Programme Management

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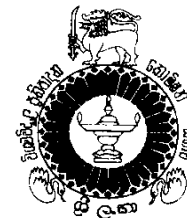
Course / Module Design and Development

PROGRAM REVIEW 2017

South Eastern University of Sri Lanka
Faculty of Islamic Studies and Arabic Languages
BA General in Dep. of Islamic Studies

Programme Review Report

BA (General) Degree Programme
In
Islamic Studies

Faculty of Islamic Studies and Arabic Language
South Eastern University of Sri Lanka

15th – 17th November 2017

Dr. Subhashinie Wijesundara

Dr. Sevarathnam Santhirasegaram

Dr. Ruwan Wickramarachchi

University Grants Commission
Quality Assurance and Accreditation Council
Sri Lanka

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Section 1 – Brief introduction to the programme

1.1 South Eastern University of Sri Lanka

South Eastern University of Sri Lanka (SEUSL) was first established as the South Eastern University College of Sri Lanka and commenced to function from 27th July 1995. It was then upgraded to the status of a fully-fledged university, SEUSL, from 15th May 1996. At present, the university consists of six faculties, namely: Faculties of Arts & Culture, Management & Commerce, Islamic Studies & Arabic Language, Engineering, Applied Sciences, and Technology. All faculties are located in Oluvil except Faculty of Applied Sciences which is located in Sammanthurai.

1.2 Faculty of Islamic Studies and Arabic Language

Faculty of Islamic Studies and Arabic Language (FIA) was established in 2005 with two departments; Departments of Arabic Language and Islamic Studies. In addition, an Interdisciplinary Course Unit has been also setup to teach disciplines which are outside of the main scope of two departments. FIA is the only faculty in its nature and scope in Sri Lanka. The faculty offers two general degree programmes (Arabic Language and Islamic Studies) and five honours degree programmes (Islamic Thought and Civilization, Islamic Banking and Finance, Islamic Law and Legislation, Arabic Language and Literature, and Linguistics and Translation (Arabic)). FIA also offers Bachelor of Arts (Honours) Degree in Trilingual in collaboration with Faculty of Arts and Culture.

The organizational Structure of the Faculty of Arts is available as an Organogram. The structure and functions are prescribed and performed in accordance with the provision of the universities, other statutory regulations, UGC circulars, and the by-laws enacted by the Senate and the Council. The Dean is the academic and administrative Head of the Faculty and is assisted by the Assistant Registrar, and a team of non-academic staff. The Office of the Dean, two departments and the Interdisciplinary Course Unit are located within the main Faculty building.

Table 1.1 - Student Population of FIA

Year	Male	Female	Total
Level 1	92	281	373
Level 2	78	291	369
Level 3	79	264	343
Level 4	11	21	32
Total	260	857	1117

Note   *1. Levels 1-3 include both general and honours degree students*
              2. Level 4 includes only honours degree students

1.3 The Bachelor of Arts in Islamic Studies Degree Programme

Bachelor of Arts in Islamic Studies (BA in IS) Degree is offered by the Department of Islamic studies, FIA from the inception of the faculty. The degree programme is a 3 year (6 semesters) programme where 36 credits, 18 credits, 24 credits and 12 credits are to be accumulated respectively through major subject, minor subject, compulsory Information Technology and English courses, and elective courses respectively. In addition, 10 credits from auxiliary courses are also to be completed. In order to earn BA in IS Degree, a student required to earn a minimum of 90 credits excluding auxiliary courses in three academic years and pass. In addition, all non-GPA courses are to be passed as well.

