SUBJECT REVIEW REPORT

DEPARTMENT OF ENGLISH

FACULTY OF ARTS
UNIVERSITY OF COLOMBO

16th to 18th October 2007

Review Team :
Prof. Walter Perera, University of Peradeniya
Prof. Sarath Amunugama, University of Visual and Performing Arts
Mr. J. K. C. Dissanayake, Sabaragamuwa University of SL

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1. SUBJECT REVIEW PROCESS

National universities in Sri Lanka, which count 15 at present and established under the University Grants Commission, are public institutions and they are funded mainly by the government. In 2007, the total government allocation for the Higher Education System has been Rs. 15.7 billions and the estimated allocation for 2008 for the same sector is about Rs. 16.28 billions representing …..% of the national budget. Thus the universities are public institutions. They must consciently exercise their responsibilities for quality and standards. Their accountability for quality and standards is a key factor in promoting and safeguarding public confidence in Sri Lankan higher education.

The main purpose of the subject review is to evaluate the quality of education in a particular subject or discipline. The process of subject revue is conducted as stipulated in the Quality Assurance Handbook, to make judgements using specific evidence, focusing on the quality of the student learning experiences and student achievement, according to the aims and objectives which the Department aspires to achieve. The review attempts to identify good practices, the constraints and the strategies that can be used to overcome the constraints confronted in the learning/teaching process.

Quality Assurance Council of the UGC appointed the following Members to perform the Subject Review of the Department of English at the University of Colombo.

- Prof. Walter Perera, Department of English, University of Peradeniya
- Prof. Sarath Aunugama, Department of Modern Languages, University of Kelaniya, currently serving as Vice-Chancellor, University of the Visual and Performing Arts
- Mr. Chandana Dissanayake, Department of Languages, Sabaragamuwa University of Sri Lanka

The Subject Review process was performed from 16.10.2007 to 19.10.2007 according to the finalized schedule as annex 1.

2. HISTORY OF THE UNIVERSITY AND THE DEPARTMENT

The initial stage of the establishment of the University of Colombo is situated over hundred years ago and the establishment of the University College in 1921 has been a significant landmark in its way of development. Consequent to the attempt of establishing a unitary residential university in then Ceylon and to be located in Peradeniya, some of the existing faculties including the Faculty of Arts were transferred to the location in Peradeniya.

The Department of English can trace its antecedents to the Ceylon University College which was situated in Colombo during the first half of the 20th century. With the establishment of the University of Ceylon, however, the Faculties of Arts and Oriental Studies were transferred to Peradeniya in 1952/3; as a consequence, the Department of English became part of the University of Ceylon, Peradeniya. When the demand for university admissions increased, and a new Faculty of Arts was established in Colombo in 1963, a sub-department of English was set up to cater to the needs of a new generation of students. English was introduced as a main subject in 1968. In 1976 the sub-department became a full-fledged Department of English which offered courses for a Special Degree in English. Its student numbers have grown significantly over the years and the number of courses it offers in

English language and literature studies, as well as Extension Courses in English, Consultancies on English language policy, planning and training, and extra curricular activities make the Department a significant stakeholder in the field of English studies in Sri Lanka today.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

- To provide students with courses in the disciplines of English literature and language which are of high standard and engage with the latest research and scholarship.
- To provide students with the optimum range of subjects current to the disciplines of English literature and language worldwide.
- To guide students towards advanced critical reading, writing and presentation skills
- To offer students a conductive learning environment within the department; and provide a supportive early warning system to students who may fail to make the grade
- To offer undergraduate students opportunities of interacting with private and public sector organizations and future employers
- To provide opportunities for individual development through extra-curricular activities
- To provide postgraduate courses in English language and language teaching that are professionally oriented and contribute to scholarship and professional training in the relevant areas
- To provide extension courses in English language and literature for the benefit of the public and teachers of English
- To provide expert knowledge through consultancies to public and private sector enterprises
- To provide guidance and direction to English Enhancement and Training Programs including those for staff and students of the Faculty of Arts and the University as a whole

