



Program Review Report
Program Reviews - 2018
BA (Honours) Degree in Performing Arts
Department of Performing Arts, Sri Palee Campus
University of Colombo
8th to 11th October 2018



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Section 1 – Brief introduction to the programme

1.1 University of Colombo

The University of Ceylon was established by the State Council on April 1942 by amalgamating the Ceylon Medical College founded in 1870 and the Ceylon University College founded in 1921. With the University of Sri Lanka Act No. 1 of 1972, all universities were brought under one umbrella and made Campuses of a single university established as the University of Sri Lanka. The University of Ceylon, Colombo was named as the Colombo Campus of the University of Sri Lanka. Under the Universities Act No. 16 of 1978, all Campuses of the then single University became independent universities. Accordingly, the University of Colombo was formed in its present form in 1978. At present, the University comprises 7 Faculties, a Campus, a School, 6 Institutes and 5 Centers. Sri Palee Campus of the University of Colombo was established by a Gazette notification in 1996.

1.2 Sri Palee Campus (SPC) of the University of Colombo

Sri Palee Campus (SPC) of the University of Colombo formally known as the Western Campus, was established in June 1996 by the Sri Lankan Government extraordinary gazette notification No. 928/1. The History of the Campus goes back to 1930s when Gurudev Rabindranath Tagore laid the foundation stone for Sri Palee on May 20, 1934. The campus is in Wewala, Horana in the Kalutara district and the land and buildings were donated by the Board of Trustees to set up the university under the will of late Mr. Wilmot A. Perera, a well-known philanthropist. In 1998, the campus was named Sri Palee Campus. SPC has become a pioneer in offering unique programmes in the field of Media Studies and Performing Arts. Academic activities were commenced in 1999 with the establishment of two faculties for Media Studies and Performing Arts. However, at present both are functioning as departments.

The Department of Media Studies currently offers a four-year special degree programme for all media students to specialize in four different fields namely Media Studies, Print Media, Television, and Radio. The Department of Performing Arts (DPA) currently offers a four-year honours degree programme for Performing Arts students. The Departments of Languages and Computer Studies were established in May 2015. These departments offer courses in languages (English, Hindi, and Tamil) and computing for degree programmes in Performing Arts and Media Studies.

The present annual graduate intake for SPC is 160 (80 for Performing Arts and 80 for Media Studies) and the total student population exceeds 600. In addition, the campus employees 27 academic staff, 6 academic support staff, 3 administrative officers, and 70 non-academic staff.

1.3 The Bachelor of Arts (Honours) Degree in Performing Arts Programme

DPA offers Bachelor of Arts (Honours) Degree in Performing Arts programme. The main objective of the programme is to produce Arts across content and context, based on critical knowledge in the humanities, social sciences and the knowledge of new technologies; while focusing predominantly within the parameters of performing arts. Students who enrol for the degree programme can specialize

in either Dance, Music, Drama and Theatre, Arts and Design, or Film Studies. Students are selected to the programme and to their specializing streams through an aptitude test.

Tables 1 and 2 show the number of batches that graduated from this degree programme since the inception of SPC and the number of students currently enrolled in the degree programme.

Table 1 - Number of batches graduated since inception (i.e. from 1999)

Academic year	Students intake	No. of students graduated	Academic year	Students intake	No. of students graduated
1998/1999	11	09	2005/2006	24	23
1999/2000	22	17	2006/2007	50	48
2000/2001	25	21	2007/2008	45	47
2001/2002	25	23	2008/2009	77	70
2002/2003	26	27	2009/2010	73	65
2002/2003(A)	27	23	2010/2011	75	70
2003/2004	23	24	2011/2012	92	93
2004/2005	26	24	2012/2013	73	69

Table 2 - Number students in the degree programme

Level	Number of Students
1	80
2	77
3	83
4	78

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

The Self-Evaluation Report (SER) prepared by DPA included information required to conduct a successful programme review. A team of writers compiled the SER and opportunities were given to the relevant parties to provide their inputs. Documentary and other evidence made available to substantiate the claims made in the SER were also well organized and comprehensive. The SER included the outcome of the SWOT analysis carried out by DPA. Many of the issues identified by the reviewers during the earlier review were also included in the SER as either weaknesses or threats. However, DPA’s inability to compete effectively with similar degree programmes in other universities, due to the lack of infrastructure and resources were not included in the report as a major weakness. Furthermore, additional information such as statistics on student intake, graduate profile, intended learning outcomes (ILOs) of the degree programme etc. are also included in the SER. The team is pleased to note that the SER was well prepared and contained additional information that was useful for the review. Reviewers would also like to commend DPA, for the manner they provided additional information/evidence during the review.

