Lanka sense and taste. The department also aims at providing professionals to shed light in the area of Sri Lankan Art and Culture. In the year 2007, the Department of Fine Arts was divided into two units namely, "Visual Arts and Design and Performing Arts Unit" and "Image Arts and Drama and Theater Unit". Visual Arts and Design and Performing Arts Unit offers the subjects belong to dancing, music, painting, sculpture and graphic design whereas the other unit mainly focuses on the knowledge based on theater arts, photography and videography.

The Degree programs evaluated under "Cluster 4 - Fine Arts" were

1. Bachelor of Arts Honours Degree Program in Performing Arts
2. Bachelor of Arts Honours Degree Program in Visual Arts and Design
3. Bachelor of Arts Honours Degree Program in Image Arts
4. Bachelor of Arts Honours Degree Program in Drama and Theatre

Students who gained admission to the Faculty of Arts come from the general pool of students (Arts stream) based on the Z- score of the UGC at the A/L examination. A GPA over 2.6 at the first year examination is considered as the criterion for the entry into the above mentioned Honours Degree Programs.

The number of students selected for the Honours Degrees during the past three years has varied, and the average for Performing Arts, Visual Arts and Design, Image Arts, and Drama & Theatre was 05-22, 1-20, 08-10 and 11-18 respectively and the highest number was seen in the Performing Arts revealing its popularity.

The Department has ten permanent academic staff members comprising two professors, seven senior lecturers and one probationary lecturer. Additionally the department recruits more than 20 junior fellows, visiting lecturers and temporary assistant lecturers to cover the teaching sessions.

The reviewers are of the opinion that the Degree programs run with difficulty in terms of qualified academic staff and this may affect the quality and sustainability of the Programs.

The Department has satisfactory infrastructure for conducting lectures and practical sessions. Being located at the corner of the premises will limit the dispersion of sound generated in the practical classes of the Performing Arts to the rest of the main campus. Still this will interfere with the lectures of the same discipline and the reviewers are of the opinion that there should be a separate area to facilitate the lectures.

Steps have been taken by the department to establish a new studio with all audio-visual equipment for enhancing the practical knowledge of the undergraduate students of the Drama and Theatre Degree Program. The review team considers this aspect of the program as a strength of the Department.

During the observations, it was noted that in terms of the teaching-learning process, the language of the instruction was Sinhala. The reviewer team suggests that for some disciplines such as Western Music, altering the medium of instruction to English may give better recognition to the respective Degree Program.

The review team was not in a position to make a judgment on the responses of the Degree Programs with respect to the recommendations made at previous Program reviews, due to the lack of documentary evidence. In terms of maintenance of records and archiving, the review team suggests that the programs should be more methodical since it was observed as a weakness throughout the evaluation process.

2.0 Review team's observations on the Self-Evaluation Report (SER)

The SER had been written in accordance with the guidelines given in the manual and it was mostly prepared using a participatory approach. Several steps were taken to write the report and senior members of the department were also consulted in drafting the report. The report consists of a number of best practices. However, documentary evidence is not sufficient to confirm such best practices. The report has further identified strengths, weaknesses, opportunities and threats (SWOT). The faculty has a common graduate profile. Since most of the subjects are practically oriented, student centered learning and outcome-based education approaches have been adopted in the teaching and learning process of the faculty. There are severe shortages in human resources of the faculty. In this regard, most of teaching staff are in temporary and visiting categories. Hence, it is noted that senior academics should be recruited to ensure the best delivery of particular Degree Programmes. The university has recently prepared a qualification framework for entire Degree Programmes based on the Sri Lanka Qualification Framework (SLQF). However, these particular Degree Programmes were commenced before the preparation of this framework and did not follow the current guidelines in the university qualification framework. The subject benchmark statement is only available for Fine Arts and it has followed agreed national guidelines.

3.0 A brief description of the Review Process

The review team consisted of Prof. P. Ravirajan (Professor of Physics, University of Jaffna), Prof. R.M.M. Chandraratne (Professor in Archeology, University of Peradeniya), Prof. M.A. Mohomed Rameez (Professor in Tamil, South Eastern University of Sri Lanka) and Dr. Inoka Uluwaduge (Senior Lecturer, University of Sri Jayewardenepura). Prof. Ravirajan served as the chairperson of the review team.

The review process of the Department of Fine Arts was conducted from 20th to 22nd September 2017. During the review period, the team stayed at Hotel Clarion, Kiribathgoda.

The agenda of the review process is attached as Annexure 1 and 2. On 20th morning the review team met with the director, IQAU, Prof. Nilanthi de Silva, at the Board Room of the Faculty of Arts, together with the Deans of the Faculties of Humanities and Social Sciences, and the Director of the Inter-faculty Centre for Coordinating the Modular System which serves as the administrative organ to connect these two faculties. The IQAU director provided a summary of the work which has been done by the IQAU to improve the quality of the Degree Programs under review. The "Qualification Framework," a book which was prepared by the IQAU in compliance with the SLQF guidelines of the UGC, revealed the commitment of the IQAU. The next meetings of the review visit were finalized at this initial discussion. The meetings were coordinated by Ms. Dinali Fernando, Head of the Department of English Language Teaching. The Vice-Chancellor of the university provided the reviewers with a brief history of the Faculty of Arts, its present situation, and its future developmental trends. The Heads of the two units of the department of Fine Arts made presentations on course module arrangements and other relevant information regarding the Degree Programs.