Table 1.2 - Student Population of BA (General) in IS Degree

Year	Male	Female	Total
Level 1	24	155	194
Level 2	13	153	166
Level 3	19	146	165
Total	56	454	510

Table 1.3 - Academic staff of Department of Islamic Studies

Position	Senior Professor	Professor	Associate Professor	Senior Lec.i	Senior Lec. ii	Lecturer	Lecturer (Prob)	Temp. Asst. Lecturer	Total
Number	-	-	-	2	3	-	6	4	15

According to the Sri Lanka Qualification Framework (SLQF), if a qualifier to be used in a title of the degree programme, at least 50% credits must be from the area of specialization. However, only 36 credits out of 90 credits can be accumulated through specialization area (i.e. Islamic Thought and Civilization). Also, it was noted that only 'Bachelor of Arts' is included as the title of the degree certificate while approved title of the programme is 'Bachelor of Arts in Islamic Studies'.

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

The Self-Evaluation Report (SER) prepared by FIA included information required to conduct a successful programme review. It was also found that a team of writers compiled the SER and opportunities were given to the faculty to provide their inputs. Documentary and other evidences made available to substantiate the claims made in the SER were also generally organised and comprehensive. However, the SER does not include any evidence to suggest that a SWOT analysis had been carried out to identify strengths, weaknesses, opportunities and threats relevant to the degree programme. Some evidence indicated in the SER was irrelevant while some other evidence that are available and relevant were not included in it as evidence documents. The review team felt that the team who compiled the SER and collected evidence needs further training in this regard. Reviewers are happy about the support provided by FIA during the review and would like to commend the way, additional information/ evidence provided during the review.

Section 3 – A brief description of the Review Process

The review process comprised various steps such as familiarization with the process of review, individual desk evaluation, review team's discussion on individual evaluation, site visit and drafting the review report. Familiarisation of the review process was conducted by UGC where procedures, possible issues and terms of references relating to reviews were discussed and clarified. At the same time, a hard copy of the Self Evaluation Report (SER) was provided to the reviewers. The review team consisted of three members. Individual members carried out a desk evaluation of the SER based on the evidence listed in the document. Later, the team was given the opportunity to compare and discuss individual evaluations.

The three-day site visit which took place from 15th to 17th, November, 2017 was well planned and organized. During this visit, the team had discussions with the Director of IQAU, Dean, Heads of Departments, academic staff, Director and members of IQAC, members of Curriculum Development Committee, Head of Department of English Language Teaching (DELT), Director Career Guidance Unit, Director of Gender and Equity Centre, supportive staff and the students. Important points highlighted during these meetings are given below. The review team was informed that the Vice-Chancellor, SEUSL was not available during the period of the visit due to unavoidable circumstances.

The first meeting of the site visit was with the Director of IQAU, SEUSL. During the meeting, it was explained how IQAU functions in the university as well as, some of the difficulties faced by the unit. The review team was informed that 'Quality Assurance' is a permanent agenda item in the Senate. During the meetings with Dean and Heads of Departments, measures taken by the faculty to improve the quality of the degree programmes, teaching and learning were explained. Reviewers are pleased to note that 'Quality Assurance' is a permanent agenda item in the faculty meetings. The Dean also informed that the students are been selected for Islamic Studies degree programmes through a separate intake.

Review team also had a meeting with academic staff of the Department of Islamic Studies. It was revealed that there's no proper mechanism available to calculate workload of the staff and there's no regular feedback or peer observations conducted during recent past. It also found that the formal department meetings are not held in a regular basis. The team also found that more work to be done in relation to adoption of teaching approaches such as student-centred learning and outcome-based education.

During the meeting with reviewers, students expressed their concern regarding the delay in releasing results, availability of common facilities, inadequacy of computer practical sessions, availability of employment opportunities to those who follow Islamic Studies and, quality and relevance of English language courses conducted by DELT. It was also found that the students are generally happy about the degree programme and how the programme is conducted.

In addition to the meetings, facilities such as lecture rooms, laboratories, cafeterias, washrooms, university medical centre, physical education unit, career guidance unit and staff development unit were observed. In addition, few lectures and practical sessions were also observed. The agenda of the review team is given in the Annex 1. All the documentary evidences listed in the SER were examined. In order to verify certain processes and practices, additional information was requested by reviewers. All additional information requested was promptly provided. The reviewers are very impressed and happy with the way the review was conducted, how evidence documents were organized and the manner that they were treated. For this, the team would like to commend the faculty, IQAC and especially the staff members who were assigned to support the team.