Section 3 – A brief description of the Review Process

The review process comprised various steps such as familiarization with the review process, individual desk evaluation, review team’s discussion on individual evaluations, site visits 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 an opportunity to compare and discuss individual evaluations.

The three-day site visit which took place from 8th to 11th October 2018 was well planned and organized. During the visit, the team had discussions with the Vice-Chancellor, Director of IQAU, Rector of SPC, Heads of Departments, academic staff, Director and members of IQAC, students, administrative staff and support staff.

The first meeting of the site visit was with the Rector of SPC. During the meeting, it was explained how SPC functions under the University of Colombo and how quality and standards are maintained. The review team was informed that ‘Quality Assurance’ is a permanent agenda item in the Senate. During the meetings with Heads of Departments and academic staff, rector explained measures taken by SPC and DPA to improve the quality of the degree programmes. He also explained the teaching and learning processes at the department and difficulties experienced by staff and students.

Vice-Chancellor of the University of Colombo and Acting Director of the IQAU were met on the 3rd day of the review as reviewers had to go to the main university premises in Colombo. Vice-Chancellor explained about the support provided by the university to SPC.

Reviewers were able to meet only the 4th year and 1st year students (also a very few 3rd years) as 2nd and 3rd year students were boycotting classes. It was found that the students are generally happy about the

degree programme and how the programme is conducted. During the meeting with reviewers, students expressed their concern regarding the delays in releasing results, conducting lectures (especially by visiting staff), lack of common facilities and ICT facilities, difficulties they face when carrying out activities after hours, etc. However, their main concern was the lack of infrastructure and other facilities available for teaching and learning.

In addition to the meetings, facilities such as lecture rooms, studios, cafeteria, washrooms, medical centre, library etc. were visited and their conditions observed. In addition, a few teaching sessions, practical sessions and preparations for final productions were also observed.

The team observed that infrastructure facilities such as lecture rooms, studios, theatres, practice rooms are inadequate and in highly unsatisfactory condition. Almost all the lecture rooms and practice rooms have leaking roofs and they are in an unusable condition during rainy days. Cracked and damaged floors of dancing rooms may injure students. Also, almost all the access points of the wireless network are not in working condition due to lightning damages. It was noted that SPC and DPA operate with bare minimum facilities to conduct the BA in Performing Arts degree programme. The team was happy to learn that SPC has received some funding to address some of the issues identified.

The agenda of the review team is given in Annex 1. All the documentary evidence 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 were very impressed and happy with the manner the review was conducted, how evidence was organized and the manner in which they were treated. For this, the team would like to commend the DPA, IQAC and especially the staff members who were assigned to support the review team.

Based on the evidence examined, meetings were held with various stakeholders, facilities observed, lectures and practical sessions reviewed; marks were given for standards listed under eight criteria included in 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, 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.

During the review, reviewers felt that with its historical and scenic location, and its background, SPC has a great potential to become a centre of excellence in media studies and performing arts. However, this potential may not be able to be realized unless SPC and DPA improve their facilities, infrastructure and some of their practices.

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 evidence, demonstrated that the approach of SPC to improve quality and meet standards are constructive. This is related to the university’s approach to the same; having established the Internal Quality Assurance Unit (IQAU). SPC has also established an Internal Quality Assurance Cell (IQAC).

The leadership of the Campus and the departments are keen on upgrading the quality and standards of the degree programme. The work of the IQAC and relevant persons appointed for this purpose are closely monitored by the Campus Board. The review team is of the view that SPC and DPA have the capacity to upgrade the quality and standards of their programmes.