The meeting with administrative officers revealed that the administrative work is well-planned and few of their operations are at the faculty level.

The following day, the review team examined the documentary evidence supporting the SER. The reviewers also visited the two units to observe the facilities and the teaching-learning process. The team observed three practical classes and one lecture session. Despite the lack of qualified teaching staff, the team appreciated the enthusiastic teaching sessions conducted by the temporary visiting staff, who were the excellent products of the relevant Degree Programs. The review team strongly suggests that steps should be taken to fill all the permanent cadre vacancies with skilful, relevant, and qualified young people. In observing documentary evidence, the review team faced difficulties since most of the documentary evidence was not kept properly. There was no regular filing system adopted by two units and that was recognized as a weakness of the study programs.

The review panel met with the librarian, ICCMS, ICT center, Career Guidance Unit, Centre for Gender studies, Staff Development Centre, and Hostel wardens to discuss the services provided by each unit. The team noted that hostel facilities are provided to a large number of students, including almost all students of the first and final years and some third year students, irrespective of distance or income. Common facilities were observed by the review team to evaluate the infrastructure for teaching and learning sessions. The library with a fantastic collection of books and facilities available (Wi-Fi etc.,) provides a user friendly environment, and the reviewers were impressed with those facilities.

A meeting with the non-academic staff took place and the problems faced by them were discussed. In this meeting, the lack of an adequate number of non-academic staff was highlighted, and further, in spite of the adequate number of computers, the lack of manpower to instruct the staff in their use was a matter of serious concern.

The discussions held with the students of the relevant Degree Programs revealed that the funding for the final year projects of the programs were unbearable by the students alone. This was seriously discussed and it was suggested that this assessment has to be designed in a cost effective manner and at least a part of the expenditure has to be provided by the Faculty, as it was the largest income generating Faculty of the University of Kelaniya.

Students' responses are summarized in the Appendix III.

The final wrap-up meeting with the Director/IQAU, the Dean of the Faculty, Heads and the academic members of the relevant units took place on 22nd of the September.

The review team is thankful to the Dean of the Faculty, Heads and the academic members of the relevant units, and Ms. Dinali Fernando for the excellent arrangements and the extended cooperation and hospitality throughout the review process.

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

The Faculty had established the Internal Quality Assurance Unit (IQAU), under the Internal Quality Assurance Cell (IQAC), which had conducted some awareness programmes. The review team observed the day-to-day activities during the site visit including the practical classes and lecture sessions of the Degree programmes of the two units under review. Also the details were gathered on eight criteria; 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. The programme evaluation questionnaire for gathering more information on various aspects of programmes was given to the undergraduates of the cluster.

Although review team was not satisfied with Teaching & Learning as well as Programme Design and Development, higher management and senior staff are fully committed to improve the quality of the four degree programmes under review. Senior administrators have been able to convince the staff members as to how quality related matters are important in achieving excellence.

5.0 Judgment on the eight criteria of Programme Review

No	Criteria	Weighted Maximum score	Weighted minimum score*	Actual criteria-wise score	100 %	Grade
1	Programme Management	150	75	98	65	Satisfactory
2	Human and Physical Resources	100	50	61	61	Satisfactory
3	**Programme Design and Development**	**150**	**75**	**67**	**44**	**Unsatisfactory**
4	Course/ Module Design and Development	150	75	108	72	Good
5	**Teaching and Learning**	**150**	**75**	**61**	**40**	**Unsatisfactory**
6	Learning Environment, Student Support and Progression	100	50	60	60	Satisfactory
7	Student Assessment and Awards	150	75	118	78	Good
8	Innovative and Healthy Practices	50	25	29	57	Satisfactory
	Total on a thousand scale			600		
	Overall %			60		Satisfactory

Criterion 1 – PROGRAM MANAGEMENT

STRENGTHS

The faculty made available the handbook to all the new incoming students to become familiar with the environment of the university, and provided sufficient information. All the students in the programs were given an equal opportunity to gain access to health care services, sports activities, and cultural and aesthetic activities. The policy adopted by the Faculty to ensure the requirements of the differently abled students was clearly outlined and this was being implemented. Thus, the documentary evidence to prove the effective management of the program and its core functions revealed that the program management is satisfactory.

WEAKNESSES

There were no proper records of the annual academic calendars, which enable the students to estimate the stipulated graduation time.

The review team was not in a position to make a judgment on the responses of the Degree Programs with respect to the recommendations made at previous Program reviews due to the lack of such documentary evidence. In terms of maintenance of records and archiving, the reviewer team suggests that the programs should be more methodical since it was observed as a weakness throughout the evaluation process.

When the above points are considered, the review team is of the view that this aspect of the program could be judged as **SATISFACTORY**.

