



**Programme Review Report**  
**Programme Reviews – 2018**  
**Bachelor of Performing Arts (Honours)**  
**Faculty of Dance and Drama**  
**University of Visual and Performing Arts**  
**2<sup>nd</sup> to 6<sup>th</sup> September 2018**



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## Table of Contents

	<b>Page (s)</b>
Section 1 - Brief Introduction to the Study Programme	01
Section 2 - Review Team's Observation on the Self-evaluation Report	06
Section 3 - A Brief Description of the Review Process	09
Section 4 - Overview of the Faculty's Approach to Quality and Standards	14
Section 5 - Judgment of the Eight Criteria of Programme Review	16
Criterion 1: Program Management	16
Criterion 2: Human and Physical Resources	16
Criterion 3: Program Design and Development	17
Criterion 4: Course / Module Design and Development	18
Criterion 5: Teaching and Learning	18
Criterion 6: Learning Environment, Student Support and Progression	19
Criterion 7: Student Assessment and Awards	19
Criterion 8: Innovative and Healthy Practices	20
Section 6 - Grading of Overall Performance of the Programme	21
Section 7 - Commendations and Recommendations	23
Section 8 - Summary	25
<u>Appendix</u>	27
Annex 1 - Programme Review Schedule	27

## **Section 1 – Brief Introduction to the Study Programme**

### **University of the Visual and Performing Arts**

The University of the Visual and Performing Arts (UVPA) was established in July 2005 by upgrading the Institute of Aesthetic Studies of the University of Kelaniya. The origin of the University of the Visual and Performing Arts could be traced back to 1893, when the Ceylon Technical College commenced a course on Drawing and Design. In 1949, the Department of Drawing and Painting moved from the Technical College at Maradana to the ‘Heywood’ building at Horton Place, and was subsequently renamed as the ‘School of Art’. In July 1952, Music and Dance were included in to the curriculum, and the institute became named as the ‘Government College of Fine Arts’. In October 1953, the Departments of Music and Dance were moved to Albert Crescent in Colombo 7, while the Art and Sculpture courses continued to be conducted at the ‘Heywood’ Building. Three years after this, in 1956, this institution was once again renamed as the ‘National Institute of Arts’ and it was taken under the purview of Ministry of Education, and converted into three schools, namely, School of Art and Sculpture, School of Music and School of Dancing and Ballet. As a result of the University Act of 1972, the institution became known as the Institute of Aesthetic Studies and got affiliated to the University of Ceylon in 1974, and in 1980, subsequent to the enactment of Universities Act No. 16 of 1978, it became under the purview of the University of Kelaniya.

The UVPA is the only university in Sri Lanka which exclusively offer special degree programmes in visual and performing arts. UVPA at present comprises four faculties, namely, Faculty of Dance and Drama, Faculty of Music, Faculty of Visual Arts and Faculty of Graduate Studies, and offers undergraduate and postgraduate degree programmes in Visual Arts, Music, Dance and Drama and Theatre.

### **Faculty of Dance and Drama**

The Faculty of Dance and Drama (FDD) consists of seven Departments (i.e. Department. of Kandyan Dance, Department of Low-country Dance, Department of Sabaragamuwa Dance, Department of Percussion Music, Department of Indian & Asian Dance, Department of History and Theory of Dance and Drama, Department of Drama, and Oriental Ballet and Contemporary Dance, and three units (i.e. Computer Unit, English Language Teaching Unit and Research Unit).

The FDD is staffed with 02 senior professors, 03 professors, 01 associate professor, 27 senior lecturers and 10 probationary lecturers.

### **Vision and Mission of the FDD**

The vision of the FDD is to ensure that traditional Sri Lankan performing art forms are preserved for posterity, while promoting original creations and encouraging research and dissemination of knowledge. The mission of the Faculty is to engage in the study of performing arts forms through critical analysis and exploration.

### **Academic Programme**

This programme review was focused on reviewing the Bachelor of Performing Arts (BPA) honours study programme offered by the FDD. The study programme leading to BPA (Honours) degree is offered in 10 majors / specializations, tailored by seven Departments of the FDD as shown below:

- BPA in Up-country Dance (Honours) Degree - Department of Kandyan (Up-country) Dance
- BPA in Low-country Dance (Honours) Degree - Department of Pahatarata (Low-country) Dance
- BPA in Sabaragamuwa Dance (Honours) Degree - Department of Sabaragamuwa Dance.
- BPA in Oriental Drumming (Honours) Degree - Department of Percussion Music
- BPA in Bharatha Nattiyam (Honours) and BPA in Kathak (Honours) Degrees - Department of Indian & Asian Dance
- BPA in Acting (Honours), BPA in Script Writing and Directing (Honours), and BPA in Oriental Ballet & Modern Dance (Honours) Degrees - Department of Theatre Ballet & Modern Dance
- BPA in Video Dance (Honours), and BPA in History and Theory of Dance & Drama (Honours) Degrees - Department of History and Theory of Dance & Drama.