3.2. Learning Outcomes

- A sound general knowledge of English language studies including sociolinguistics, psycholinguistics and applied language studies; the work of key authors in English literature that reflects the canon as well as revisions to the cannon; and literary and critical theory
- A specialized knowledge in the case of Special Degree students, of key areas in English literature and language studies that will equip them to work in a professional manner in the private and public sectors; and enable them to pursue research at postgraduate level
- A knowledge of the variety of critical approaches, themes, focal points and theories that underpin approaches to English literature and language studies.
- A knowledge of the interdisciplinary range of critical approaches that currently contour the discipline of English, including those from cultural studies, gender and visual culture, postcolonial literature, discourse analysis, sociolinguistics and the teaching of English as a Second and Foreign Language
- A knowledge that builds on the above towards an understanding of the production and usage of English language and literature in different cultural contexts.
- A knowledge of research methodology and compositional structures of term papers, extended essays and dissertations
- Good critical reading, writing and presentation skills

- Ability to apply theory in English Language studies to the fields of Applied Language, Language Policy and Planning, Language choice, chance, codification, standardization etc. and other everyday contexts.
- The application of critical literary and cultural theory in everyday situations.
- Development of reading, writing, listening and speaking skills in English courses designed for special purposes

Programmes

To help achieve the outcomes in 1.2.1 to 1.2.10, the programs of the Dept. of English offer a learning experience that enables students to

- Build on their knowledge of English at entry level to develop and broaden their knowledge of the subject through the study, for example, of courses such as Metaphysical and Romantic Poetry, Medieval Drama, Literary and Cinematic Narrative, Introduction to Women's Literature, The History of the English Language etc. See Appendix A for list of General Degree courses
- Build on a general knowledge of English towards specialized knowledge in key areas such as (for example) Shakespeare Studies, Modern Drama Studies, Discourses in Migrant Writing, South Asian Writing, African-American Women Writers, The Structure of English, Applied Language Studies, First Language Acquisition and Bilingualism, Sociolinguistics etc. See Appendix B for Special Degree courses
- Be taught by Lecturers committed to the dissemination of the latest scholarship in the field
- Acquire knowledge of critical, cultural and language theory through the study of courses such as Literature and Ideology, Stage and Performance, Representation: The Issues, Independent Study.
- Draw on the critical/theoretical essays within English, cultural and language studies towards an understanding of the applicability of theory in current issues and everyday contexts
- Develop writing composition skills through regular submission of, and feedback on written assignments such as essays, reviews, summaries, book reports and term papers etc.; and presentation skills in group or individual situations that are analytical, creative and communicate effectively.
- Undertake, at Special Degree level, a 10,000 word research project towards a final year BA dissertation for which there is focused supervision and mentoring by a Lecturer of the Department; and is preceded by a course unit on research methodology which provides knowledge/policies on research ethics and prepares students to submit research proposals, literature reviews, abstracts and bibliographies
- Acquire knowledge on English language acquisition, policy and planning, application of principles and methods in English language classroom contexts through courses based on current national and international language needs.
- Choose courses according to an orientation in literature or language studies which offers students the opportunity to develop their interests and talents in one of these areas
- Choose courses from a course list with clear and well defined course descriptions, objectives, outcomes, methods of assessment and weightage of marks
- Benefit from regular curriculum design and revision
- Enjoy a reasonable flexibility on dates of mid-term assignments, in keeping with Faculty policy and agreements reached ahead with the lecturers and peer group

- Work with lecturers of the Department on research projects and where applicable obtain the recommendation of the Lecturers to work on other research projects
- Be the beneficiaries of regular student evaluations of the courses taught
- Have access to a Departmental Resource Centre that provides key text books, critical works and journals and is open throughout the working day
- Have access to a writing workshop in order to develop writing composition skills
- Approach Departmental Lecturers with issues and problems they may face in the teaching-learning environment and avail themselves of a procedure to air grievances, if any
- Develop and participate in extra curricular activities with the support of the Departmental Lecturers.