Based on evidence examined, facilities observed and, observations of lectures and practical sessions, marks were given for standards listed under eight criteria; namely:

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 process was based on the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions. The review was concluded with a wrap-up meeting. During this meeting reviewers explained their observations and findings, and also had a very productive discussion about improving the quality of the programme.

A summary report with key findings of the review was initially sent to QAAC of UGC. Then the comprehensive final report was submitted to QAAC.

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

The Review Team's study of the SER, meetings with relevant stakeholders, observation of facilities and evidences demonstrated that the faculty's approach to quality and standards is constructive. This is related to the university's approach to the same having established Internal Quality Assurance Unit (IQAU) according to the circular of 2015 and hiring a quality assurance consultant for better performance in the quality and standards. The faculty has established Internal Quality Assurance Cell (IQAC).

The faculty leadership is keen in upgrading the quality and standards of its programs. The Faculty Board closely monitors the work of the IQAC and relevant persons appointed for the purpose. There is a permanent agenda item in the Faculty Board on IQAC. The faculty possesses the capacity to upgrade standards with its high calibre academics in the Faculty Board with its academic traditions seeking a quality culture.

Present work of the IQAC is mainly confined to collect students' feedback, providing guidance on keeping standards and preparing SER and IR reports. The feedback obtained from the students is not analysed in a timely manner and analysis is not provided to the relevant staff members/HoDs. It is also necessary to standardize annual revisions and major revisions of the curricula in five years or so with all stakeholder participations and based on the findings of employer feedback, tracer studies and review reports from external experts.

It is recommended to design a code of practice as a policy document on areas such as programme monitoring, approval and review; assessment of students; use of external assessors; student support and guidance; career guidance; postgraduate research programmes etc. Also, reviewers are of the view that more proactive measures could be taken by IQAC to improve the programme and teaching and learning related practices.

Section 5 – Judgment on the Eight Criteria of Programme Review

5.1. Criterion 1: Programme management

Strengths
- Availability of a sound governance mechanism to manage the administrative and academic activities of FIA.
- Vision and mission of the university is reflected by the Corporate Plan and programmes offered by the faculty are in line with it.
- Existence of a well-defined process for curriculum development and revision, and setting up a Curriculum Development Committee (CDC) for this purpose.
- Availability of comprehensive student Handbook/ Prospectus which include information study programmes, course units, student services, etc.
- Student orientation programme helps new undergraduates to adjust to the 'new life' of the university.
- Existence of Institutional Quality Assurance Unit (IQAU) with well-established procedures and guidelines.
- FIA has setup an Internal Quality Assurance Cell (IQAC).
- Non-existence of evidence related to gender-based issues.
- Availability of very good recreational and sports facilities.
- Active student involvement in extracurricular activities.

Weaknesses
- Latest available Corporate Plan is for 2014-2018 and is not updated for 2017-2021.
- The faculty is yet to implement a comprehensive information system to manage students' information, course information and marks.
- Although some initiatives were taken, not much evidences are available to show that the faculty is practicing teaching approaches such as Outcome Based Education (OBE) and Student-Centered Learning (SCL)
- Although an IQAC has been established in the faculty, it has not taken any active measure to monitor, evaluate and improve study programmes/ course units.
- Although CDC has been established in FIA, no active measures taken by CDC to monitor, review and improve the curriculum.
- Student and academic counselling services provided by SEUSL are unsatisfactory due to lack of counsellors and, lack of training and facilities provided to counsellors.
- Inadequate number of female counsellors compared to the large female student population in FIA.
- Website of the faculty does not provide relevant information about degree programmes, course modules, staff, current developments, etc.
- Lack of Standards of Procedures (SOPs) to streamline activities of FIA.
- Student Handbook provides contradictory information on the eligibility criteria of the graduation (Pages 32 and 223).
- Lack of sound mechanism to assess performance of the staff and, to reward and train them based on their performance.
- Lack of mechanism/ policy to support students with special needs (although no issues reported).
- Lack mechanism to prevent and address issues related to gender equity and equality is yet to be implemented (although some initiatives have been taken).
- Formal staff meeting within the department are not held on a regular basis.

