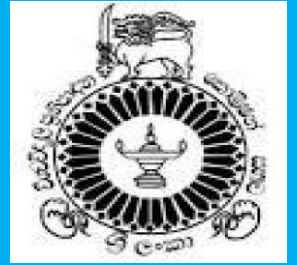




Programme Review Report



Bachelor of Architecture Honours Faculty of Architecture University of Moratuwa

Site visit Dates: 14th & 15th December 2022



**Review Panel: Prof. Prasad Sethunga(Chair)
Dr. S.M. Junaideen
Dr. M.C. Nishan Fonseka**

**The Quality Assurance Council
University Grants Commission, Sri Lanka**

University: University of Moratuwa

Faculty: Faculty of Architecture

Programme: BArch

Review Panel:

Name	Signature
Prof. Prasad Sethunga	
Prof. S.M.Junaideen	
Prof. M.C. Nishan Fonseka	

Date: 17th November 2025

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Section 1: Introduction to the Programme

The Bachelor of Architecture (Honours) Degree (BArch) programme commenced officially in 1961 with 20 students in the first batch, marking a milestone in architecture education in Sri Lanka. Mr. H.E. Gonsal took on the role of the first part-time Head of the Department and spearheaded work with the collaboration of a large number of visiting staff. In 1963, the position of part-time Head of Department of Architecture (DoA) was transferred to Archt. Justin Samarasekera.

With the establishment of The University of Ceylon/Sri Lanka, Katubedda Campus in 1972 - the successor to the Institute of Practical Technology (Established in 1960), and the Ceylon College of Technology (Established in 1966) – the university course in architecture was brought back to the Moratuwa school, which was later converted to the University of Moratuwa (UoM), on 1st January 1979 as one of the six universities established under the Universities Act No. 16 of 1978.

Following the restructuring of the Island's university education system in 1972, architectural education was re-established at the Katubedda Campus as an independent Department of the then Faculty of Engineering and Architecture. Later, the DoA was separated from the Faculty of Engineering and Architecture and was affiliated to a new Faculty of Architecture and Town and Country Planning, which was in turn renamed as the Faculty of Architecture (FoA). The new Faculty subsequently developed into a fully-fledged University Faculty and at present has four departments, namely Architecture, Building Economics, Town and Country Planning and Integrated Design.

The BArch programme offered by the DoA is built on the UoM's overall vision of 'becoming the most globally recognized knowledge enterprise in South Asia. The study programme's subsequent mission is to create professionals who could shoulder the national obligations with sensitivity to the local environment, professional context and social necessities while being exposed to the changing international discourses, developments and concerns. This is a five-year professional honours degree programme with an in-built professional training period and satisfies the exemption from Part II of the Sri Lanka Institute of Architects (SLIA) qualifications for becoming a Chartered Architect. As the only professionally accredited architecture course at the university level in Sri Lanka, the programme serves a significant role in contributing to the professional milieu at the national level. At present there are more than 2000 undergraduate and postgraduate students and the FoA functions its academic activities with more than 80 academic staff members.

Section 2: Observations on SER

The Self Evaluation Report (SER) submitted by the DoA showcases a commendable effort documenting the overall structure, processes and quality assurance mechanism of the BArch degree programme. The SER provides a clear overview of the programme's historical evolution, accreditation status and organizational context while presenting the required evidence in a structured manner aligned with the eight criteria of the Programme Review Manual.

However, there are several areas where the SER could have presented stronger and more analytically sound descriptions. In certain criteria, the descriptive components are adequate, but the analysis is limited with insufficient information on the gaps, challenges and areas requiring improvement. The strengths listed in the SER are presented comprehensively, yet the identification of weaknesses is at times surface level and does not acknowledge several structural issues highlighted during the review visit; particularly those relating to limited physical space for practicum and overdependence on visiting staff.

Overall, the SER is at a satisfactory level as a foundation for the external review process, demonstrating general compliance with the QA framework. The observations made during the site visit provided a more comprehensive understanding of the programmes' operations and quality assurance practices.

Section 3: Description of Review Process

Review Panel

The three-member team appointed by the UGC evaluated independently the SER submitted to the Quality Assurance Council (QAC) by the FoA for reviewing the BArch Degree Programme: Prof. Prasad Sethunga (Chairperson), Department of Education, University of Peradeniya, Dr. S.M. Junaideen (Member), South Eastern University and Dr. M.C. Nishan Fonseka (Member), University of Peradeniya.

Desk Evaluation

The Desk Evaluation was conducted through the MIS after uploading the Desk Review Sheet, Desk Evaluation Score Sheet and the Desk Evaluation to the MIS for PR.

Though the FoA submitted the SER on June 2020 to the QAC of the UGC for evaluation, due to the prolonged pandemic in the country, the evaluation process was suspended and then resumed by mid-2022. Finally, the review team was able to implement the site visit on the December 2022. Prior to that, the chairperson of the review team finalized the site visit schedule in consultation with the HoD and the Dean of the Faculty (Annexure I).