Program Details

The following programs of study fall into the remit of the review:

Program	Duration	Current Student numbers
BA in English (General)	3 years	130
BA in English (Special)	4 years	44
PG Diploma in English and English Language Teaching	1 year	
MA in English and English Language Teaching	2 years	To be advertised in 2007
MA in English	2 years	5 students selected. Further selection through MAQ Examination

Students

- Student Numbers: In 2007 student numbers were as follows:

First Year	50
Second Year (General)	45
Third Year (General)	35
Second Year (Special)	25
Third Year (Special)	12
Fourth Year (Special)	06

- Growth in student numbers: Over the years there has been an increase in the numbers of students offering English as a subject for both the General Degree and Special Degree in English. In the early 1990s the average number of students in a General Degree class was approximately 10 -12 and approximately 3 – 4 for the Special Degree in English. At present many courses have over 25 students registered for the General Degree in English and about 8 – 12 students registered for the Special Degree in English.

  Teachers of English who obtain Ministry of Education approval to follow a General or Special Degree in English are also part of the student body of the Department. Those who have done GAQ externally are admitted to the first year.
- Student Attendance: While the attendance of Special Degree students is particularly good, there are absentees from amongst the General Degree students some of whom

simultaneously follow courses at Law College, accounting courses, marketing courses such as ICMA and ICM, apprentice at law firms or are employed part time in media houses and other organizations. In a few cases, the Department has also had requests by students registered for Special Degree registration that it be converted to a General Degree because of the long delays in the university education system due to student strikes and unrest, or the inability to cope with the demands of the Special Degree while engaged in employment.

Staff

- Cadre positions: The cadre positions provided to the Dept. of English are: 2 Professors, 3 Senior Lecturers (Grade II), 2 Lecturers in English. At present all the cadre positions for the Department of English are filled. Of these, 2 members of staff are on postgraduate study leave. There are 2 Visiting Lecturers who cover some of the lectures.
- Weaknesses in staffing levels:– the present cadre positions are insufficient for servicing, in particular, the English Language and Linguistics courses offered by the Department. There are only 2 permanent members of staff to teach these courses. These two lecturers also coordinate and teach the MA ELT course and supervise BA and MA dissertations.
- Postgraduate Training: Currently 2 permanent members of staff are on postgraduate at the University of Manchester, U.K. and the University of Monash, Australia.
- Postdoctoral training: The only postdoctoral training opportunities available to the staff are through sabbaticals, conferences and short term training courses abroad because English studies at postdoctoral level is not a developed field in Sri Lanka. As the University of Colombo does not provide funding for postdoctoral training in English studies, and there are only two funding agencies at postdoctoral level for English – the Fulbright and Commonwealth fellowships which have their own subject mandates - the Lecturers have to rely on their publications, research and personal networks for invitations and funding for such training abroad. Not all staff members have such opportunities. Moreover, the ability to attend such postdoctoral training is dependent on overseas leave and the procedures to obtain it. This situation has led to uneven postdoctoral training within the Department.
- Research: The heavy teaching load, with every Lecturer teaching a minimum of 3 courses as well as BA and MA supervision, co-ordination of projects, extension courses and consultancies, and regular administrative duties; the lack of significant vacation time during which to pursue field, library and archival work; and the inadequacy of research funding have seriously undermined the ability of the Lecturers to undertake continuous research.
- The lack of books and journals is a serious drawback for the staff in keeping pace with the latest research in their respective fields. While the library provides e-access to J Store, this access is limited in that it does not, for instance, provide for the use of many journals in English language studies and linguistics. Moreover, in the absence of their acquisition by the main University Library, the high cost of theoretical books whether in language or cultural studies hinders the ability of the Lecturers to keep abreast with the latest trends and debates in the field.
- Publications: The lack of a University of Colombo Journal in the Humanities and the overall lack of publication opportunities for academic research in English studies at the local level is a serious setback to the publication of research. Staff has had to look to international funding agencies or NGOs to obtain the necessary support for their research interests and publications.