Criterion 2: HUMAN AND PHYSICAL RESOURCES

STRENGTHS

The Faculty of Humanity ensures the availability of adequate and well-maintained infrastructure facilities for administration, teaching and learning of study programmes of the Department of Fine Arts which has two units, namely (a) Drama & Theatre and Image Arts Unit and (b) Visual Arts & Design and Performing Arts Unit. It also ensures that the students have access to a well-equipped ICT Centre and a well-resourced library facility, which is networked and maintains up to date print and electronic forms of titles and appears to provide a user-friendly service. Institutional mechanisms and facilities are available for promotion of social harmony and ethnic cohesion. The staff development center regularly conducts continuous professional development and induction programmes for new recruits.

WEAKNESS

Staff appraisal and reward mechanisms for teaching are not being implemented at the faculty level though several research awards are available at the university level. No dedicated timetable is allocated to the students for training and learning English as a second language.

The periods allocated for teaching English clash with regular lectures on core course units. Only a few permanent academics have acquired their postgraduate qualifications from different national / international universities. The Drama & Theatre and Image Arts Unit of the Department of Fine Arts currently has only two PhDs, and most of those who have master's degrees have also obtained them from the same department or from a local university. The Visual Arts & Design and Performing Arts Unit of the Department of Fine Arts has only three permanent academic staff and one, the eminent founder, is just about to retire. As such, this unit mainly depends on the services of temporary/contract staff, which will affect the sustainability of the programme. Training in outcome-based education and student-centered learning (OBE-SCL) approaches should be provided with teaching and training facilities to implement OBE-SCL fully.

When the above points are considered, the review team is of the view that this aspect of the program could be judged as **SATISFACTORY.**

CRITERION 3: PROGRAM DESIGN AND DEVELOPMENT

STRENGTHS

In curriculum designing, the two programs made use of the SLQF of the UGC and the University of Kelaniya as reference points to maintain the national standards.

WEAKNESSES

There was insufficient information regarding the processes of stakeholder participation in curriculum designing and development, which was a major drawback when catering to the national and international job market. The programs were not up to date on employer and stakeholder surveys, and the opinions of those parties were not considered in the designing and revisiting the curriculum. Fall back mechanisms to work out exit points from the programs were not outlined. It was noted that in-plant training was only available for the Drama and Theatre and Image Arts Unit and this was lacking in the Visual Arts Design and Performing Arts. This may mask the student's skills, and may create difficulties in finding job opportunities in the latter program. There was no documentary evidence of tracer studies to determine the destination of former graduates, and this indicator was not used at all for continuous improvement of the program.

Considering the above facts, the review team judged this aspect as **UNSATISFACTORY**.

CRITERION 4: COURSE / MODULE DESIGN AND DEVELOPMENT

STRENGTHS

The team observed several practices in terms of course design and development process for the particular degree programme. In designing courses, the faculty adhered to the guidelines of the SLQF and professional standards in 2016. The faculty has an academic calendar and timetable to ensure the smooth function of academic activities. The syllabi were also revised based on the subject benchmark statement in 2011. It was important that the above revision was done under the IRQUE project.

The faculty maintains examiner lists and row mark sheets of practical subjects. The assignment portfolios are also recorded in order to maintain the quality of the study programme. The particular degree programme has incorporated extra-curricular activities into the existing curriculum and audio-visual teaching materials are available to extend learning opportunities for students.

WEAKNESSES

The SER indicates that the course design and development were done through a proper procedure. However, this was not supported with proper evidence. It was also noted that there is no evidence to prove the existence of a curriculum development committee. With regard to the syllabus, there is also no content breakdown of course units.

The revised syllabi were placed for observation without proper evidence to prove that subject experts had been consulted. Module and course guides are not available to show the best practices in module design and the development process. The syllabus of the degree programme has not clearly adhered to the intended learning outcomes in practice. It is also observable that most of course units are handled by temporary and visiting staff.

Further, student drop out rates and second examiners' reports were not documented to demonstrate the good practices of the faculty. In our field visit, it was noted that there is an IQAC for the university. However, the particular cell has not taken any matters in relation to the above degree programme for its discussion. It was also mentioned that the faculty has been collecting student feedback forms to ensure that the students' expectations in the delivery of study programme were being met. But it was not done in practice.

Considering the above facts, the review team judged this aspect as **GOOD**.

CRITERION 5: TEACHING AND LEARNING

STRENGTHS

The review team observed student journals and productions (drama, short films). The department encourages blended learning as a way of maximizing student centered learning through group activities related to Drama and theater. Further, the team observed that teaching-learning strategies are not gender discriminatory and abusive.

WEAKNESSES

No evidence of regular student feedback or peer evaluation was found in the department. The Learning Management System at the cluster has not seriously been used by the staff. Essential facilities such as a digital laboratory or suitable theaters for dancing practices are not available. The department provided lesson plans to students only for a few courses. Teaching activities in both units were solely dependent on contract/temporary lecturers.

Considering the above facts, the review team judged this aspect as **UNSATISFACTORY**.