IQAC should be able to play a major role in managing the monitoring mechanisms for course modules and actively encouraging SPC/DPA to take various measures to improve the degree programme. Also, reviewers are of the opinion that more proactive measures could be taken by IQAC to improve the programme and, teaching and learning related practices. It is recommended to align the degree programme to SLQF 2015 guidelines and establish a Curriculum Development/Review Committee in SPC. Reviewers are of the view that further resources and training be provided for the Campus and the staff, in order to improve the quality and standards of the programmes.

Section 5 – Judgement on the Eight Criteria of Programme Review

5.1 Programme management

Strengths

- Sri Palee has a great potential to become a centre of excellence in performing arts
- Sri Palee Campus is an integral part of the University of Colombo
- Taken steps to introduce the student information systems (SIS) used by the University of Colombo
- Availability of a sound governance mechanism to manage the administrative and academic activities
- Availability of comprehensive student handbook/Prospectus which include information study programmes, course units, student services, etc.
- SPC has developed a strategic plan that includes goals, strategies, and actions
- Vision and mission of the university is reflected by the corporate plan and programmes offered by the SPC
- The university has set up an Internal Quality Assurance Unit (IQAU) with well-defined functions and operational procedures
- SPC has set up an Internal Quality Assurance Cell (IQAC)
- Zero tolerance towards ragging

- The non-existence of evidence related to gender-based issues

Weaknesses

- Website of the campus needs more information about degree programmes, up to date information on events, notices, etc.
- SPC has not established CDC/CRC
- Lack of evidence to suggest that the department maintains work norms/workload of staff
- Students have been given access to SIS without providing access/training to HoDs, academic staff and other relevant parties
- Although some initiatives were taken, not much evidence is available to show that the faculty are practising teaching approaches such as Outcome-Based Education (OBE) and Student-Centered Learning (SCL)
- Lack of mechanism/policy to support differently-abled students (although no issues reported).

5.2 Human and Physical Resources

Strengths

- Dedicated, competent and enthusiastic young staff serving the department
- Students are keen and talented
- Scenic and historical location
- Availability of space for the expansion of the SPC and departments.
- Organizing induction programmes for the newly recruited staff
- Number of programmes have been carried out to develop the staff professionally

Weaknesses

- Lack of evidence to suggest that proper environmentally friendly architectural consultations have been conducted before developing the physical infrastructure
- Lack of suitable lecture halls, art studios, practice/rehearsal areas, exhibition gallery, contemporary theatre, film studios, audiovisual studios, etc.
- Conditions and availability of common /sanitary facilities such as washrooms are not satisfactory
- Although the female student population has increased recently, measures taken to provide additional common facilities are inadequate
- Poor maintenance and storage of equipment and instruments
- Almost all of the lecture rooms and practice rooms have leaking roofs
- Some of the computers in the ICT Centre do not function

- Availability of computers for design-related work is not satisfactory
- Almost all of the access points of the wireless network are not in working condition
- The floor of a dancing room is cracked and not suitable for the purpose
- The measure taken to maintain the existing infrastructure is unsatisfactory
- The library is underutilized and can be developed further
- Lack of adequate IT infrastructure including insufficient bandwidth for internet
- Nonexistence (almost) of sport / recreational facilities
- Hostel facilities for male students and cafeteria are not satisfactory
- Inadequate training provided to encourage the staff to implement teaching approaches such as OBE and SCL
- Reviewers felt that support provided by the administration for teaching/learning is inadequate
- Lack of facilities for students to take part in events, learning experiences, cultural activities in Colombo
- Lack of professors in relevant fields
- Number of non-academic staff is insufficient

5.3 Programme Design and Development

Strengths

- The programme design reflects the mission, the goal and the objectives of the SPC
- Notable attempts have been made to align with SLQF including consideration of notional hours and ILO alignments to course contents
- Student Centred Learning is inherent in practical components of many course modules
- Final year productions enhance students' creativity as well as other necessary skills required to become professionals
- Programme outcomes are designed in line with the graduate profile
- The programme includes students self-directed and collaborative work
- A participatory approach has been used for the programme approval process
- The curriculum structure has been designed in a logical order and promotes progression
- Availability of supplementary courses in IT and English