- Examinations: The Department implements Continuous Assessments and Final Examinations/evaluations for an average of 26 courses in the First Semester and 25 courses in the Second Semester. The policy of appointing Second Examiners for all final examinations/evaluations has put a strain on the Department which has to rely on a small pool of specialized resource personnel island-wide. The use of External Examiners also leads, at times, to poor turn around time.

Facilities

- Classrooms: There are limited facilities in terms of classrooms conducive to teaching and learning. There are only 3 rooms allocated to the Department of English. This entails using small spaces such as the Meeting Room of the Department for conducting lectures. These rooms do not have facilities for PowerPoint presentations, OHP or even magi boards, or adequate desks or chairs for the students because they were not designed to be classrooms in the first place. The rooms that belonged to the Department of English were reallocated to other Departments which has placed a huge strain on the Department.
- Resource Centre: the Resource Centre has been equipped with books and journals which has made it an invaluable facility for the students and staff of the Department. Books and journals, which are both primary and secondary texts, are available, as well as photocopying facilities. However, at present there is no permanent member of staff to keep the Resource Centre open for the duration of a working day. At times Lecturers have had to hold their lectures in the Resource Centre to keep it open, in effect doing two jobs at the same time. This has caused strain on the Department and has prevented the Resource Centre from being used to its full potential.
- Audio-Visual room: The audio-visual room is in a very poor state and needs urgent upgrading. The equipment needs to be maintained in an air-conditioned environment. At present the room is only serviced by fans and is very dusty. This has led to the rapid deterioration of the equipment, and in a situation where there is a severe lack of funds, the maintenance of equipment is costly. The audio-visual room seats only 20 – 25 students. Given the increased emphasis on audio-visual teaching materials in the course unit system, as well as the use of audio-visual materials by students in their class projects and presentations, a bigger and better equipped audio-visual room for the Department is an urgent necessity.
- Interactive Computer lab/ Language Centre: The Department of English does not have a computer lab/language centre where interactive learning of English can take place, in particular, for students following extension courses. Such a language centre would benefit skills development in IT and English, and provide an environment where participant observation can take place with senior undergraduate students and postgraduate students of the Department as well as the Lecturers engaged in research.
- Staff Common Room. The Department of English does not have a staff common room. As a result the staff meets informally in the Head's office. This arrangement is unsatisfactory, as it also disturbs visitors or meetings with the Head which cannot be held in privacy.
- Visitor's Room: The Department does not have a visitor's room or lounge in which Members of staff can meet visitors to the Department in privacy. Currently the small foyer/entrance to the Department is often occupied by its students waiting for lectures or meetings with Lecturers. The inability to meet visitors in a conducive space is a drawback and detrimental to the public relations of the Department.
- Computer room: The Department does not have a computer room. All the staff computers are in the Head's room. Both the Staff and the Head of Department find this very

inconvenient for undisturbed work on either the computers or in the carrying out of the Head's duties.

- Computers: There are only two computers for 7 members of the permanent staff of the Department of English as well as the Visiting and Temporary Lecturers. This prevents all Lecturers from accessing e-journals and other online teaching materials at times when they are not teaching, as the computers are invariably in use.