CRITERION 6: LEARNING ENVIRONMENT, STUDENT SUPPORT, AND PROGRESSION

STRENGTHS

The review team observed that the department supports practical training and awards certificates for special performances of the students. The Faculty offers all incoming students an orientation programme regarding the rules and regulations of the institution and provides ongoing training of common learning resources such as library and ICT Centre. The department promotes active social interaction between the staff and students. The university has already established a Centre for Gender Studies for providing expertise and advice on issues relating to gender equality / equity.

WEAKNESSES

The survey reports on employability of graduates of the programs were not satisfactory. There was no documentary evidence on the approval of the curriculum by the Faculty/Senate. Although staff from the Department of Fine Arts is engaging in several self-financing courses (external programmes), the Department has not benefited from this income. The Faculty/Department is not regularly monitoring employment rates, alumni profiles, and cost per student in relation to national targets.

Considering the above facts, the review team judged this aspect as **SATISFACTORY**.

Criterion 7: STUDENT ASSESSMENT AND AWARDS

STRENGTHS

The Faculty follows common practices in student assessment and the awards process. In this regard, the Faculty adhered to the examination by-laws of the university. The Faculty Handbook also demonstrates rules and regulation for student assessment and awards. With regard to assessment, the faculty has a unique particular policy to meet and facilitate the interests of differently abled students.

Examinations are used as an important tool to evaluate students' performance in their field of study, and the examination process with a list of supervisors and invigilators was documented to

maintain the confidentiality of the assessment procedure. The Faculty had an academic calendar with the details of examination periods.

It was observed that the Faculty appoints a disciplinary action committee to inquire into examination offences.

WEAKNESSES

In the evaluation process, the marking scheme system was not followed by the staff. Criteria to award the degree on completion of the particular study programme were clearly documented. It is also noted that the academic transcripts were provided to students.

The SER mentioned that assessment strategies had been designed to be aligned with the programme outcomes. However, the documentary evidence was incompatible and not sufficient to support this claim.

Overall, the Faculty needs further improvements in several aspects with regard to the above criterion to ensure better academic programme delivery.

Considering the above facts, the review team judged this aspect as GOOD.

Criterion 8: INNOVATIVE AND HEALTHY PRACTICES

STRENGTHS

Staff and student participation at regional / national level competitions especially in drama and short films was commendable. Several national awards have been received by the outstanding performers. The Faculty provides the necessary assistance except financial assistance to new productions (drama / short films).

The Department just started an ICT- based platform (LMS) to facilitate multi-mode teaching delivery and learning. The Department recognizes complementarity between academic training, innovations, and community engagement as the core duties of academics.

WEAKNESSES

The Department has no proper coordinating and facilitating mechanisms for fostering research and innovation and promoting community engagement. The Faculty/Department has no reward system to encourage academics to achieve excellence in outreach activities.

The study programme contains an undergraduate project or dissertation as a part of the teaching and learning strategy and encourages students to disseminate their findings. It appeared that the students are spending too much of their money on their projects.

Although the Faculty/Department has established and operationalized strong links with various national, governmental and non-governmental agencies for building the reputation of the institution and exposing students at the national level, steps have to be taken for establishing links with international institutions to promote staff and student exchange. The Department has to diversify its sources of income to complement the grants received through Government by engaging in income-generating activities.

The Department has no credit-transfer policy that allows students to transfer credits to another international institution. The Department promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural, and aesthetic pursuits, community related activities, etc., and such pursuits are well supported with physical, financial, and human resources.

The academic standards of the study programme are to be assured through regular revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.

The Faculty has to implement a mechanism for the students, who do not complete the programme successfully, to exit at a lower level with a diploma or certificate, depending on the level of attainment.

Considering the above facts, the review team judged this aspect as SATISFACTORY.

6.0 Grading of Overall Performance of the programme

No	Criteria	Weighted minimum score*	Actual criteria-wise score	Grade
1	Programme Management	75	98	Satisfactory
2	Human and Physical Resources	50	61	Satisfactory
3	Programme Design and Development	75	67	Unsatisfactory
4	Course / Module Design and Development	75	108	Good
5	Teaching and Learning	75	61	Unsatisfactory
6	Learning Environment, Student Support and Progression	50	60	Satisfactory
7	Student Assessment and Awards	75	118	Good
8	Innovative and Healthy Practices	25	29	Satisfactory
	Total on a thousand scale		600	
	Overall % and Grade		**60**	**C - Satisfactory**

The following two criteria out of eight criteria have not attained the minimum weighted scores:

- Programme Design and Development
- Teaching and Learning

Overall performance of the programme - Grade C (Satisfactory)

Thus, the minimum level of accomplishment of quality expected of a programme of study has been achieved, and it requires improvement in several aspects.

7.0 Commendations and Recommendations

7.1 Commendations on excellence

- All the students in the programs were given an equal opportunity to gain access to health care services, sports activities, and cultural and aesthetic activities.

- The policy adopted by the faculty to ensure the requirements of the differently abled students was clearly outlined and they were in practice.

- The Faculty of Humanity ensures the availability of adequate and well-maintained infrastructure facilities for administration, teaching and learning of study programmes.

- Students have access to a well-equipped ICT Centre and a well-resourced library facility, which is networked and maintained up to date with print and electronic forms of titles, and appears to provide a user-friendly service.