5.2. Criterion 2: Human and Physical Resources

Strengths
- Majority of senior lecturers have completed their PhDs.
- Availability of space for the expansion of the faculty and departments.
- Ability to receive international funds especially from Islamic countries.
- Good hostel facilities for students.
- Availability of residential facilities for academic and non- academic staff.
- Well established Information and Communication Technology (ICT) infrastructures.
- Well established library with electronic resources.
- Availability of good facilities for recreational activities.
- Organizing induction programmes for the newly recruited staff.

Weaknesses
- Lack of professors in relevant fields.
- Availability of common /sanitary facilities such as wash rooms are not satisfactory. Although female student population has increased recently, measures taken to provide additional common facilities are inadequate.
- Lack of human and physical resources to develop skills of the students to make them more employable.
- Inadequate training provided to non-academic staff.
- Lack of recruiting non-academic staff to fill vacant positions.
- Inadequate training provided to encourage the staff to adopt teaching approaches such as Outcome Based Education(OBE) and Student Centered Learning (SCL)
- Less contacts between the academic staffs and relevant industry to fulfill the needs of industry as well as to develop academic staff.
- When considering the number of students in FIA and the number of IT courses offered, the number of computer labs are inadequate.
- Workload of academic staff is not maintained by the department.
- Lack of sound research activities among the academics.

5.3. Criterion 3: Programme Design and Development

Strengths
- The programme design reflects the mission, the goal and the objectives of the South Eastern University of Sri Lanka (Corporate Plan 2014-2018)
- CDC has been established at the faculty. Composition of CDC includes the Dean, two HoDs and three nominees from the Faculty Board.
- A participatory approach has been used for programme approval process which is initiated by the departments, reviewed first by the faculty CDC and then by the Faculty Board, University CDC and finally by the Senate and approved by the UGC.
- The current programme was designed in 2008 with the participation of an expert panel from International University of Islamic studies in Malaysia.
- The programme complies with the required minimum volume of learning for SLQF level 5 by having a total of more than 90 credits.
- The curriculum structure has been designed in a logical order and promotes progression, so that the challenge and autonomy increase with progression.
- Some BA in IS graduates get employed as teachers in schools.
- The IQAU of the university together with IQAC of the faculty gather students' feedback during the graduation ceremony. A report is prepared and submitted to the Senate by the IQAU.

Weaknesses

- The curriculum was last revised in 2012. A five-year cycle of curriculum revision has not been practiced.
- The participation of industry and professional bodies were not evident in the programme development process.
- Graduate profile, programme objectives or ILOs are not defined for the degree programme.
- Employability data were not available and tracer studies have not been conducted.
- Although some BA in IS graduates get employed as teachers in schools, current students are of the view that they have limited prospects to become teachers as the main subject (Islamic Thought and Civilization) will limit their teaching options only to Islam (and related areas).
- Existence of discrepancy in relation to the use of the qualifier (Islamic studies) in the title of the programme. According to SLQF, to use the qualifiers as part of the title of the degree, 50% of minimum required credits should be from the main subject. Only 36 credits are offered in IS.
- Lack of regular collection of students' feedback and the use of findings of the analysis for the improvement of the quality of the programme.
- Lack of integration of OBE and SCL in the programme design.
- Industrial training/ work-based placements/ internships are not included in the programme. Reviewers understand constraints involve in introducing them. However, to develop a degree to the highest standard, such activities to be introduced.
- IQAC does not play an active role in encouraging the faculty to improve course units, degree programme, adoption of better practices, etc.
- Lack of adequate choice of subjects for specialization.
- Lack of outcome-based performance indicators such as student progression and success rates.
- Lack of evidences of conducting graduate satisfaction surveys or gathering feedback from employers to improve the programme.