The students for the BPA (Honours) study programme with 10 subject majors /specializations are admitted through a common window. After completing the first year of study, they are selected for a three-year of specialization in the chosen major subjects. Although, the selection for specialization should be based on the student performances in the first year of

study, it was revealed that there are no specific criteria adopted for selection of students into different majors of the honours degree programme. According to the statistics given in Table 1.1, of about 250 students enroll into the FDD each year, the highest number of students are opted to the BPA in Up-country Dance honours study programme offered by the Department of Kandyan Dance.

**Table 1.1 - Number of Students Enrolled**

Departments	No. of Students in the Academic Year 2016/2017			
	1 <sup>st</sup> year	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year
Kandyan Dance	221	88	118	120
Low-country Dance		37	31	23
Sabaragamuwa Dance		17	13	18
Percussion Music		06	02	06
Indian & Asian Dance		14	19	13
History and Theory of Dance and Drama		43	20	35
Drama, Oriental Ballet and Contemporary Dance	40	35	34	42
<b>Total</b>	261	240	237	257

All seven Departments contribute to the BPA (Honours) study programme offered by the FDD. It appears that there are no separate degree programmes currently based on the main field of study as mentioned in the self-evaluation report. Only the detailed certificate mentions the main field of study and the department of study. The main fields of study specialized and offered by each Department are given Table 1.2

**Table 1.2 - Main Fields of Study Specialized and Offered by each Department**

<b>Department</b>	<b>Main Fields of Study</b>
Kandyan Dance	Kandyan Dance
Low Country Dance	Low Country Dance
Sabaragamu Dance	Sabaragamu Dance
Percussion Music	Oriental Drumming
Indian and Asian Dance	Bhartha Nattyam and Kathak
History & Theory of Dance and Drama	Video Dance, History and Theory of Dance and Drama
Drama, Oriental Ballet and Contemporary Dance	Acting, and Script Writing and Directing

The total number of credits that a student must obtain to graduate with an honours degree in BPA is 120 credits, and each student is expected to complete 90 credits in the specialized (major) subject area, and 30 credits in core subjects and minor subjects. In the first year, the majority of students follow six general subjects as core courses. In addition, courses on Teaching of English as a Second Language (TESL) and Information Communication Technology (ICT) are also offered in the first year. Two new course units of 150 hours each on TESL have been introduced for current first year students, and the first-year students appeared to have appreciated the new courses as they are offered by adopting student-centered learning approach.

During the scrutiny of the documents, it was revealed that the curriculum of the BPA (Honours) study programme is not prepared according to the SLQF guidelines, and the programme ILOs and course ILOs are yet to be prepared. Further, it appears that the FDD is yet to appoint a standing committee for curriculum development and allied matters

The FDD is located in two places; 2/3 of the Faculty is located in the main Campus at Albert Crescent, whereas the other 1/3 is located in Kohuwala premises. It revealed that the Kohuwala premises does not provide the conducive environment for studies as the basic requirements are not available in the premises. Further, there is no shuttle transport system

arranged for the students' transportation back and forth from main Campus to Kohuwala premises, and the students are very much inconvenienced as lectures are conducted in both places in a given day for same students.

The FDD is moderately equipped with required teaching facilities such as modern theater, studios, ballet theater, lecture halls, computer lab, etc. Though the computer laboratory is equipped with internet facilities, Faculty is yet to introduce an online Learning Management System (LMS) enabling the lecturers to upload the teaching material for students. The surroundings in the FDD is not well maintained and the common amenities (i.e. cafeteria, rest rooms, study areas, etc.) provided to student are barely sufficient.

The University library is not located in the main campus, and the mini-library available in the campus carries a minimum number of books for the subject areas in Dance and Drama. Further, the new acquisitions to mini library does not appear to take in place in regular manner.

Students are provided with accommodation in two university hostels, located far away from the main campus. Furthermore, only limited number of students are provided with accommodation facilities within these hostels.