- In curriculum design, the programmes made use of the Sri Lankan Qualification Framework (SLQF) of the UGC and the University of Kelaniya as reference points to maintain the national standards.

- With respect to assessment, the Faculty has a unique particular policy to meet and facilitate the interests of differently abled students.

- Participation of staff and students at regional / national level competitions was really commendable. Several national awards have been received by the outstanding performers.

- The department recognizes complementarity between academic training, innovations, and community engagement as the core duties of academics.

7.2 Recommendations **for remedial actions needed to bring about quality enhancement**

- Employer and stakeholder surveys should be made, and the opinions from those parties should be considered in the designing and revisiting the curriculum.

- Students' employability, the profile of alumni, and dropout rates should be documented.

- Fallback mechanisms to work out exit points from the programs should be laid down.

- It is recommended to take student feedback and peer evaluation regularly, and these should be discussed at the departmental meetings for improvement of teaching.

- Permanent academic cadre positions should be filled with relevant qualified people so as to reduce the dependency on contract/temporary lecturers for teaching.

- A marking scheme system should be adopted by the staff.

- The Department should make arrangements to properly coordinate and facilitate mechanisms for fostering research and innovation, and promoting community engagement.

- The Faculty/Department should establish a reward system to encourage academics to achieve excellence in outreach activities.

- Staff appraisal and reward mechanisms for teaching should be implemented at the faculty level.

- The Department should make sure that the students are not spending too much of their money for their projects and productions.

- The Department has to diversify its sources of income to complement the grants received through Government by engaging in income-generating activities.

- The Faculty/Department should take steps to establish links with international institutions to promote staff and student exchange.

- The Department has to work on introducing a credit-transfer policy that allows students to transfer credits to another national/international institution.

- The academic standards of the study programme should be assured through regular revision of curriculum, close monitoring of its implementation, and use of external examiners for moderation and second marking.

- The Faculty should implement a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on their level of attainment.

- Enough periods should be allocated for English language teaching, which would not clash with regular lectures on core course units.

- Training in outcome-based education and student-centered learning (OBE-SCL) should be provided with teaching and training facilities to implement OBE-SCL fully.

8.0 Summary

The site visit of the team reviewing the Special Degree programmes in Performing Arts, Visual Arts and Design, Image Arts and Drama & Theatre offered at the Department of Fine Arts, University of Kelaniya was successfully conducted from 20th to 22nd September 2017.

The schedule consisted of stakeholder meetings, observation of facilities, evaluation of documentary evidence, observations of classroom teaching, and final wrap-up meeting with the higher level management that consisted of the Dean of the Faculty, Heads of the Units, senior academics and administrative staff, on key findings.

The review panel started its review process on the 19th evening at the hotel with a pre-review meeting, where the site visit plan was scheduled. The meetings were conducted with Director/IQAU, Vice-Chancellor, Dean, Registrar, Bursar, Heads of Units, academics, administrative staff, technical and academic supportive staff, and students. The library, ICT Centre and SDC were visited, with interactions with key responsible persons. The documentary evidence was evaluated at two units of the Department of Fine Arts. On the second day evening the review team further discussed the strengths and weaknesses of individual programmes for overall agreement with the quality standards. On the final day of the site visit, the team attended teaching sessions of different programmes.

According to the evaluation of the Self Evaluation Report submitted and observations made on site visit during September 20 - 22, 2017, the overall performance of the programme has earned a Grade of C (Satisfactory), which indicates the minimum level of accomplishment of quality expected of the study programmes and requires improvement in several aspects.

Appendix I

Time	Day 1: Wednesday 20th September 2017	Day 2: Thursday 21st September 2017	Day 3: Friday 22nd September 2017
8.00 am	Meeting with Director IQAU (all review panels)	Observe documentation	Observe documentation / teaching learning activities (parallel activities tbd by panel)
9.00 am	Meeting with VC, DVC, Deans, Director/ICCMS (all panels)	Observe facilities within Faculty / teaching learning activities (parallel activities tbd by panel)	
9.30 am	Introduction to programmes under review: Dean and all relevant academic staff (2 parallel events - SS and Hum)		
10.30 am	Tea break	Tea break	Tea break
11.00 am	Meeting with Heads of relevant Depts (3 parallel meetings - 1 for SS and 2 for Hum)	Observe common facilities - Library, ICT centre, ELTU, Hostels (all panels together)	Observe documentation / teaching learning activities (parallel activities tbd by panel)
12.00 pm	Meeting with academic staff (3 parallel meetings - 1 for SS & 2 for Hum)		
1.00 pm	Lunch break	Lunch break	Lunch break
2.00 pm	Meeting with administrative officers (all panels together)	Meeting with students / Observe documentation / teaching learning activities (parallel activities, tbd by panel)	Report writing / Wrap up meeting with Dean, AR, HoDs and SER writing cell (4 separate events)
3.00 pm	Meeting with T.O.s and other non-academic staff (3 parallel meetings)		
4.00 pm	Tea break	Tea break	Tea break
4.30 pm	Departure	Departure	Departure

Appendix II

Faculty of Humanities
Institutional Review – Clusters 1 and 4
Revised PROGRAMME for Day 2 and Day 3