Site Visit

Firstly, the reviewers met the Director/ Centre for Quality Assurance (CQA) Dr. Sivahar, Prof. Indrika Rajapaksha, Coordinator QA, Ms. Kalpanee Jayathilake, Programme, Coordinator and secondly, the Dean Prof. Yasangiks Sandanayake, Dr. N.M. Rizvi, Director Undergraduate Studies and Ms. S. Vinotha, Assistant Registrar. After the meeting with the senior management including the Vice Chancellor, the team had a lengthy meeting with 15 Visiting Staff Members and the Alumni of BArch representing diverse sectors as Research/Higher education, Private/Government entities relevant to the field of architecture. Particularly at the meeting with the Technical Officers they have explained how the team contributes for the conduction of the in-plant training followed by the meeting with the Mentors, Counselors and Career Guidance Staff, Library staff, Staff of the Department of Languages, Director Staff Development Centre and the Staff of the student's welfare services. On the second day of the site visit mainly utilized for the discussions with the BArch academic staff members, students and observation visits of the practical sessions and the physical resources. The discussions with the students and observations of their practical work were really impressive and the team felt that the importance of the conducive learning environment in terms of producing creative Architects for the society.

Section 4: Faculty's Approach to Quality and Standards

The FoA demonstrates a sustained commitment to maintain professional standards in alignment with both national regulatory frameworks and international accreditation requirements. The FoA ensures these standards are maintained through a culture of professional engagement, as well as support through the accreditation from SLIA, Royal Institute of British Architects (RIBA) and Commonwealth Association of Architects (CAA) which allows the programme to remain within nationally and globally recognized standards of architectural education.

Internal QA mechanisms are also considerably well established, adhering to the Sri Lanka Qualification Framework (SLQF) and UoM's broader QA policies, external reviews (2008,2012,2016,2017,2019) and Senate approved guidelines.

Despite these strengths, the FoA's approach shows an unevenness across certain areas such as; alignment between specific level learning outcomes and inclusion of the standards of the Subject Benchmark Statement remains limited.

Section 5: Judgment on Each of the 8 Criteria

Criterion 1: Programme Management

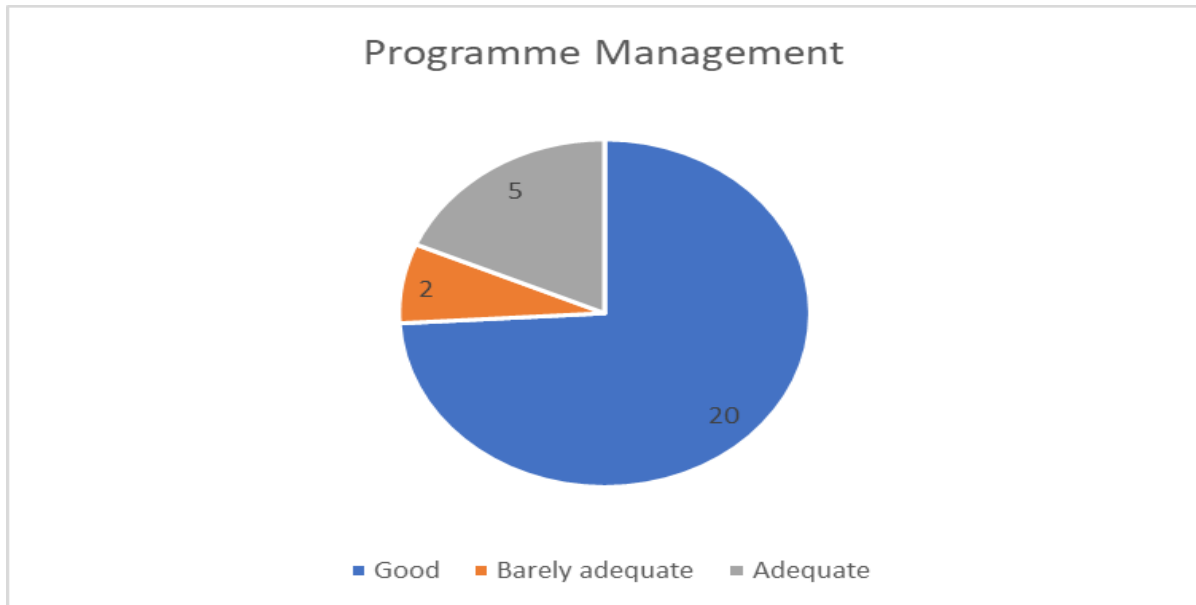


Fig 5.1: Scores obtained for programme management (3- Good, 2- Adequate, 1-Barely adequate, 0-Inadequate)

The Figure indicates that programme management processes are functioning at a higher level, with strong accreditation history and structured administrative mechanisms, improvements are needed in areas such as student information and in-plant training management.

Strengths:

1. A committed division is in place to oversee undergraduate studies, ensuring administrative clarity and programme coordination.
2. The programme includes a strong in-plant training component that adds professional relevance and structured exposure.
3. Long-standing national and international accreditation (SLIA, RIBA, CAA) affirms program quality and credibility.

Weaknesses:

1. Limited resources for the management and monitoring of the in-plant training process.
2. The student handbook does not provide a fully comprehensive level of information required for students to navigate the programme smoothly.