Weaknesses

- No proper stakeholder participation including industry experts and professional bodies for the design and development of the programme
- Lack of flexibility and choices given to students when selecting courses
- Lack of student satisfaction/exits surveys conducted for the purpose of improving the programme
- Employability data were not available and tracer studies have not been conducted
- Internships are not included in the curriculum (internship is offered only after completing the degree)
- Lack of regular collection of student feedback and the use of findings for improving the quality of the programme
- Lack of evidence to suggest that peer reviews are conducted regularly (including course modules taught by visiting staff) and use of findings for improving the quality of the programme
- Evidence suggests IQAC does not play an active role in encouraging the SPC to continuously improve degree programme, adoption of better practices in teaching and learning, etc.
- Lack of outcome-based performance indicators such as student progression and success rates used by SPC/DPA
- Foundation courses need to be redesigned
- The actual workload of the programme is more than what is reflected by credits assigned

5.4 Course Design and Development

Strengths

- Many Course modules include students' self-directed and collaborative work
- Team works are visible among the students and staff
- Course units have been designed in order to achieve programme objectives and outcomes
- Course content is reflected by ILOs of course modules
- Course specifications which include ILOs, contents, assessment strategies, and learning resources are made available to students
- Availability of appropriate mechanisms to assess and approve course modules/curriculum within and outside of the Campus

Weaknesses

- Determination of notional hours is erroneous
- Issues in scheduling and conducting course modules according to the academic calendar
- Lack of evidence to suggest that student feedbacks and peer reviews were analyzed and findings have been used for improvements in course modules
- Objectives of elective and foundation courses are not very clear
- Many of the external experts included in course design teams are the visiting staff
- Weak course monitoring, evaluation and review system

5.5 Teaching and Learning

Strengths

- Teaching/learning strategies support programme requirements and ILOs of course modules
- Creating an environment that supports creative and collaborative learning
- Encourage to conduct research and publish the research work
- Students are generally satisfied with the teaching and learning process
- Teaching and learning strategies specified in the curriculum are aligned with ILOs
- Evidence suggests that teaching and learning strategies are not gender discriminative or abusive

Weaknesses

- Evidence to suggest that the allocation of work for staff is not calculated properly
- Evidence to suggest some issues between assigned teaching workload and actually completed teaching workload
- Restrictions on staying in campus premises after hours may negatively affect student learning
- Lack of evidence to suggest that student feedbacks and peer reviews were analyzed and findings have been used for improvements in teaching/learning
- Evidence to suggest some course modules were not completed satisfactorily
- Lack of resources such as musical instruments and consumables for practices may affect the quality of teaching and learning
- Unavailability of suitable facilities such as audio-visual studios, art theatres, practice areas, etc. may affect the quality of teaching and learning
- Poor participation in English language courses

- Learning Management System is used only for IT and English course modules
- Lack of evidence to suggest that DPA uses internal/external examiners' reports to evaluate the quality of teaching and learning

5.6 Learning Environment, Student and Progression

Strengths

- Student orientation programme helps new undergraduates to adjust to the 'new life' of the university
- The student code of conduct, examination by-laws, services provided by SPC are provided to all students
- Students - led associations conduct multiple activities
- Active student involvement in extracurricular activities
- Availability of common resources centres such as computer labs and library
- Well organized co-curricular activities

Weaknesses

- Reviewers felt that a mistrust exists between staff, administration, and students
- Administrative and technical support provided for the students are very poor
- Production costs are a burden for students
- Learning support needs have not been identified satisfactorily
- Lack of academic counselling
- Records on student progression are not maintained satisfactorily
- Students grievances are not effectively addressed
- Lack of evidence to suggest that student feedbacks and peer reviews were analyzed and outcomes have been used for improvements in teaching/learning environment
- Lack of student satisfaction surveys to improve the teaching/learning environment
- Student/staff need analysis surveys have not been conducted
- Surveys on graduation rates, employability, awards /scholarships received, etc. are not conducted
- Inadequate relationships with alumni and strengths of alumni are not properly utilized
- Inadequate training programme to support adopting LMS
- Lack of facilities to handle differently-abled students