4. FINDINGS OF THE REVIEW TEAM

4.1 Curriculum Design, Content and Review

Strengths :

- Courses have been designed with some care. Equal weight has been given to Literature in English, Linguistics and Language, and Cultural Studies which are set up so that students are able to develop various skills in a structured manner.
- The courses and the manner in which they are taught show a sensible compromise between theory and practice; classroom instruction and independent study.
- We recognise that the Department is committed to a broad-based approach to teaching and learning.
- A diversified curriculum is offered by the Department for the Undergraduate Degree Programme, catering to a wide-range of academic interests. This is to be considered as evidence of good practice.
- Periodic review/revising of curriculum is also evident; there is a considerable difference between the present curriculum and what was in effect a few years back.
- Good continuity/progression can be witnessed in the design of course units which   are inter-related/dependent.

Weaknesses and recommendations :

- Courses are not listed in a consistent format in the course descriptions provided by the Department
- The Department should be more realistic in curriculum design, in setting up achievable goals. Given the current staff constraints as well as the rigid demands of the course units system with regard to time, some course units need to be reformulated to accommodate a realistic workload for both staff and students. (See for instance 'in-depth understanding of the elements of stagecraft' etc. in ENG 4175, pp.39-40, SER)
- While honing students' critical skills, the Department should encourage creative writing, a felt need among students
- It is hoped that Curriculum Review is not left totally to individual teachers (as suggested in SER 4.3) but done collaboratively whenever possible

Level of Judgement : Good

4.2 Teaching, Learning and Assessment Methods

Strengths:

- The greatest asset of the Department is its well-qualified staff. The Department has on roll four PhDs, two of whom serve in the capacity of Professor, and two Senior Lecturers. There are three Master's Degree holders among the Academic Staff, two of whom are pursuing PhD Degrees overseas. The Chair has served 15 years in that capacity.
- The Department has endeavoured to blend old and new methods in its teaching practices. It makes some use of the limited multi-media and other facilities it has access to and encourages students to employ them in their presentations. Such encouragement will eventually result in interactive teaching.
- Assessment methods include class tests, assignments, presentations and end-of-year examinations. Students and staff are aware of the assessment requirements.
- The Department appears to favour the removal of 'the traditional final written examination format' (SER 5.2.4) although it conceded in responding to questions from the Team that assignments do lead to forms of plagiarism (from the Internet, for instance) that could go undetected because of the Department's inability to verify all sources.
- Mark sheets, scripts and other material were found to be in proper condition. It was noted that the Department endeavours to have all Special Degree scripts second-marked and this is appreciated.
- It would appear that the services of External Examiners are used infrequently which is understandable given the time constraints of the course unit system and the dearth of Examiners in the discipline.
- Students were satisfied that the workload was reasonable.
- In spite of interruptions to academic studies which are beyond the Department's control, there appears to be constant endeavour on the part of students and staff to pursue work and cover the syllabi on time.
- There is evidence that Continuous Assessments are done on time and cater to formative and summative purposes.

Weaknesses and recommendations:

- The students maintained that at entry level, they had not been informed of the benefits available to them through the services of tutors; else they would have availed themselves of more opportunities towards formative assessment. It is expected that this information shall be made available to future students of the Department.
- Among other possible improvements to the Degree Programme would be the greater diversification of teaching and assessment methods. Perhaps due to the lack of wherewithal, the Department seems too dependent on conventional methods of delivery and assessment, leading at times to lacklustre outcomes.
- It is suggested that the Department acquires more computers and multimedia projectors, more OHPs, which shall encourage students and staff to bring forth their creative output. An up-to-date Language Laboratory with the related software is not in place.
- Presentation skills among students of the Department require definite improvement.
- It is unfortunate that such an impressive, up-to-date curriculum is handicapped by the lack of equipment. The IBG funds amounting to Rs10 Million received for improvements to English teaching at the University could have benefited these students, had it been

properly, imaginatively channelled. The same could be observed with regard to the utilization of profits accrued from the Extension Services of the Department.