Criterion 2: Human and Physical Resources

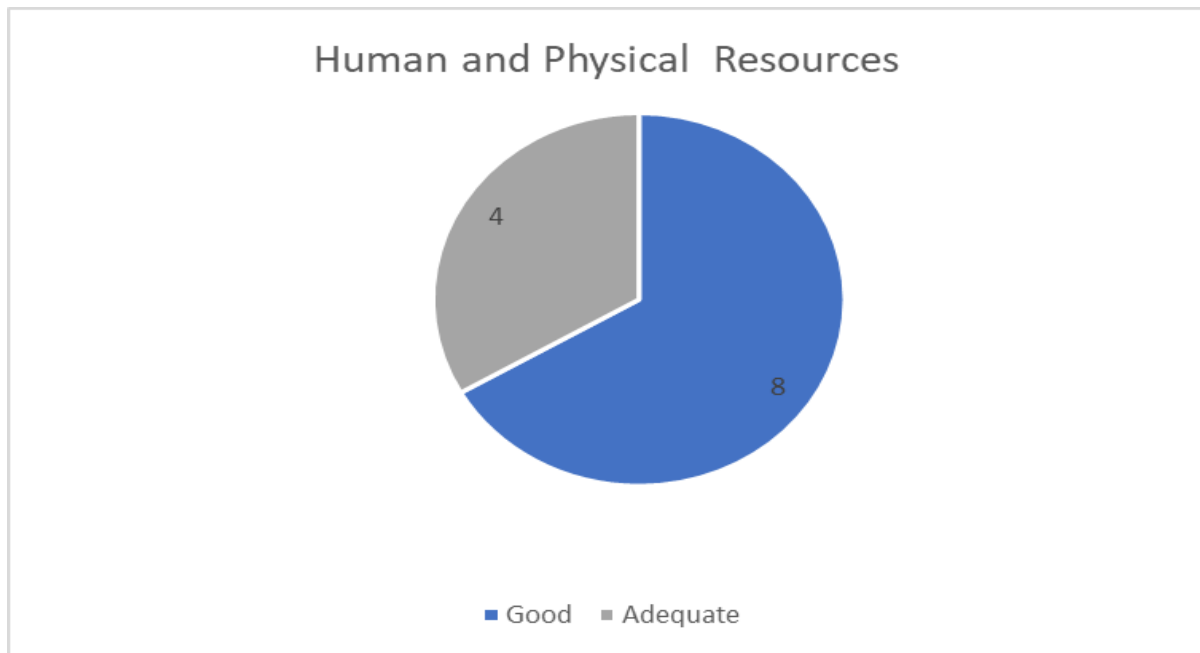


Fig 5.2: Scores obtained for Human and Physical Resources (3- Good, 2- Adequate, 1-Barely adequate, 0- Inadequate)

The score shows adequate academic staffing and good laboratory facilities but presents limitations in cadre positions, space and infrastructure reliability.

Strengths:

1. Adequate number of qualified academic staff, supported by a strong pool of visiting lecturers.
2. Effective collaboration between internal and external academic staff broadens the knowledge base and teaching diversity.
3. Availability of model-making laboratories and laser cutting facilities strengthens studio-based learning.

Weaknesses:

1. Over-reliance on visiting lecturers due to inadequate cadre positions, posing risks to programme continuity and quality assurance.
2. Insufficient space for practical work, affecting hands-on teaching and production quality.
3. Frequent AC issues and power failures disrupt academic activities, especially studio work.

Criterion 3: Programme Design and Development

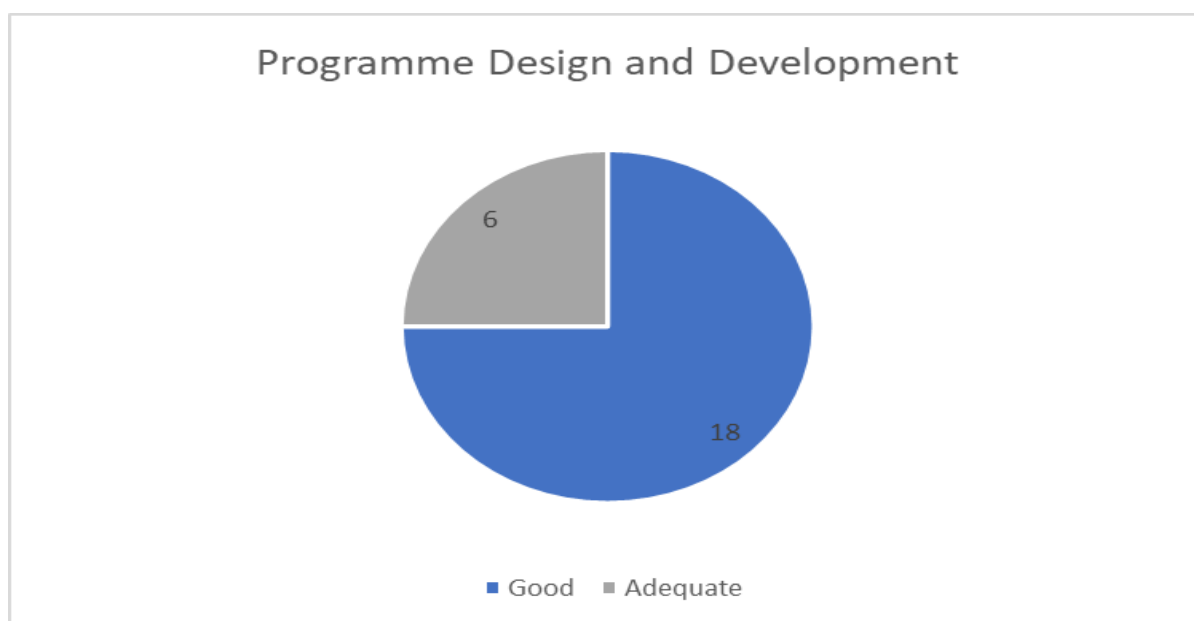


Fig 5.3: Scores obtained for Programme Design and Development (3- Good, 2- Adequate, 1-Barely adequate, 0- Inadequate)

The high score demonstrates a well-formulated programme with Programme Learning Outcomes (PLOs) and positive accreditation feedback however alignment of learning outcomes requires further strengthening.