5.4. Criterion 4: Course Design and Development

Strengths
- Existing courses have been designed with the participation of subject experts from Malaysia in 2008.
- Course specifications which include ILOs, contents, teaching and learning approaches, assessment strategies, and learning resources are made accessible to all students.
- Availability of appropriate mechanisms to assess and approve course modules/ curriculum within and outside of the faculty.

Weaknesses
- ILOs of some course modules are not measurable and observable.
- Constructive alignment of teaching learning and assessment needs to be improved by specifying programme and course level ILOs and assessment tasks.

- A questionnaire has been designed to obtain students' feedback. However, the data were not analyzed to identify strengths and weaknesses of the programme or the teaching learning processes.
- Utilization of feedback data for programme improvement is minimal.
- Stakeholders' feedback for course design and development is not sought.
- Credit definition based on notional hours has not been applied.
- Students' independent learning hours for each component have not been specified.
- The course design teams do not include any external experts.
- Weak course monitoring, evaluation and review system.
- Lack of sufficient evidence to indicate results of students' feedback and peer reviews have been analyzed and used to improve course units.
- No evidence to indicate that IQAC taking initiatives to improve course units.
- Six (6) IT course modules offered can be improved by adding more relevant and useful content.
- Six (6) English course modules offered IS can be improved by adding more relevant and useful content.

5.5. Criterion 5: Teaching and Learning

Strengths
- Teaching and learning strategies specified in the curriculum comply with the institutional mission and curricular requirements.
- LMS is used in teaching course modules in ICT.
- Students reported that teaching is effective in general.

Weaknesses
- Use of technology for teaching and learning is minimal, except in ICT courses.
- Use of OBE, SCL and blended learning is inadequate.
- The lack of programme outcomes makes it difficult to ascertain whether constructive alignment of teaching, learning and assessment practices.
- Lack of adequate facilities to provide for students with special needs.
- Lack of evidence to suggest that data collected for monitoring the performance of courses (mainly students' feedback) are analyzed and used for improvement of teaching and learning.
- Lack of clear policy to address gender discrimination related to teaching and learning (no issues reported).
- Lack of mechanism to encourage best practices in teaching.
- Lack of adequate time available for practical work in ICT courses.
- Lack of opportunities to specialize in subjects for which there is a demand for teachers in schools.
- Lack of monitoring mechanisms, such as peer observations to ensure the effectiveness and appropriateness of teaching.
- Oral or written feedback other than grades are not provided to the students.

- Non-availability of work norms and workload reports for academic staff.
- The lack of internal and external examiners' reports to evaluate the quality of teaching, learning and assessment implement corrective measures.
- Lack of proper teacher appraisal system.
- Teaching and learning strategies related to 6 English course modules conducted by DELT can be improved.

5.6. Criterion 6: Learning Environment, Student and Progression

Strengths
- Availability of conducive teaching and learning environment.
- Availability of common resources centres such as computer labs and library.
- All new students are undergoing an inductive programme to help them to adjust to the university life.
- Student code of conduct, examination by-laws, services provided by SEUSL and FIA, etc. are provided to all students.
- Well organized co-curricular activities.
- Students - lead associations conduct multiple activities.
- Main library of SEUSL provides an excellent service to the staff and to the students.