Time	Day 1: Wednesday 20th September 2017	Day 2: Thursday 21st September 2017	Day 3: Friday 22nd September 2017
8.00 am		Reviewers observe documentation Cluster 1: Humanities Faculty Board Room Cluster 4: IMAT and VIAD depts	Reviewers observe documentation Cluster 1: Humanities Faculty Board Room Cluster 4: IMAT and VIAD depts
9.00 am	COMPLETED	Meeting with Director ICCMS, Librarian, Director ICT centre, Head DELT, Director Career Guidance Unit, Hostel wardens, Director Centre for Gender Studies, Director Career Guidance Unit, and Director Staff Development Centre (FH and FSS joint, with all panels together) Venue: Faculty of Humanities Boardroom	Reviewers observe lectures
9.30 am	Thank you everyone!		Reviewers observe lectures
10.30 am		Tea will be served during above meeting	Tea break
11.00 am		Reviewers observe documentation after finishing meeting	Wrap up meeting with Dean, DVC, AR, HoDs and SER writers/ all those involved in the SER (a common debriefing session) Cluster 1 and 4 together Venue: Humanities Faculty Board Room
12.00 pm			
1.00 pm		Lunch break	Lunch break
2.00 pm		Meeting with Technical, Non Academic and Support Staff Venue: Faculty Board Room	Reviewers work on their own
3.00 pm			Reviewers work on their own
4.00 pm		Tea	Tea
4.30 pm		Departure	Departure

21 September 2017

Appendix III

Student Feedback: Department of Fine arts, University of Kelaniya – 2017

Only a few students participated during the discussion with the review team due to student unrest. Therefore, much of the following comments are based on information related to the two Degree programs **Drama and Theatre and Image Arts.**

The analysis revealed that majority of the students were satisfied with Degree Programme on Drama and Theatre.