Strengths:

1. The programme is structured with well-articulated PLOs aligned with five key positions in architectural inquiry.
2. Local and international accreditation bodies are satisfied with the overall design and structure of the programme.

Weaknesses:

1. The Student Handbook does not include the PLOs, limiting comprehension for learners.
2. Intended Learning Outcomes (ILOs) are not clearly aligned with PLOs, showing a gap in coherency of the outcomes.
3. Constructive alignment from programme level to course level (generic to specific LOs) is inadequate.

Criterion 4: Course / Module Design and Development

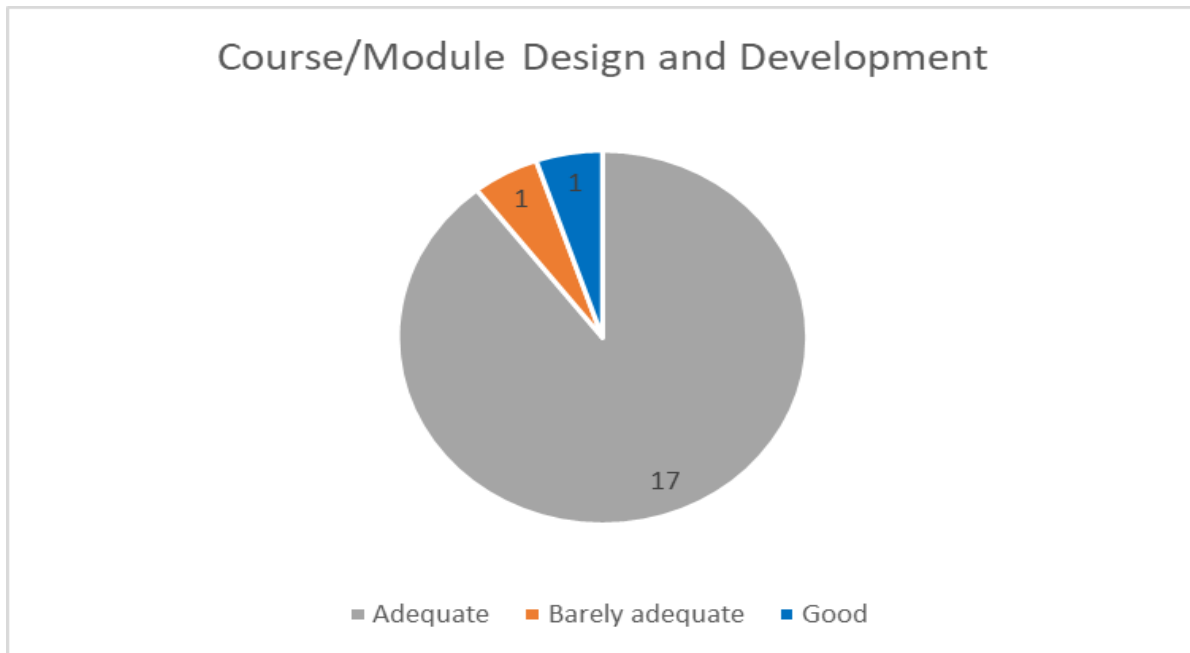


Fig 5.4: Scores obtained for Course / Module Design and Development (3- Good, 2- Adequate, 1- Barely adequate, 0- Inadequate)

The figure shows well-balanced course/module structure with industry relevance, but identifies weaknesses in Outcome Based Education (OBE) adoption and constraints in studio access.

Strengths:

1. Courses/modules are well-designed and benefit significantly from industry support and insights.
2. A healthy balance between theoretical and practical components is evident across modules.

Weaknesses:

1. Course Learning Outcomes (CLOs) do not sufficiently reflect OBE principles.
2. Restricted opening hours in design studios constrain creativity, iterative development, and studio culture.