Level of Judgement : Good

4.3 Quality of Students, including Student Progress and Achievements

Strengths:

- Since student admissions are governed by national policy, the Department has no control over the quality of students who enter. The Department is aware that a pass in English at the Advanced Level Examination is no longer a reliable index of student ability to read English at university level. The Department endeavours to maintain standards while trying to accommodate all students who are eligible to read English. Particularly noteworthy is the Department's decision to divide the large First Year batch into four groups and allocate a staff member to each group to provide special help.
- Discussions with a group of (mostly) Honours students were instructive. The students were keen, intelligent, and articulate.
- There is no reason to doubt the Department's claim in the SER that 100% of those who graduate from the Department secure good employment in the metropolis which also points to the acceptance of its Programmes of Study/Qualification by the stakeholders in the wider community.

Weaknesses and recommendations:

- One of the consequences of such success is that the Department is unable to recruit its best graduates. The staff profiles show only one Colombo Graduate in its permanent staff.

- The Team of Reviewers wishes to suggest that as further input by the Department towards student progress, the presentation skills of students be enhanced. Evidence found during the Review indicated that these were lacking (vide Year III student's presentation on Socio-linguistics).

- It was observed by the students and staff that the heavy demands of the course unit system as well as the fact that the University is located within a High Security Zone prevent the progress of extra/co-curricular activities (for instance, the last production of the DRAMSOC dates back to three years). The Department should find ways and means to circumvent some of these obstacles (e.g. since it is located in the city of Colombo, the Department cannot be short of venues for practice/rehearsals/instruction outside the University premises).

Level of Judgment : Good

4.4. Extent and Use of Student Feedback

Strengths:

- There is a strong rapport that indubitably exists between students and staff.
- The questionnaires that were shown to the team were properly structured to evaluate the students' gains through these courses and to suggest weaknesses of content.

Weaknesses and recommendations :

- The team is unable to discern the extent to which student feedback is employed in changes to curriculum and modes of teaching because versions given by students were somewhat different from views expressed by the staff. At present the Department does not have a structured method for students to interact with staff.
- The students' (Year III/IV) request that <u>more </u>Lankan English Creative Writing and a Creative Writing Component be included in their (General Degree students included) curriculum has not been met as yet. Staff should find space for students requests vis-à-vis changing texts.   There was a feeling among students that ideological interests (i.e. postcolonialism and feminism) usually prevailed in the selection of texts at the expense of other concerns. This matter should be addressed.
- In our discussions with students, we were informed that turnaround time for assignments could be improved and that they would appreciate if assignments were handed back with reasons for high/low grades indicated therein or provided verbally if requested.
- The team felt that some of these problems could be averted if formal office hours were maintained by all staff

Level of Judgment : Satisfactory

4.5 Postgraduate Studies

As remarked in 8.1 of its Self-assessment, the Department's postgraduate studies have been hampered in recent years on account of staff shortages. We note that the Department has taken initiatives not only to revive dormant programmes but to establish new programmes in Language. Preparations have been made to offer two Master's courses – MA in English and MA in English and English Language Teaching, the former with a current enrolment of five candidates.

Perhaps the Department should be mindful of possible overload given that it is still short-staffed and has to cope with an unusually large number of undergraduate students.

Evidence is available that the Senior Staff of the Department are currently engaged in teaching Postgraduate Courses outside the Department/Faculty/University. It is not clear as to why the time allocated for these engagements cannot be channelled for the benefit of the Department's own Postgraduate Courses.

The Department also offers a Postgraduate Diploma in English and English Language Teaching, yet coursework had not commenced at the time of the Review.

It remains to be seen as to whether the above plans of the Department with regard to Postgraduate Studies would lead to viable, constructive programmes with high demand from stakeholders.

Level of Judgment : Satisfactory

4.6 Peer Observation

A Peer Observation mechanism is not available currently at the Department. This should be remedied expeditiously as part of the Department's efforts to install good practice within its portals.

It should be stressed that no academic, of whatever status, can form realistic conclusions about his/her classroom performance without access to peer observation.