Weaknesses
- Student/ staff need analysis surveys have not been conducted.
- Inadequate student counselling programmes.
- Lack of academic counselling/ mentoring to support academic needs of students.
- Inadequate support to adopt LMS for both staff and students.
- Facilities available in computer labs are inadequate.
- Access speed of the internet is not satisfactory.
- Lack of facilities/ infrastructure to support differently abled students.
- FIA does not maintain/ monitor student progression.
- Lack of opportunities available for industry-based training, internships, etc.
- Lack of policies on gender equity and equality to ensure that teaching learning strategies are not gender discriminative and abusive.
- The student satisfaction surveys have not been conducted.
- Lack of availability of fallback options for students who could not complete the degree.
- Surveys on graduation rates, employability, awards/scholarships received, etc. are not conducted.
- Unsatisfactory relationship with the alumni.

5.7. Criterion 7: Student assessment and awards

Strengths
- Assessment strategy has been incorporated to the programme design.
- Teaching, learning and assessment strategies are link to the outcome of the programme.
- Evaluation criteria is included in the course specifications.
- Availability of policies and guidelines on appointing and examiners and second examiners/ moderators.
- Transcript indicates courses followed, grades obtained, GPA and class (if any) awarded.
- Availability and enforcement of by-laws, rules and regulations relating to examinations.

Weaknesses
- Taking unacceptably long time to release examination results.
- Title of the degree in the degree certificate does not reflect the title of the degree programme.
- Contradictory information available in the student Handbook relating to degree completion criteria.
- Lack of evidence to suggest that external examiner/ moderator comments are considered to improve courses/ programme.
- Lack of evidence to suggest that appropriate and timely feedback is provided on formative assessments.

5.8. Criterion 8: Innovative and healthy practices

Strengths
- Vice Chancellor's award for outstanding research.
- Faculty has conducted student research symposium.
- Well organized social and cultural activities with the support of academic staff and students.

Weaknesses
- Research publications by academic staff is inadequate.
- Poor research and innovative culture in FIA.
- Weak collaboration with industry/ community.
- Lack of links/ interactions between external institutes to build the image of BA in IS/ FIA.
- Lack administrative system to encourage staff members to be innovative and to adopt healthy practices.
- Lack of industrial training/ placement as a part of teaching and learning strategy.
- Lack of availability of credit transfer system.
- Limited student participation in regional and national level competitions.
- Lack of availability of fallback options.
- Lack of usage of e-learning/ technology for teaching and learning.
- Lack of usage of Open Education Resources (OER).

Section 6 - Grading of Overall performance of the Programme

The Bachelors of Arts in Islamic Studies degree programme offered by the Faculty of Islamic Studies and Arabic Language, South Eastern University of Sri Lanka has been reviewed through a review process as stipulated in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions. Overall performance of the programme was reviewed through eight criteria consist of 152 standards related to the criteria. Four (4) standards considered as irrelevant for the degree programme, as these criteria are applicable for Honours degree programme. Six (6) criteria have gained more than the minimum weighted score requirement. **Total marks received for all eight criteria rounded is 61.4% resulting a "C" (Satisfactory) grade**. Accordingly, the programme meets the standard requirements in a satisfactory level of accomplishment of quality expected in a programme of study. However, the review team is in the opinion that urgent actions needs to be taken to address issues highlighted in the report, especially relating to standards 3 and 8 (Programme Design and Development and Innovative and Healthy Practices) in order to improve the overall quality of the programme.

Criterion No.	Assessment Criteria	Total Stds.	Max raw score	raw score	Weightage	Criterion-wise score
1	Programme Management	27	81	53	150	98
2	Human and Physical Resources	11	33	22	100	67
3	Programme Design and Development	24	72	35	150	73
4	Course/ Module Design and Development	19	57	36	150	95
5	Teaching and Learning	18	54	31	150	86
6	Learning Environment, Student Support and Progression	23	69	38	100	55
7	Student Assessment and Awards	17	51	40	150	118
8	Innovative and Healthy Practices	13	39	17	50	22
	Total					**614**
	Total (%)					**61**
	Grade					**C**

Section 7 - Commendation and Recommendation

Please note that commendations and recommendations are NOT given in the order of priority