- Lack of support/training provided for student counsellors

5.7 Student Assessment and Awards

Strengths

- Teaching, learning, and assessment strategies are linked to the outcome of the programme
- Assessment strategies are aligned with programme outcomes and ILO of course modules
- Evaluation criteria are included in the course specifications
- Enforcement of by-laws, rules, and regulations relating to examinations
- Different assessment components are specified in the course specifications
- Availability of policies and guidelines on appointing examiners and second examiners/moderators.

Weaknesses

- Assessments Rubrics are not available
- Taking an unacceptably long time to release examination results
- Lack of evidence to suggest that DPA uses internal/external examiners' reports to evaluate the quality of assessments

5.8 Innovative and healthy practices

Strengths

- Vice Chancellor's award for outstanding research.
- SPC has conducted student research symposium
- Well organized social and cultural activities with the support of academic staff and students
- The effort of UoC/SPC/DPA to reach both local and international organizations to increase the visibility of the university and study programme
- Students are offered an internship (only after completion of the programme)
- Satisfactory relationships with industry

Weaknesses

- Insufficient diversified income sources other than government grants
- Lack of availability of fallback options for students who could not complete the degree
- Lack of usage of e-learning/technology for teaching and learning
- Research publications by academic staff are inadequate
- Lack of usage of Open Education Resources (OER)

Section 6 - Grading of the Overall performance of the Programme

The Bachelor of Arts (Honours) degree in Performing Arts programme offered by the Department of Performing Arts, Sri Palee Campus, University of Colombo 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. The overall performance of the programme was reviewed through eight criteria which consist of 156 standards related to the criteria. Seven (7) criteria have gained more than the minimum weighted score requirement. Total marks received for all eight criteria, rounded is 72.6% resulting in a “B” (Good) 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 of the opinion that urgent actions need to be taken to address issues highlighted in the report, especially relating to standard 6 (Learning Environment, Student and Progression) by developing infrastructure and facilities for the programme 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	65	150	120
2	Human and Physical Resources	12	36	23	100	64
3	Programme Design and Development	24	72	54	150	113
4	Course/ Module Design and Development	19	57	45	150	118
5	Teaching and Learning	19	57	43	150	113
6	Learning Environment, Student Support, and Progression	24	72	33	100	46
7	Student Assessment and Awards	17	51	41	150	121
8	Innovative and Healthy Practices	14	42	26	50	31
	Total					726
	Total (%)					72.6
	Grade					B

Section 7 - Commendation and Recommendation

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

7.1 Programme management

Commendations

- Availability of a sound governance mechanism to manage the administrative and academic activities
- Availability of up to date strategic plan that includes goals, strategies, and actions
- Availability of comprehensive student Prospectus which includes information study programmes, course units, student services, etc.
- Nonexistence of evidence relating to gender-based issues
- The University has set up an Internal Quality Assurance Unit (IQAU)
- SPC has set up an Internal Quality Assurance Cell (IQAC)
- SPC has taken steps to introduce a comprehensive student information system

Recommendations

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

- To establish a CDC in SPC
- To train staff to use the student information system
- To implement an effective monitoring and evaluation system by IQAC to improve the quality of the degree programme
- To maintain workload reports of academic staff
- To develop SOPs to streamline activities of SPC / DPA
- To update SPC and department websites to include the latest information relating to degree programmes, news, events, FAQs, etc.
- To revise existing examination by-laws ensuring it covers all aspects relating to examinations (e.g. include attendance requirements and consequences for not meeting the requirement)
- To expand and improve health care facilities
- To develop a mechanism/policy to support differently-abled students (although no issues reported)
- Develop a mechanism to ensure gender equity and equality with appropriate policies and procedures

7.2 Human and Physical Resources

Commendations

- Dedicated, competent and enthusiastic young staff is serving the department
- Satisfactory resources are available in the Campus library
- Measures taken by SPC to provide general English language and IT skills
- Measures taken by the faculty to develop harmony and cohesion between different groups through multicultural activities
- Organizing induction programmes for the newly recruited staff
- SPC has carried out different programmes to develop staff professionally