Criterion 5: Teaching and Learning

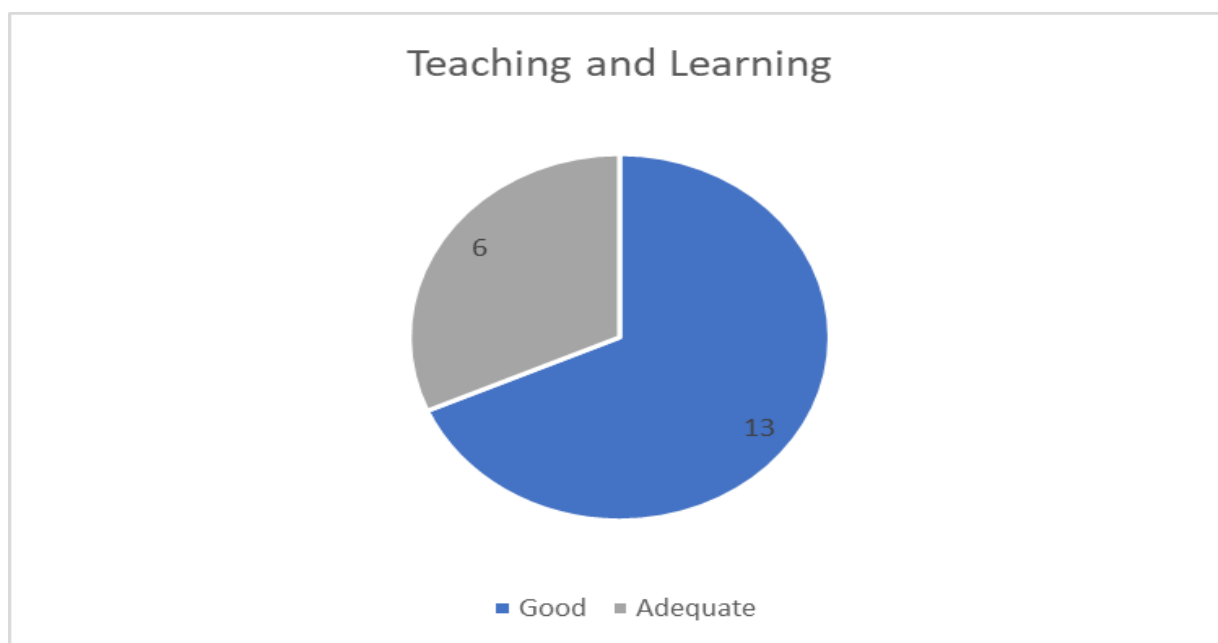


Fig 5.5: Scores obtained for Teaching and Learning (3- Good, 2- Adequate, 1-Barely adequate, 0-Inadequate)

The score reflects strong industry-linked learning and well-equipped studios, while also pointing to gaps in how feedback informs curriculum development and insufficient linkage between ILOs and Teaching Learning Activities (TLAs)

Strengths:

1. Industrial training is robust and adds meaningful professional exposure.
2. Studio design laboratories are well equipped and supported by technical staff, enabling applied learning.
3. Systems for student feedback and peer review are established.

Weaknesses:

1. The mechanism for incorporating feedback into curriculum improvement is unclear, limiting responsiveness.
2. ILOs are not clearly connected to TLAs, weakening constructive alignment

Criterion 6: Learning Environment, Student Support and Progression

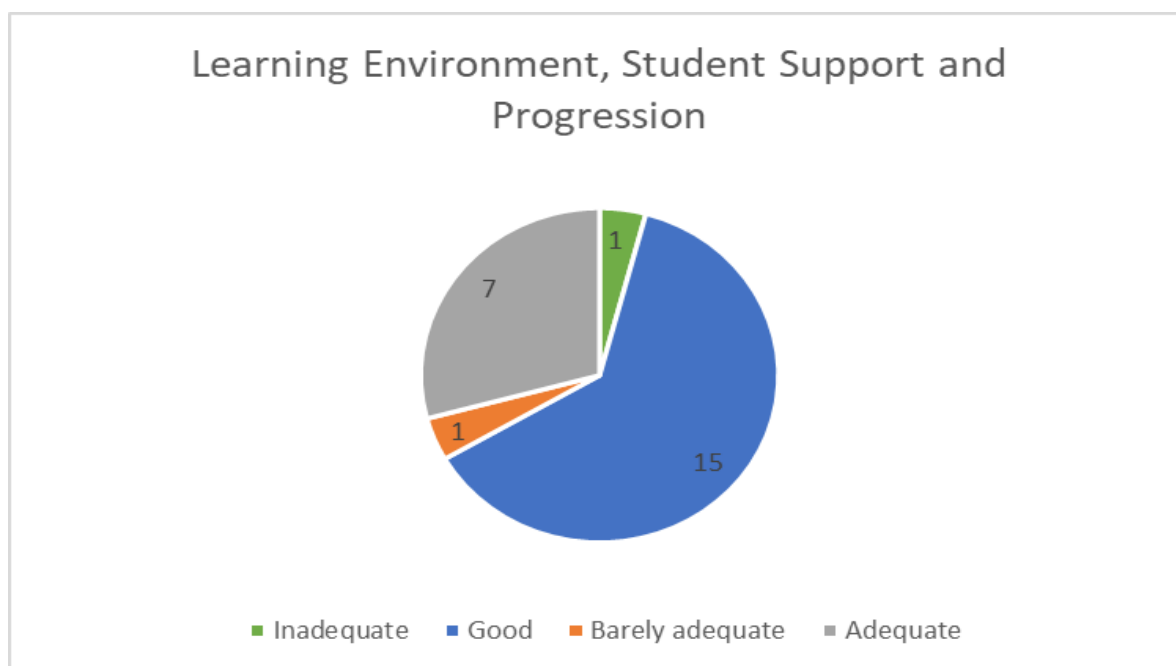


Fig 5.6: Scores obtained for Learning Environment, Student Support and Progression (3- Good, 2- Adequate, 1-Barely adequate, 0- Inadequate)

The figure indicates generally supportive learning conditions, yet also shows that limited hostel facilities, space constraints, and high equipment cost affect student progression.

Strengths:

1. The overall learning environment is supportive, though space-limited for practicum-related activities.
2. A positive culture exists that supports student academic progression.

Weaknesses:

1. Hostel facilities are insufficient, affecting access, inclusion, and wellbeing.
2. High costs for essential equipment create financial pressure and potential equity issues.