A summary of the student's satisfaction on eight criteria are shown in Figure 2.
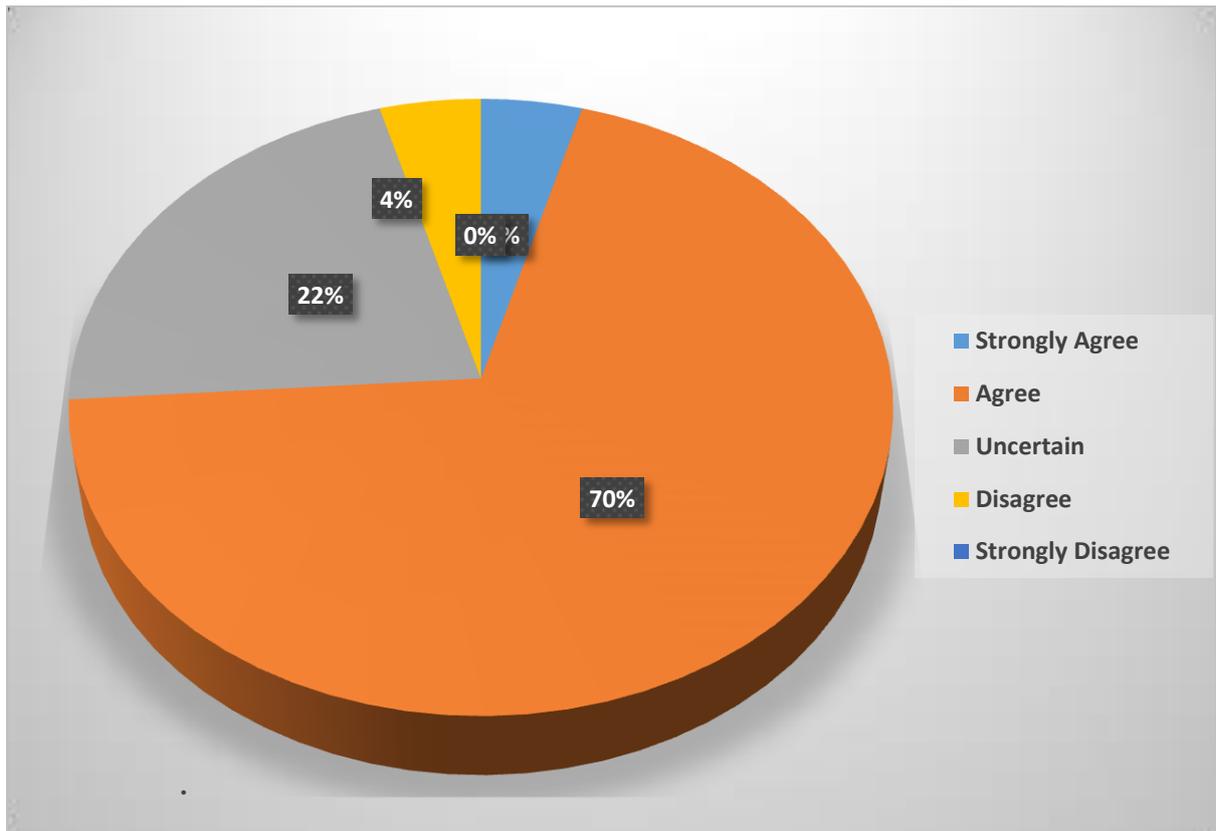
Fig. 1 Satisfaction of the Degree programme- Drama and Theatre
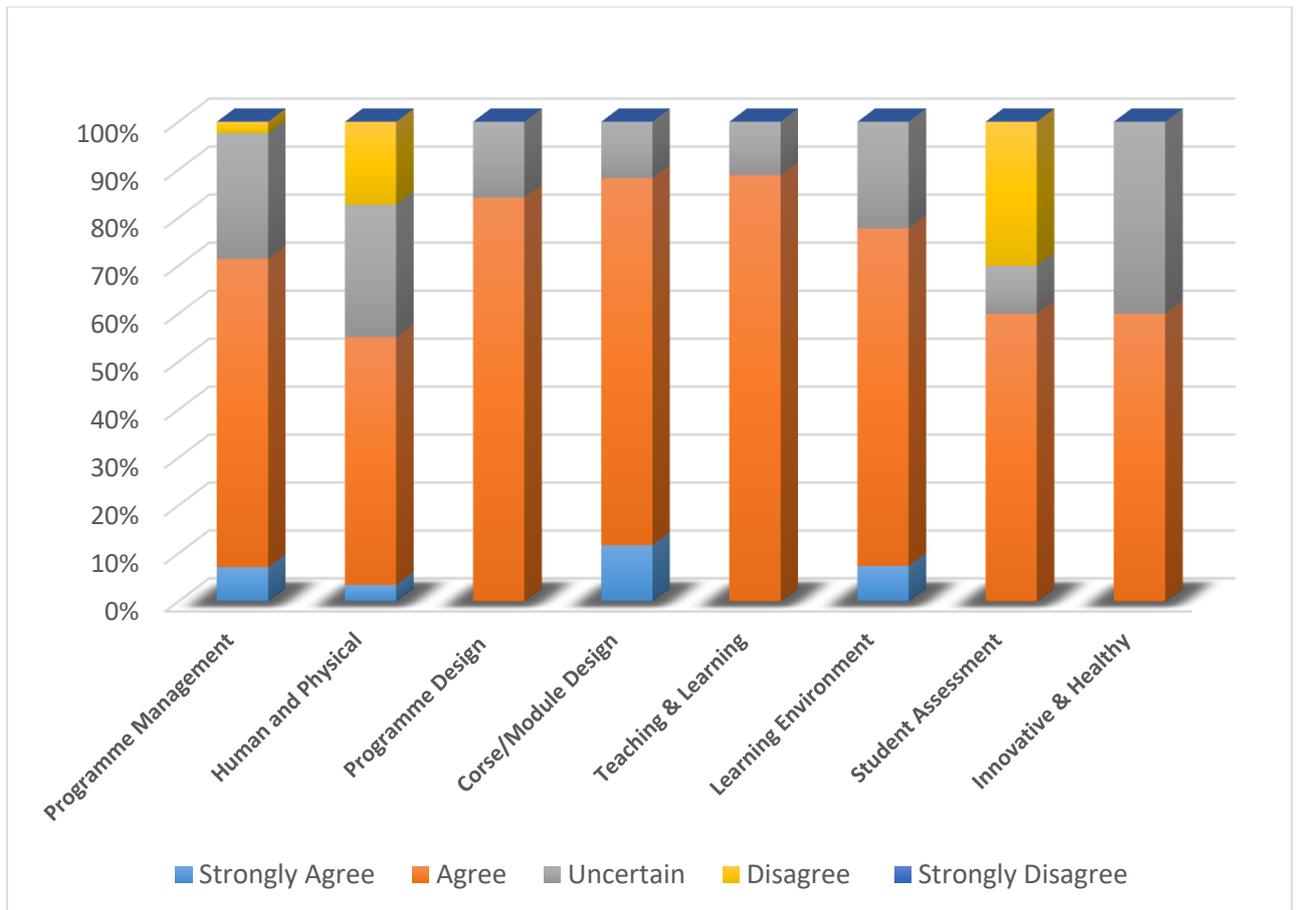
Fig 2. Programme Evaluation: Student Feedback on Drama and Theatre, University of Kelaniya

Considering the student satisfaction on the Programme of Image Arts, a fair number of students were satisfied with the existing Degree Programme.