Recommendations

In order to improve the quality of Human and Physical Resources, it is recommended:

- To carry out proper environmentally friendly architectural consultations before developing the physical infrastructure
- To develop suitable lecture halls, art studios, practice/rehearsal areas, exhibition gallery, contemporary theatre, film studios, audiovisual studios, etc. required for the degree programme
- To assure the availability of sufficient number of academics to teach in the relevant field of study
- To encourage academic staff to obtain higher degrees especially PhDs
- To develop common (especially sanitary) facilities such as washrooms`
- To consider gender balance when providing common facilities such as washrooms
- To ensure Wi-Fi network function and also to increase the coverage of Wi-Fi networks
- To increase the bandwidth of internet connection
- To develop facilities required for OBE / SCL and blended learning
- To train staff on blended learning approaches including the use of freely available online electronic resources (OER)
- To develop a mechanism for maintenance and storage of equipment and instruments
- To repair roofs of lecture rooms and practice rooms
- To repair the floor of the room used for dancing practices
- To replace non-working computers in the ICT Centre
- To make available suitable computers with extended displays for design related work

- To develop a mechanism to maintain the existing infrastructure
- To encourage utilization of the campus library and also develop it further
- To introduce and develop sport / recreational facilities
- To improve hostel facilities provided for male students
- To improve the cafeteria
- To ensure campus administration provides adequate support for teaching/learning
- To provide facilities for students who take part in events, learning experiences, cultural activities in Colombo
- To increase non-academic staff positions where appropriate
- To provide training for non-academic staffs to develop the skills

7.3 Programme Design and Development

Commendations

- Mission, the goal and the objectives of the SPC are reflected by the programme design
- Attempts have been made to align with SLQF (including notional hours and course contents aligned to ILOs)
- SCL is inherent in many course modules due to the nature of the programme
- Final year productions enhance students' creativity as well as other necessary skills required to become professionals
- Availability of a graduate profile for the programme
- Programme outcomes are designed in line with the graduate profile
- The programme includes students self-directed and collaborative work

Recommendations

In order to improve the quality of Programme Design and Development, it is recommended:

- To ensure the workload of the programme reflected by credits assigned (considering all courses - where possible- for GPA)
- To ensure alumni, employers, external experts, relevant professional bodies and other stakeholders are participating in the curriculum revision process to improve the quality of the programme
- To provide more flexibility and choices to students when selecting course modules
- To conduct student satisfaction/exits surveys for the purpose of improving the programme
- To ensure peer reviews are conducted regularly for course modules conducted by the visiting staff

- To ensure student feedback is taken at the end of each course module including course modules conducted by the visiting staff
- To ensure student feedbacks and peer reviews are analyzed and findings are used to improve the quality of the programme
- To include Internship within the curriculum of the programme
- To empower IQAC to take active measures to monitor, evaluate and improve the study programme
- To introduce outcome-based performance indicators such as student progression and success rates to measure the effectiveness of the programme

7.4 Course Design and Development

Commendations

- Self-directed and collaborative work for students are key components of many course modules
- Visibility of teamwork among students and staff
- Staff are provided with opportunities to develop their skills
- Programme outcomes are reflected by ILO of course modules
- The course specifications are designed using standard formats and integrate appropriate learning strategies with appropriate ILO, content, and assessment strategies, etc.
- Making available course specifications to students

Recommendations

In order to improve the quality of Programme Design and Development, it is recommended:

- To determine notional hours for course modules correctly
- To ensure student feedbacks and peer reviews are analyzed and findings are used for the improvements in course modules
- To redesign foundations courses
- To offer foundation courses during the early part of the degree programme
- To include external industry experts in addition to the visiting staff in course design teams
- To strengthen course module monitoring, evaluation, and review system (ideally through IQAC)
- To revise and improve IT and English course modules