The English Language Teaching Unit (ELTU) of the FDD is well maintained and the curriculum of the courses offered is prepared accordance with SLQF guidelines. The Staff Development Center (SDC) of the University does not appear to function and maintained properly. Although, the Career Guidance Unit (CGU) and the Centre for Gender Equity and Equality (CGEE) are established, they do not appear to perform the intended functions satisfactorily.

The University does not provide adequate sports facilities for undergraduates; there is no playground and gymnasium to provide opportunities for the students to engage in sports to uplift their talents, and for leisure and recreation. There is no common meeting place for students and staff. Although seven Departments are available in the FDD, all the Heads of the Departments are confined to one area and all the other academic staff members of the FDD are given a common room. Two Medical Centers operating with part time doctors are available in both places, but it appears that both facilities are not operating at satisfactory level.

## Section 2 -Review team's Observations on the Self-Evaluation Report

The self-evaluation report (SER) of the BPA in Dance and Drama (Honours) study programme was prepared according to the guidelines given in the *“Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions”* (Programme Review Manual). The structure of the SER met the requirements, and it included all four sections required. Graduate profile was provided, but the intended programme learning outcomes (ILO) were missing. Some information given are misleading. For example, the SER 1.4 provides description about 10 study programmes, though these are specialization areas of BPA in Dance and Dram (Honours) study programme. Further, it provides the number of students enrolled in the programme without giving choices of their majoring subject combinations. Though the staff numbers in various categories are presented, the profiles of academic staff including qualification are not provided. Details of learning resource system and student support and management system are missing

The SER presents the profile of Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis as per the prescribed guidelines. This analysis covers management, resources and external environment with sufficient depth. However, the analysis could have been improved by incorporating analysis of deep-rooted problems related resource management in order to construct strategies capable of meeting competitive challenges. Some of the supporting documents were available such as University Strategic Plan. However, the linking documents such as Faculty Action plan and Annual Activity Schedules were not available. The graduate profile reflects modern concepts of higher education though the same is not resilient to the current competitive challenges. The best practices prescribed for the standards of respective criteria are not sufficiently considered and internalized within the Faculty. For example, the credit definition of the study programme is not based on notional hours. However, the credit requirement of honours degree of 120 credits is met. Subject Benchmark Statement of Performing Arts has not been considered in design and development of the curriculum of the study programme.

Institutional review report of the University has emphasised the need for further improvements in teaching, learning infrastructure and research, and recommended that the University must take determined and committed effort embrace current higher educational trends and changes taking place in the local and global settings. Further, it has emphasized the need for compliance with the best practices prescribed by the Quality Assurance and

Accreditation Council of the UGC. In addition, it has highlighted several drawbacks such as tendency to continue with traditional teaching and learning practices, resistance to change, non-compliance with SLQF guidelines, and non-application of OBE-SCL approach in programme design and development and delivery. Unfortunately, the situation has not considerably changed after the review. It is imperative, that the leadership along with the staff must consider these constructive criticisms, and suggestions, and recommendations made through such reports, and embrace new trends and educational technologies, and take determine effects towards upgrading the quality and standards of study programmes so as to provide an appropriate learning experiences for students.

Another area the Institutional Review Report commented is research. Paradox of well recognized academics combined with less practitioner-researcher progress in the University still same for the Faculty. The straggle between old pedagogy and new pedagogical innovations of emerging academics is continued. The leadership required must give high priority for staff capacity improvement, particularly targeting the younger generation of academics by exposing them to the global experience of modern teaching.

Sound pollution generated by performance practices, lack of space, poor facility management, fragmentation of the Faculty premises, inadequacies of accommodation facilities, absence of a shuttle service between main Campus and Kohuwala premises, etc, remain same as it was during the institutional review. The management's answer to the situation is 'no complains', demonstrating non-accountability.

The physical environment of the FDD is not conducive for academic pursuits while the administration keeping silent to all complaints. Some academics are engaged with work not directly related to student learning and research. The staff providing academic and support services on contract basis appears to be demotivated.

The team involved in writing the SER along with the staff involved with the IQAU and IQAC has made a considerable effort to analyse the situation and reported candid information in many of the sections. It appears that the quality culture has gained a little progress after the institutional review. The major resistance to change appears to come from the administration. It appears that radical changes in all aspects are required to internalize best practices within the University, Faculty and its study programmes.

Nonetheless, there are some improvements in the academic management initiated by the leadership. Compulsory English programme introduced recently is one such example. There are some other new initiations which are promising: example replacing traditional drums with recordings. IQAC and IQAU certainly could play an important role in initiating this transformation

### **Section 3 - A Brief Description of the Review Process**

This report presents the findings of a review conducted by a three-member review panel, on the quality and standards of the study programme leading to Bachelor of Performing Arts (Honours) degree offered by the Faculty of Dance and Drama of the University of Visual and Performing Arts.