Criterion 7: Student Assessment and Awards

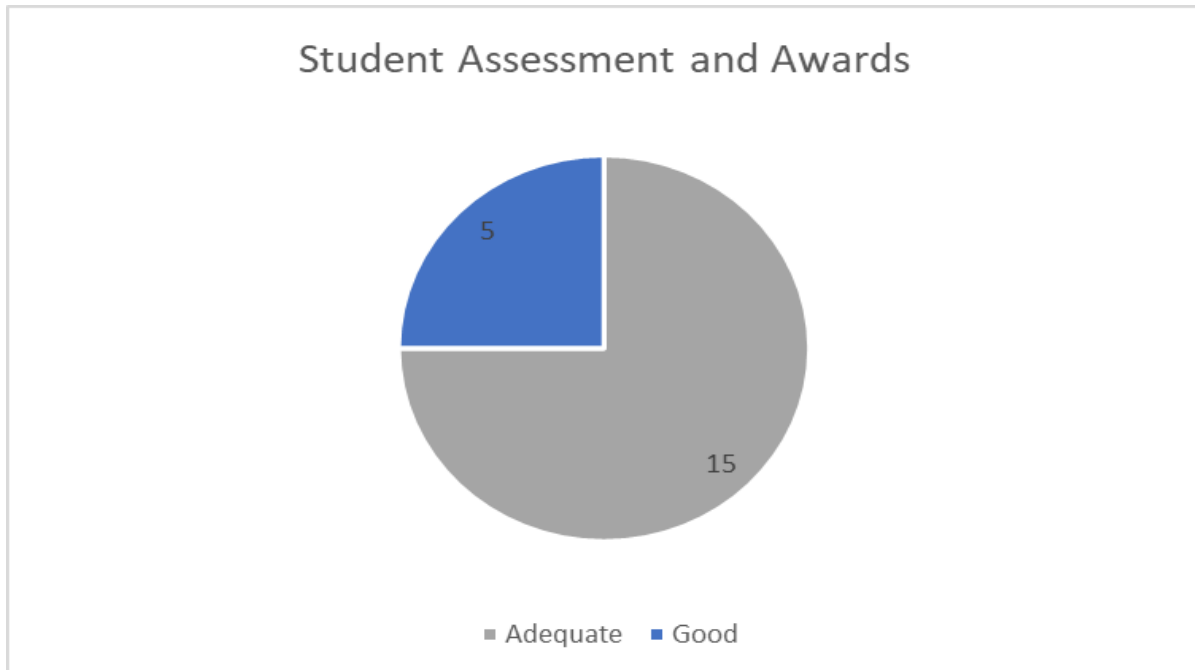


Fig 5.7: Scores obtained for Student Assessment and awards (3- Good, 2- Adequate, 1-Barely adequate, 0- Inadequate)

The strong score reflects rigorous and professionally validated assessment practices, but it also indicates concern regarding curriculum overload and its impact on assessment pressure.

Strengths:

1. Assessment processes are rigorous and involve both professional bodies and accreditation agencies, ensuring quality and external validity.

Weaknesses:

1. The curriculum is perceived as overloaded, which impacts student workload, assessment pressure, and programme management.

Criterion 8: Innovative and Healthy Practices

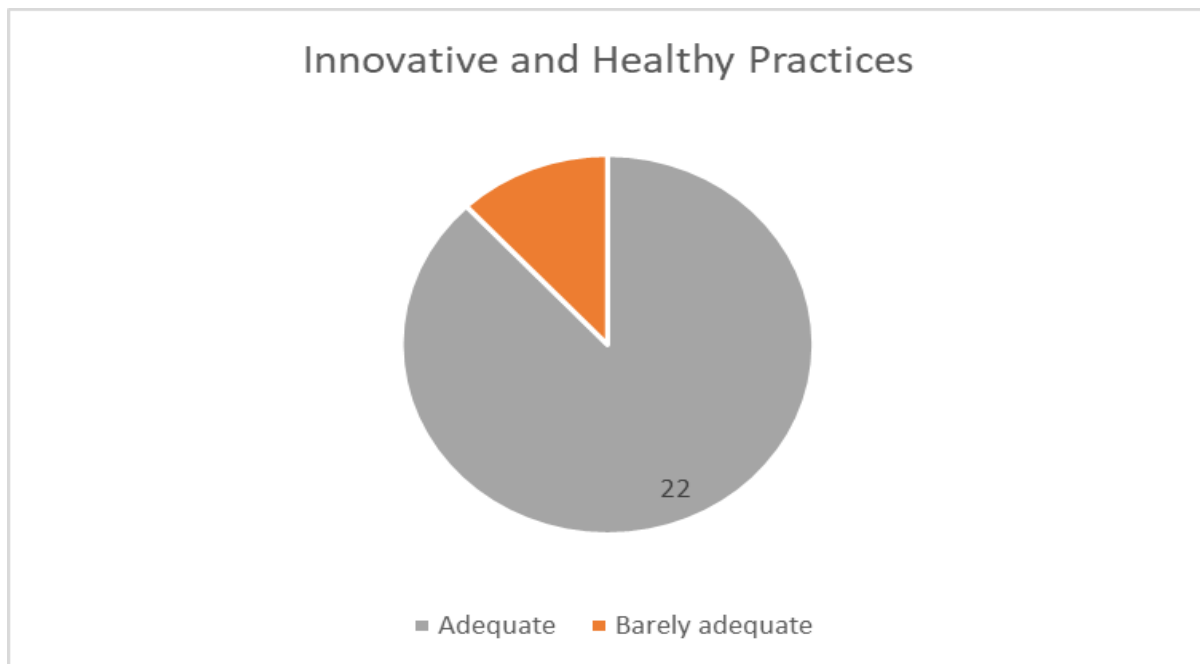


Fig 5.8: Scores obtained for Innovative and Healthy Practices (3- Good, 2- Adequate, 1-Barely adequate, 0- Inadequate)

The figure demonstrates effective use of digital tools and authentic learning, but signals insufficient institutional support to promote innovative practices.