7.5 Teaching and Learning

Commendations

- Teaching/learning strategies are designed to support programme requirements
- Teaching and learning strategies are intended to be aligned with ILOs
- Creating an environment that supports creative and collaborative learning
- The measures are taken to encourage staff/ students to conduct research and publish the research work
- Learning strategies are not gender discriminative or abusive

Recommendations

In order to improve the quality of Programme Design and Development, it is recommended:

- To encourage the adoption of more effective teaching and learning practices such as OBE and SCL
- To calculate the allocation of work for staff correctly
- To address issues relating to assigned teaching load and actually completed teaching loads
- To simplify the process to provide permission to stay in campus premises after hours
- To use the outcome of student feedback and peer reviews for improvements in teaching/learning
- To ensure the programme is conducted based on the academic calendar
- To ensure course modules are conducted based on the schedule (timetable)
- To ensure at the end of the course module all ILO and associated content specified in the course specification are covered
- To ensure the number of lectures / practical sessions completed reflecting the number of credits assigned (or the number of direct contacts hours specified) to the course module
- To acquire and use resources such as musical instruments, consumables adequately in teaching and learning
- To develop facilities such as audio-visual studios, art theatres to improve the quality of teaching and learning
- To take measure to improve participation in English language and IT courses
- To encourage using a Learning Management System to improve the quality of teaching and learning
- To use internal and external examiners' reports to improve the quality of teaching and learning
- To provide information on career opportunities available for students (especially, when they select subjects)

7.6 Learning environment, student support and progression

Commendations

- Student orientation programme helps new undergraduates to adjust to the 'new life' of the university
- SPC / DPA encourages students to participate in extra-curricular and co-curricular activities
- The student code of conduct, examination by-laws, services provided by SPC are provided to all students
- Students - lead associations conduct multiple activities
- Active student involvement in extra-curricular activities
- Availability of common resources centres such as computer labs and library

Recommendations

In order to improve the quality of the Learning environment, student support and progression, it is recommended:

- To develop a dialogue between staff, students and administration to address the mistrust that exists
- To provide a satisfactory and adequate level of administrative and technical support for students
- To take measure to reduce the burden of production costs for students
- To set up a mechanism to provide a satisfactory and adequate level of academic counselling
- To provide training for both academic and student counsellors
- To maintain and analyze student progression to improve student performance
- To set up a mechanism to address students' grievances
- To conduct student/staff need analysis surveys to improve the teaching/learning environment
- To conduct student satisfaction surveys to improve the teaching/learning environment
- To use the findings of student feedback and peer reviews for improving teaching/learning environment
- To conduct surveys on graduation rates, employability, awards/scholarships received, etc. to measure the effectiveness of the programme
- To strengthen the relationship between SPC/DPA and alumni
- To encourage the adoption of blended learning approaches and LMS to improve teaching and learning
- To provide adequate and satisfactory training programme on LMS
- To develop facilities to handle differently-abled students

- To make students aware of the code of conduct as well as their rights and responsibilities

7.7 Student assessment and awards

Commendations

- Assessment strategies are aligned with programme outcomes and ILOs of course modules
- Evaluation criteria are included in the course specifications
- Enforcement of by-laws, rules, and regulations relating to examinations
- Availability of different assessment components for the programme
- Availability of policies and guidelines on appointing examiners and second examiners/moderators.

Recommendations

In order to improve the quality of Student assessment and awards, it is recommended:

- To develop assessments Rubrics
- To ensure results are released within a reasonable time period
- To consider external examiner/moderator comments to improve the assessment process
- To provide oral/written feedback for assessments in a timely manner, especially formative/continuous assessments.

7.8 Innovative and healthy practices

Commendations

- Availability of a reward system to encourage academics for achieving excellence in research
- Conducting a research symposium in SPC
- Well organized social and cultural activities with the support of academic staff and students
- The effort of UoC/SPC/DPA to reach both local and international organizations to increase the visibility of the university and study programme
- Students are offered an internship (only after completion of the programme)
- Satisfactory relationships with industry

Recommendations

In order to improve the quality of Innovative and healthy practices, it is recommended:

- To develop mechanisms to generate income in addition to funds received through UGC / University
- To introduce fallback options for students who are not able to complete the degree
- To encourage usage of e-learning/technology for teaching and learning
- To encourage academic staff to publish research and related work

- To encourage the use of Open Education Resources (OER)
- To consider introducing ‘excellence in teaching’ award to encourage staffs to adopt best practices
- To introduce a mechanism to assess the performance of staff and to reward/train them based on performance/needs.