The review process comprised the desk review of the SER and on-site clarification of evidences cited in the SER for each of the claims for respective standards by inspection of physical resources and learner support services, observation of teaching and learning sessions and through discussions with stakeholders.

#### **Desk Review of SER**

The SER of BPA (Honours) study programme, submitted by the FDD was forwarded by the QAAC to the individual members of the review panel well before the site visit. Members of the review panel went through the report, and the individual assessments reports were submitted to the QACC before the given deadline. Review team met at the pre-site visit meeting held on 31<sup>st</sup> July 2018 at the UGC auditorium, and discussed the individual scores and it was found that there was close an agreement among assessments made by individual reviewers. Review team also reached consensus on the tentative schedule of the planned site visit.

#### **Site visit**

Review team commenced the site visit on Monday 02<sup>nd</sup> of September at 8.00am and concluded the site visit at 4.00 p.m. on 06<sup>th</sup> September 2018. Programme Schedule of the site visit in given in Annex I

The first meeting was held with the Director of the Internal Quality Assurance Unit (IQAU). Director described the guidance and assistance extended by the IQAU to IQAC of the FDD in preparing for the programme review. As explained, the IQAU has provided necessary training and helped in SER writing and monitoring process. Director also briefed the review team on the management aspects of the IQAU, and stated that its functions are guided by the Management Committee which meets at monthly intervals. Minutes of the meeting were available for scrutiny.

Faculty Internal Quality Assurance Cell (F/IQAC) has been established recently, and it is headed by a Coordinator. It is resourced through funds allocated through annual programme budget. The F/IQAC matters are discussed as a compulsory item in the Agenda of the Faculty Board Meetings from the recent past.

### **Meeting with the Vice-Chancellor and the Dean**

Review team met the Vice Chancellor (VC) in the presence of the Acting Dean of the FDD at the Senate Room located in the main administrative building. The VC emphasized highly the importance of improving the quality and standards of its educational offerings, and stressed the need for internalizing the quality culture in all aspects of the institution. Further, the VC explained the current activities aimed at achieving this goal, and the guidance and assistance rendered by the university administration to accommodate requests from the FDD in this regard. He also explained the future developments of the UVPA, with particular emphasis on the FDD.

The VC highlighted some shortcomings of their academic staff, particularly their resistance to get involve in research and innovations. Nonetheless, he is optimistic about the future as most younger members are taking up research as one of their core functions. He observed that some academic members have already started to present their research findings in local and foreign conferences, and their efforts are indeed facilitated through allocation of necessary financial support.

### **Meeting with members of the Faculty Board**

The special meeting of the Faculty Board was attended by the Acting Dean, Heads of Departments, all academic members and the Assistant Registrar. At this meeting the Coordinator of the F/IQAC made a presentation which gave an overview of the Faculty and the internal quality assurance procedures in place within the Faculty. As the Dean of the Faculty was on overseas leave, a senior academic functioned as the Acting Dean of the Faculty for the period of the programme review. Review team made an attempt to seek information through interactive discussion on the teaching-learning process and the extent of adopting the prescribed best practices. However, the review team was somewhat disappointed as it was very difficult to get the forthright responses from the Acting Dean and representatives on academic and other pertinent matters under review.

Following that, the review team held a meeting with the permanent academic member of the Faculty excluding the Dean, Heads and SER writers. It was evident that the academic members have been maintaining a good relationship with the Heads and the Dean. Most of the academic members appear to engage with many activities and duties in addition to their university duties. Thus, the academic members' participation in meetings with reviewers (first meeting with academics and debriefing session) was about 50%. Shortcomings and deficiencies highlighted by academic staff included inadequacies in physical resources, particularly lecture halls, computers/laptops and printers, and other office equipment, absence of dedicated office spaces for academic staff, and lack of hostel / accommodation facilities for academic members. At the end of the meeting the team discussed with academic members of the details regarding the study programme and the delivery. Review team is of the view that the academic members of the Faculty were not well appraised and adequately trained on the prescribed best practice's on programme design and development and delivery, and assessments.