Student satisfaction survey on the eight criteria under review of the same Program is summarized below (Figure 4).
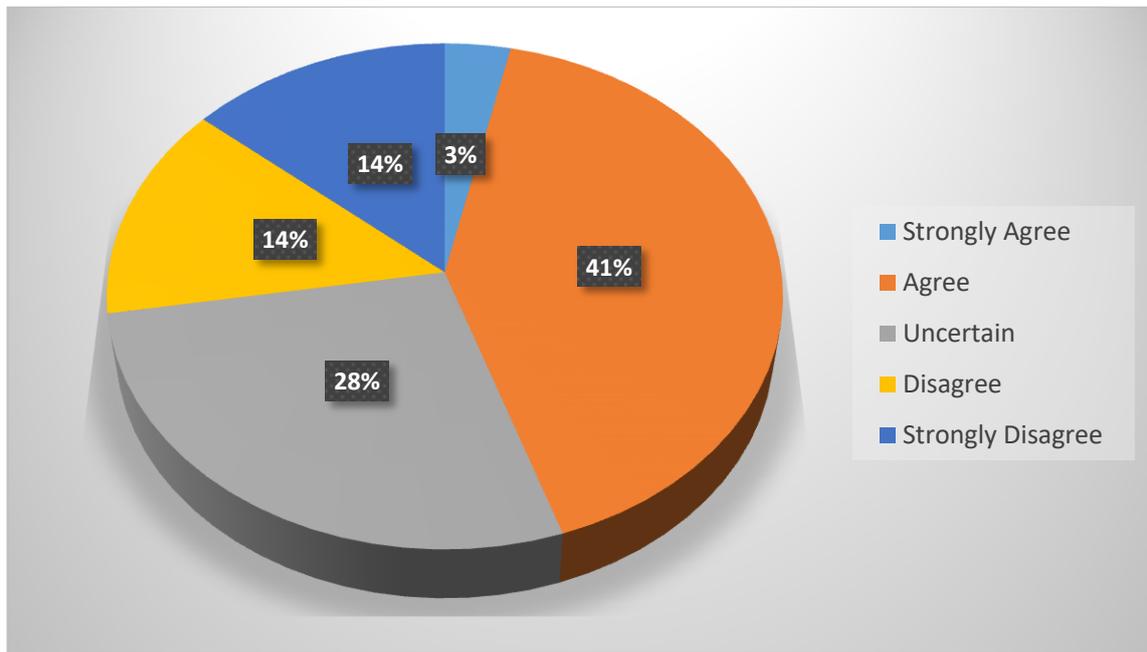
Fig. 3.Student Satisfaction on the Degree Programme of Image Arts, University of Kelaniya
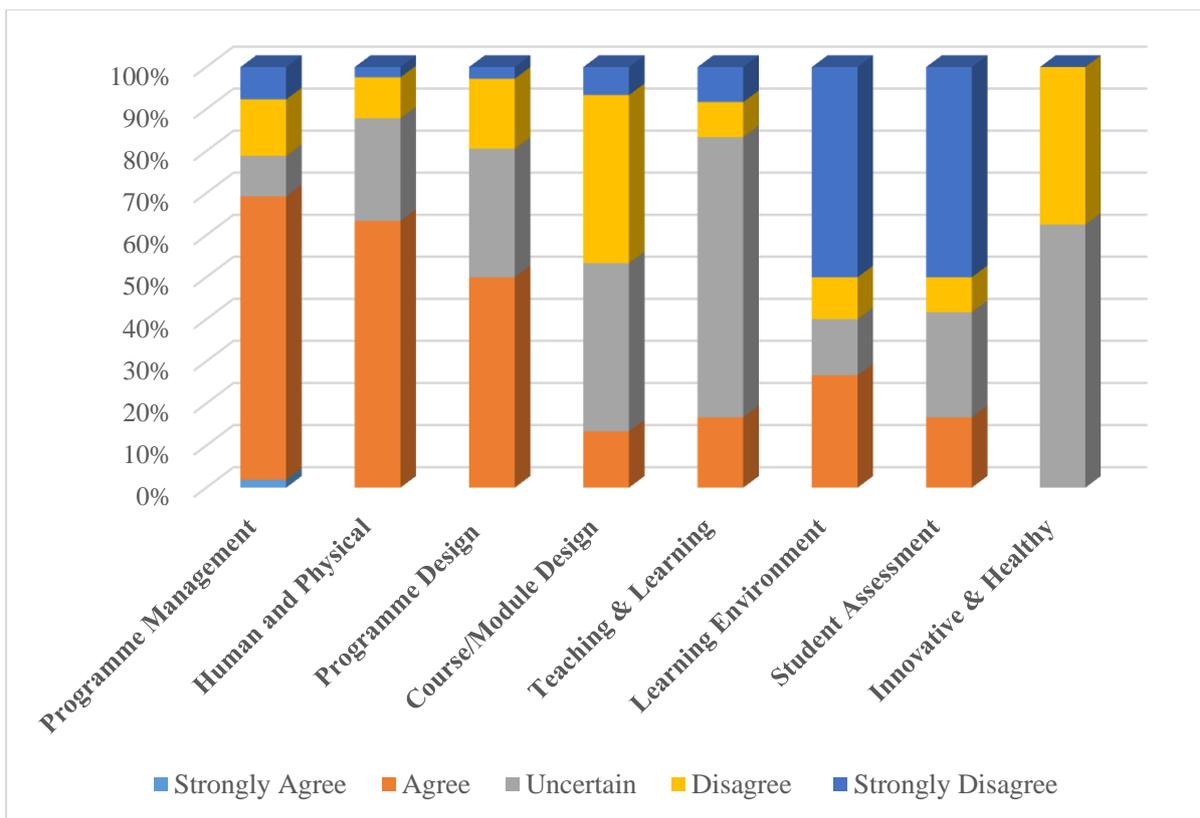

Fig. 4. Programme Evaluation: Student Feedback on the Degree programme on Image Arts, University of Kelaniya