Strengths:

1. Moodle and a broad range of software tools are effectively utilized to support teaching and learning.
2. Authentic, real-life learning opportunities are incorporated into the programme, enhancing practical competency.

Weaknesses:

1. Insufficient support from the university level management limits innovation and the scalability of healthy practices.

Section 6: Grading of Overall Performance

Table 6.1 Assessment criteria and score

No.	Criterion	Weighted minimum score	Weightage	Actual criterion-wise score
1	Programme Management	75	150	132
2	Human and Physical Resources	50	100	89
3	Programme Design and Development	75	150	139
4	Course/Module Design and Development	75	150	118.5
5	Teaching and Learning	75	150	127.5
6	Learning Environment, Student Support and Progression	50	100	76
7	Student Assessment and Awards	75	150	119
8	Innovative and Healthy Practices	25	50	37
Total score (out of 1000)				837
Percentage %				83.8

Final Grade: A (Very Good)

Section 7: Commendations and Recommendations

Commendations

- Sound professional direction and accreditation.
- Strong industry linkages and well-structured in-plant training.
- Equipped studios and conducive environment with technical support.
- Diverse and qualified academic staff.
- Supportive atmosphere for students.

Recommendations

- Complete constructive alignment across generic to course level learning outcomes.
- Revise the student handbook while including detailed information regarding the study programme.
- Improve feedback mechanisms in order to develop the curriculum.
- Address limitation in regards to resource and infrastructure.
- Reconsider the overloaded curriculum while creating opportunities for creative work and reducing high stake assessment tasks.
- Intervene to enhance the cadre positions.
- Obtain university level support for innovation.

Section 8: Summary

The BArch Degree Programme at the FoA, UoM demonstrates a high level of academic quality, professional relevance and institutional commitment. The programme standardizes from strong international accreditation, a well-established studio culture, sound industry engagement and a qualified academic staff. These components contribute to a conducive teaching and learning environment in line with national expectations and global best practices in architectural education. The areas that have been identified that are to be further improved should be addressed accordingly.

Programme Review: Bachelor of Architecture Honours

Schedule of Site Visit

15th December 2022 (Thursday)

1. Department of Architecture (8.30 am – 9.20 am at DoA Head's Office & Auditorium)

Dr. K.W.J.P. Wijesundara (Head, Dept. of Architecture)
Prof. Indrika Rajapaksha (Director Quality Assurance/ Faculty of Architecture)

Facilitators: Rasul Wanigasekara (QA Coordinator / Dept. of Architecture)
Kalpanee Jayatilake (PR Coordinator of BArch Hons)

TeaBreak (9.20 am – 9.45 am)

2. BArch Academic Staff Meeting (9.45am – 10.45am at DoA Auditorium)

1. Dr. K.W.J. P. Wijesundara	Head of Department FIA(SL), MITP(SL), MIUD(SL), MCIP(Canada), RPP(Ontario) PhD (Germany), M.Sc.(Arch.), B.Sc.(BE), PG.Dip.(ACOMAS)
2. Prof. Indrika Rajapaksha	Professor in Architecture/ Faculty QA Director AIA (SL), Dr. Eng (Japan) M.Sc.(Arch), B.Sc.(BE) Hons
3. Prof. Upendra Rajapaksha	Professor in Architecture, Facility works coordinator AIA(SL), PhD(Arch)Qld, M.Sc.(Arch), B.Sc.(BE)Hons
4. Dr. Gamini Weerasinghe	Student Counselor, Vertical Coordinator AIA(SL), PhD(Calgary), M.Sc.(Arch), B.Sc.(BE) Hons
5. Varuna De Silva	AIA(SL), M.Sc.(Arch.) B.Sc.(BE)Hons
6. Dr. Wasana De Silva	Covid Committee Department Representative AIA(SL), PhD Architecture (Nottingham, UK), M.Sc. (Arch.), B.Sc. (BE) Hons
7. Damith De Silva	AIA(SL), M.Sc.(Arch.) B.Sc.(BE)Hons
8. Dr. Anishka Hettiarachchi	Chief Student Counselor AIA(SL), PhD, M.Sc.(Arch), B.Sc.(BE) Hons
9. Dr. Amanda Rajapaksha	Career Guidance Counselor AIA(SL), PhD, MA (Arch) Singapore, M.Sc.(Arch.), B.Sc.(BE) Hons
10. Dr. Narein Perera	Faculty Representative to Senate FIA(SL), PhD, M.Sc.(Arch), B.Sc.(BE)Hons
11. Prasad Botejue	AIA (SL), MArch (UK), M.Sc.(Arch), B.Sc.(BE)Hons
12. Dr. Shaleeni Cooray	Student Counselor AIA(SL), PhD(HK), M.Sc.(Arch), B.Sc.(BE)Hons
13. Dr. Milinda Pathiraja	PhD (Melbourne), BArch (Melbourne), B.Sc.(BE)Hons
14. Janaka Dharinasena	MIS Coordinator – Department of Architecture FIA (SL), MUDD.M.Sc. (Arch), B.Sc. (BE) Hons
15. Kolitha Perera	Industrial Training Coordinator AIA(SL), M.Sc.(Arch), B.Sc.(BE)
16. Dr. Wajishani Gamage	AIA(SL), PhD (HK), BArch Hons