Commendations

- Existence of a well-defined process for curriculum development and revision.
- Availability of comprehensive student Handbook/ Prospectus which include information on study programs, course units, student services, etc.
- Student orientation programme helps new undergraduates to adjust to the 'new life' of the university.
- Existence of an IQAU with well- defined functions and operational procedures.
- Existence of IQAC in FIA.
- Availability of very good recreational and sports facilities.
- Active student involvement in extracurricular activities.
- Majority of senior staff have PhDs.
- Availability of sound ICT infrastructures/facilities.
- Library of SEUSL provides an excellent support for teaching and learning.
- Existence of Curriculum Development Committee (CDC) to review curriculum development/ change.
- The programme complies with the required minimum volume of learning for SLQF level 5 by having a total of more than 90 credits.
- Inclusion of interdisciplinary subjects and providing some choice for students to pursue their interests.
- The course specifications are designed using standard formats and integrated appropriate learning strategies with appropriate ILO, content, teaching/ learning and assessment strategies, etc.
- Course content, learning activities and assessment are aligned with ILOs at course level.
- Availability of appropriate mechanisms to assess and approve courses within and outside of the faculty.
- Teaching and learning strategies specified in the curriculum comply with the institutional mission and programme requirements.
- Students reported that teaching is effective in general.
- Well defined assessment strategy.
- Transcript indicates courses followed, grades obtained, GPA and class (if any) awarded.
- Availability and enforcement of by-laws, rules and regulations relating to examinations.
- Clear policies and guidelines with ToRs to appoint internal and external examiners.
- Assessment approaches are informed to students at the beginning of the term.
- Implementing reward systems to encourage academic for achieving excellence in research.
- Conducting a research symposium.
- Well organized social and cultural activities with the support of academic staff and students.

Recommendations

In order to improve quality of programme management, it is recommended:

- To update the Corporate Plan for 2018-2022.
- To implement a comprehensive information system to manage student information, course information and marks.
- To encourage FIA to adopt teaching practices such as Outcome-Based Education (OBE) and Student-Centered Learning (SCL).
- To empower IQAC of FIA to take active measures to monitor, evaluate and improve study programmes/ course units, improve teaching learning environment, and improve overall quality of the programme.
- Appointing more student counsellors, especially more female counsellors.
- Providing adequate training and facilities for student counsellors.
- To make aware the student population about student counselling services.
- Introducing academic counselling/ mentoring services.
- Developing comprehensive policies as well as facilities to support students with special needs.
- Updating website of the faculty to provide relevant information about degree programmes, course modules, staff, current developments, etc.
- Developing SOPs to streamline activities of FIA.
- To conduct formal staff meetings at the department level on a regular basis.
- Introducing a mechanism to assess performance of staff and to reward/ train them based on performance/ needs.
- To conduct surveys, tracer studies, student satisfaction surveys, employer feedback, employability surveys, etc. to improve and revise the curriculum as well as to improve teaching and learning practices.
- Providing students information on career opportunities available (when they select subjects).
- Develop a mechanism to ensure gender equity and equality with appropriate policies and procedures.
- To train non-academic staff to develop their skills as well as to motivate them.
- To encourage senior academic staff to develop their profile to able them to apply for promotions (as professors).
- Recruiting non-academic staff to fill vacancies.
- Making more multi-media projectors available for teaching as well as encouraging staff to use such facilities.
- To provide adequate common facilities such as washroom, study areas, cafeteria, etc. and consider gender balance when providing common facilities such as wash rooms etc.
- To revise the title and structure of the degree programme to comply with SLQF guidelines.