Level of Judgment : Unsatisfactory

4.7 Skills Development

Strengths:

- The SER and the documents related to the IBG reveal that the staff has made its contribution towards the development of English-related skills as well as soft skills within and outside the Department.

Weaknesses and recommendations :

- As was previously observed in this report, presentation skills should be cultivated among students as often as possible, with the use of modern communication devices.

Level of Judgment: Satisfactory

4.8 Academic Guidance and Counselling

Strengths:

- The Department maintains a satisfactory record of academic guidance for its students. Members of staff are available for consultation (though not on a structured basis) and maintain a friendly environment for students who require guidance in academic/personal matters.
- An early warning system for the benefit of students with low academic performance is in place and this is appreciated.

Weaknesses and recommendations:

- Students do not seem to have sufficient information regarding the programmes conducted by the Department, prior to their entry to the Faculty. Creating wider awareness at students' entry point of the existence of services such as these would add value to the Department's current efforts in providing academic guidance.

Level of Judgment: Satisfactory

5. CONCLUSIONS

Based on the observations made during the visit by the Review Team, the eight aspects were judged as follows:

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Good
Teaching, Learning and Assessment Methods	Good
Quality of students, including Student Progress and Achievement	Good
The Extent and Use of Student Feedback Qualitative and Quantitative	Satisfactory
Postgraduate Studies	Satisfactory
Peer Observation	Unsatisfactory
Skills Development	Satisfactory
Academic Guidance and Counselling	Satisfactory

The overall judgment is suspended

Remarks

1. In the course of our discussion with the teaching staff of the Department, it was revealed that the Department wished to change its name from the 'Department of English' to the 'Department of English, Culture and Language Studies'. The Reviewers feel that such a change is consonant with the aims of the Department and the range of interdisciplinary topics taught therein.

2. Our second observation pertains to the Extension Courses taught by the Department. Although such courses do not come within our purview we should place on record the considerable services rendered via these programmes. The Department should be given the opportunity to utilise a substantial part of the earnings of these courses to develop its facilities such as purchase of equipment, staff development and the provision of teaching material.

Acknowledgment:

The members of the review team wish to thank the Vice-chancellor of University of Colombo, The Dean of the Faculty of Arts, the Head and the academic staff of the Department of English, and other non-academic staff members of the Department for their support and collaboration extended to the team during their review visit.

6. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Tuesday 16th October
13.00-14.00 - Observing Lecture – Prof. Fernando

Day 1 – Wednesday 17th October
8.30-9.0   - Private meeting of Review Panel
9.00-9.30 – Discuss Agenda for the Visit
9.30-10.30 – Meeting with VC, Dean
10.30-11.30 – Department presentation on the self-evaluation report
11.30-12.30 – Discussion

12.30-13.30 – Lunch

13.30-14.30 – Observing Departmental Facilities
14.30-15.30- Observing other facilities (Library, Computer Facilities)
15.30-16.30- Meeting with Academic Staff
16.30-17.00 – Meeting with Undergrads (2nd and 3rd Year)
17.30-18.00- Meeting of Reviewers

Day 2 – Thursday 18th October
9.30-10.00 – Observing Lecture-Manisha Jayatilleke
10.00-10.30Observing Lecture – Prof. Neloufer de Mel
10.30-11.00 – Tea
11.00-12.00 – Meeting non-academic staff
12.00-12.30 – Meeting with postgraduate lecture

12.30-13.30 – Lunch

13.30-14.30- Observing documents
14.30-15.30- Meeting with 4th Year students
15.30-16.30 – Meeting of Reviewers

Day 3 – Friday 19th October
9.00-9.30 – Dissertation Supervision NS
9.30-10.00 – Meeting with Student Counsellors/ Academic Advisors/Personal tutors
10.00-10.30 – Reviewers Private Discussion
11.00-12.00- Meeting with Head and staff for Reporting
12.00-13.00 – Lunch
13.00-17.00 – Report writing