17. Niroshan Gunawardena	AIA(SL), M.Sc.(Arch), B.Sc.(BE)Hons
18. Dr. Nadeeka Jayaweera	Research Coordinator, Department of Architecture AIA(SL), PhD, MPhil (Cambridge, UK), BArch Hons
19. Kavindra Herath	Student Counselor AIA(SL), MSc., B Arch Hons
20. Neesha Silva	AIA(SL), BArch Hons
21. Kalpanee Jayatilake	Program Review Coordinator AIA(SL), MPhil (Cambridge, UK), BArch Hons
22. Rajitha Katugaha	Department Media Coordinator AIA(SL), BArch Hons
23. Gayathmi Hettiarachchi	Department Academic Committee Coordinator AIA(SL), BArch Hons
24. Narmada Jayasinghe	BArch Hons

Facilitators: Rasul Wanigasekara (QA Coordinator / Dept. of Architecture)

3. BArch Undergraduates Meeting (11.00am – 12.00pm at DoA Auditorium)

BArch Undergraduates (Selected by the PR Committee)

Facilitators: Kalpanee Jayatilake (PR Coordinator of BArch Hons)
Rasul Wanigasekara (QA Coordinator / Dept. of Architecture)

Lunch Break	(12.00 pm – 1.00 pm)
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4. Desk Review (1.00pm – 2.00 pm at DoA Auditorium)

Facilitators: Kalpanee Jayatilake (PR Coordinator of BArch Hons)
Rasul Wanigasekara (QA Coordinator / Dept. of Architecture)

Members of the BArch SER

Chairperson	– Prof. Indrika Rajapaksha
Section 1, and Criteria 3 & 4	– Dr. Milinda Pathiraja (On Leave)*
Criterion 1	– Dr. Wasana De Silva
Criterion 5 & 7	– Dr. Wajishani Gamage (On Leave)*
Criterion 6	– Neesha Silva
Criterion 8	– Yashodhara Ranasinghe (On Leave)*
Executive Summary	– Prof. Upendra Rajapaksha
Evidence Documents	– Kalpanee Jayatilake

*Chairperson to preside

5. Meeting with Vice Chancellor (2.00 pm – 2.30 pm at Vice Chancellor's Office)

Prof. N.D. Gunawardena	(Vice Chancellor/ University of Moratuwa)
Dr. D. P. Chandrasekara	(Deputy Vice Chancellor/ University of Moratuwa)
Dr. K.W.J.P. Wijesundara	(Head, Dept. of Architecture)
Mr. Sivahar	(Director/ CQA)

Facilitators: Kalpanee Jayatilake (PR Coordinator of BArch Hons)
Rasul Wanigasekara (QA Coordinator / Dept. of Architecture)

6. Physical Resources Visit at the University (2:30 pm to 3:30 pm)

Facilitators:	Kalpanee Jayatilake	(PR Coordinator of BArch Hons)
	Dr. Nadeeka Jayaweera	(Level 1 Studio)
	Neesha Silva	(Level 2 Studio)
	Dr. Amanda Rajapaksha	(Level 3 Studio)
	Dr. Shaleeni Cooray	(Level 4 Studio)
	Prof. Upendra Rajapaksha	(Level 5 Studio)
	Manjula Ratnayake	(Audio Visual Unit/ Model Lab)
	Rasanga Nirmani	(ACOMAS Lab) (Urban Lab)

Tea Break	(3:30 pm – 3.45 pm)
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7. Cont. of Desk Review (3.45 pm – 4.30 pm at DoA Auditorium)

Facilitators: Kalpanee Jayatilake (PR Coordinator of BArch Hons)
Rasul Wanigasekara (QA Coordinator / Dept. of Architecture)

Members of the BArch SER

Chairperson	– Prof. Indrika Rajapaksha
Section 1, and Criteria 3 & 4	– Dr. Milinda Pathiraja (On Leave)*
Criterion 1	– Dr. Wasana De Silva
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Criterion 6	– Neesha Silva
Criterion 8	– Yashodhara Ranasinghe (On Leave)*
Executive Summary	– Prof. Upendra Rajapaksha
Evidence Documents	– Kalpanee Jayatilake

*Chairperson to preside

8. Wind-up Session (4.30 pm onwards at DoA Auditorium)

Dr. D.P. Chandrasekera	(Deputy Vice Chancellor/ University of Moratuwa)
Dr. K.W.J.P. Wijesundara	(Head, Dept. of Architecture)
Prof. Indrika Rajapaksha	(Director Quality Assurance/ Faculty of Architecture)
Rasul Wanigasekara	(QA Coordinator / Dept. of Architecture)
Kalpanee Jayatilake	(PR Coordinator of BArch Hons)

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Criterion 8	– Yashodhara Ranasinghe (On Leave)*
Executive Summary	– Prof. Upendra Rajapaksha
Evidence Documents	– Kalpanee Jayatilake

***Chairperson to preside**