- To revise the title and structure of the degree programme considering the needs of the prospective students, views of the alumni and other stakeholders.
- Take necessary measures to address the issue relating to the title of the degree which is approved by the UGC and the title appears in the degree certificate.
- To ensure alumni, employers, external experts, relevant professional bodies and other stakeholders are participating in the curriculum revision process to improve employability of graduates in the local and international levels as well as to provide a good general educational experience.
- Developing measurable and observable ILOs for course modules.
- To provide guidelines for students, related to time they spent on various learning components in order to achieve ILO (notional hours for course modules to achieve ILOs).
- To consider the students' request on providing opportunities for students to 'specialize in minor subjects' in the next curriculum revision.
- To specify Programme ILOs and align them with course ILOs, teaching learning strategies and assessment tasks.
- Improving the template used in the "Undergraduates' Guide" for course specifications by incorporating course ILOs, indicative content, teaching, learning and assessment strategies used, weightage given to different types of assessments, recommended texts, etc.
- To encourage the use of blended learning to improve effectiveness of teaching and learning.
- To encourage the use of LMS and other technologies to improve teaching and learning.
- To revise and improve IT and English course modules.
- Developing a graduate profile and programme ILOs for the BA in IS programme.
- Analyzing students' feedback and peer reviews to continuously improve teaching and learning process, course modules and the programme structure.
- To consider introducing 'excellence in teaching' award to encourage academic staffs to adopt best practices.
- To analyze the students' assessments and use them to improve teaching and learning practices.
- Implementation of monitoring mechanisms such as peer observations to ensure effectiveness and appropriateness of teaching.
- Providing oral/ written feedback for assessments, especially formative/ continuous assessments.
- Implement a mechanism to record comments of internal and external examiners and use them to improve teaching, learning and assessment practices.
- Improve teaching and learning strategies used in English language modules conducted by DELT.
- Develop work norms and maintain workload reports of academic staff.
- To improve facilities such as computer labs (especially number of computers) and study areas.
- To improve access speed of the internet.
- Developing a mechanism to improve relationship between FIA and alumni.
- To implement a mechanism to monitor student progress, graduation rates, awards/scholarships received, etc. to improve the programme.

- To consider introducing exit points as fall back options for those who cannot complete the degree.
- To release examination results within a reasonable time period agreed by FIA/SEUSL.
- To ensure information available in the student handbook is up to date and accurate.
- To improve 'research culture' in FIA and encourage academic staff to make better publications.
- To incorporate field trips, industry-based projects, etc. to teaching and learning strategies.
- To consider exposing students to industry practices through work-based training, internships, industry placements.
- To encourage developing links with industry, community, etc.
- To encourage use of Open Education Resources (OER).
- To consider adopting the credit transfer system.
- To encourage students to participate in national and international competitions, events etc.

Section 8 – Summary

The programme review of Bachelor of Islamic Studies degree offered by the Faculty of Islamic Studies and Arabic Language, South Eastern University of Sri Lanka was concluded with 3-day site visit from 15th– 17th , November, 2017. During the site visit, claims made by and relevant evidence indicated by FIA, SEUSL were verified through meetings/ discussions with various parties, inspection of facilities/ infrastructure and observations of lectures/ practical sessions.

The site visit concluded with a discussion with Acting Dean, Director of IQAU, Director of IQAC, HoDs and staff of FIA to provide a feedback regarding the observations made by the reviewers and also to provide some of the key strengths and weaknesses identified.

The review team given marks for each of the 152 standards (of 8 criteria) based on careful analysis of evidence provided by FIA, information obtained through meetings, observations of teaching and inspection of facilities/ infrastructure. **The study programme score calculated as 61%. According to the criteria specified in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, the BA in IS of FIA received a grade C**. **A grade of C indicates that the programme of study reached a minimum level of accomplishment of expected level of quality and requires improvements in several aspects relating the degree programme.**

The team hope that FIA and SEUSL will take necessary measures to address weaknesses by implementing recommendations made in this report and also to further strengthen the identified strengths. This will enable FIA to offer a degree programme of excellence.

Review Team

Dr. Subhashinie Wijesundara

Dr. Sevarathnam Santhirasegaram

Dr. Ruwan Wickramarachchi