Section 8 – Summary

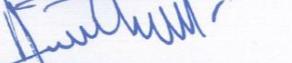
The programme review of Bachelor of Arts (Honours) Degree in Performing Arts degree programme offered by the Sri Palee Campus, University of Colombo was concluded with a 4-day site visit from 8th – 11th, October 2018. During the site visit, claims made by DPA, SPC and relevant evidence provided by DPA, SPC 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 Rector, Director of IQAC, HoDs and staff of DPA to provide feedback regarding the observations made by the reviewers and to provide some of the key strengths and weaknesses identified.

The review team gave marks for each of the 156 standards (of 8 criteria) based on careful analysis of the evidence provided by DPA, information obtained through meetings, observations of teaching and inspection of facilities/infrastructure. The study programme score was calculated as 72.6%. According to the criteria specified in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, the BA (Honours) in Performing Arts degree of DPA received a grade B.

Reviewers are happy to point out that the University, Campus, academic staff, support staff, and students provided the fullest support. The team hopes that awareness and positive attitudes relating to ‘changing for better’ and improving the quality culture of the SPC/ DPA have increased with the visit.

The reviewers expect the University to further strengthen better practices mainly noted as strengths in this report, take necessary measure to address weaknesses and implement recommendations. The team also hopes that efforts taken by the SPC / DPA will continue to improve the quality of its programme. Such efforts may help DPA to become a centre of excellence in fields of Performing Arts and to offer a world-class degree programme in related disciplines.

Name	Signature
Prof. Chandraguptha Thenuwara	
Dr. Ruwan Wichramaarachchi	
Dr. A.L.M. Riyal	

Annexure A

Visit by the panel of Reviewers – QACC

Bachelor of Arts (Honours) Degree in Performing Arts – Department of Performing Arts

Sri Palee Campus, University of Colombo

8th to 11nd of October 2018

Agenda

Day 01 – 8th October

8 am: Welcome to the SPC

8.15 am: Presentation by Rector, SPC (Attended HoDs, and staff)

9.30 am: Meeting with HoDs and Unit Coordinators

11.00 am: Meeting with the academic Staff of DPA/ working Tea

12.00 am: Meeting with IQAC Coordinator

12.30 pm: Meeting with Students (Level 4)

1.30 pm: Lunch

2.15 pm: Observation of facilities - Faculty library, Music room, Dancing room, Cultural centre, AV unit, and Research unit (meeting with Research Coordinator)

4.30 pm: Meeting with Non-Academic and Academic Support staff/ Tea

5.30 pm: End of day one

Day 02 – 9th October

8.00 am: Meeting with Temporary staff

9.00 am: Observing teaching/ practices/ production work

10.45 am: Visiting the Department of Computer Studies and Computer Centre

11.15 am: Meeting with administrative staff/ working Tea

12.15 pm: Lunch

1.30 pm: Observation of facilities – Hostels

2.15 am: Meeting with Student Counsellors

3.00 pm: Visiting DPA

4.00 pm: Tea and Observing documents of evidence

8.00 pm: End of day two

Day 03 – 10th October

- 9.00 am: Meeting with Vice Chancellor and Acting Director/ IQAU
- 11.30 am: Tea and Observing documents of evidence
- 2.30 pm: Lunch
- 3.15 pm: Meeting with Maintenance branch
- 4.00 pm: Meeting with English staff (Department of Language)/ Working tea
- 5.00 pm: Meeting with students (Level 1)
- 6.30 pm: End of day three

Day 04 – 11th October

- 8.00 am: Meeting with Vice Chancellor and Acting Director/ IQAU
- 9.00 am: Wrap-up meeting with Rector, HoDs, Academic staff/ working Tea
- 10.30 am: Report writing
- 4.00 pm: End of day four