### **Meeting with the Students**

Review team met the first and second years at Kohuwala premises and the third and fourth years separately at the main faculty building at the Main Campus at Albert Crescent. Students for the meeting were randomly selected without involvement of the faculty administration. As requested by the students, review team had a lively question and answer session with the students about the importance of QA system in Sri Lankan HEI. Students appreciated the academic members' rapport with the student community. They have several active student societies and opportunities to engage in many cultural events. Upon questioning, the students revealed that they are not well informed of their semester evaluation procedures. Reviewers had enough opportunities to observe the teaching-learning activities related to theoretical and practical aspects of the study programme.

Students' grievances included inadequacies of physical resources in lecture halls, lack of facilities in their hostels, shortcomings in canteens, rest rooms, and medical facilities, and lack of transport facilities to and from main Campus and Kohuwala premises. All first-year students were happy with two TESL course units which were introduced recently. All seniors were happy with the ICT facilities and services except the access to internet via Wi- Fi facility. However, they admitted that their competencies in English is insufficient, and it would be a hindrance in facing the 'world of work'.

There were no differently-abled students in the Faculty. There is no any special needs resource unit. Faculty has introduced an entrance test for selecting students into the study programme to measure the abilities of the prospective students. Therefore, differently-abled students cannot get selected for this Faculty. Nonetheless, it may be appropriate for the academic authorities look into this matter seriously and take constructive measures to provide opportunities for differently-abled students to engage in higher learning in this discipline, if such students are presented for entrance examination.

### ***Visit to the Resource Centers***

***Staff Development Centre (SDC)*** - The Director of the SDC did not participate in any of our discussions. There were evidences of meetings and attendance sheets for workshops. However, poor participation for workshops could be identified. Most of the participants were present only in the first session of many of the workshop. This was evident in the minutes of the Faculty Board meetings as well. The SDC has provided evidences for conducting an induction course for academic members annually. However, the review team is of the view that the newly recruited academic members must also be sent to staff development training programmes including the induction training programme offered by well-established SDCs of other universities in Sri Lanka to facilitate greater exposure to modern educational technologies, reaching and networking.

***Career Guidance Unit (CGU)*** - The Director of the CGU did not participate in any of our discussions. However, there were evidences of limited activities conducted by the CGU for students.

***Library*** - Faculty maintains two libraries, one at Kohuwala and the other at the main Campus. The team visited both libraries. Library committee meetings have been conducted once in three months. Academic members appear to be rarely involved in ordering process of books, journals, magazines or any other supplementary reading materials. Further, the students mentioned that the number of copies of Sinhala medium texts is not sufficient for all students. Electronic data bases are not provided either to the staff or students.

***Information Communication Technology Laboratory*** - Usage and functioning of the ICT labs appear to be satisfactory except the low bandwidth provided.

*English Language Teaching Unit* - Facilities provided for the ELTU were rather limited. However, the ELTU staff appear to provide a satisfactory TESL programme. Recently introduced two course units on TESL, expanding over 300-hrs are appreciated by all stakeholders of the programme.

All the necessary arrangements were made for the convenience of the review team by the administrators of the FDD. Debriefing was done at 9.00 a.m. on 06<sup>th</sup> September 2018 and the main findings of the review and the suggestions for quality enhancement were highlighted. Review team then continued their work until about 4.00 pm, having a discussion among its members on review findings and final report preparation.

## **Section 4 – Overview of the Faculty’s Approach to Quality and Standards**

Faculty has established an IQAC that works in liaison with the University’s IQAU in accordance with the Internal Quality Assurance Manual (2013) of the UGC and the IQA Circular of 2015. However, F/IQAC is yet to address the most important areas of internal quality assurance process. For example, the Faculty is yet to adopt clear policy and guidelines on many administrative and academic procedures, and allied matters.

Study programme curriculum, teaching and learning methods, and assessments have not been sufficiently adjusted to meet the criteria and standards outlined by the Sri Lanka Qualification Framework (SLQF). Further, the OBE-SCL approach prescribed by the QAAC of the UGC has not been considered in programme design and development, and delivery. Further, the Faculty has not assured measures to make continuous improvement of quality of teaching through inputs from student feedback, external examiner’s reports and course team’s suggestions. It is indeed imperative that the higher management of the Faculty must provide the leadership and guidance to empower those involved with F/IQAC activities to design and implement appropriate measures to enhance quality and standards of all spheres of administrative and academic activities of the Faculty.

It appears that the higher management has made sufficient efforts to improve learning resources and student support. Though several lecture halls/rooms are available, most of them are not suitable for the intended purpose. Student are not provided with transport from one lecture venue in the morning and to another after lunch that are located far-apart, and this need to be addressed immediately. The root of the problem appears be the lack of sufficient support gained from the administration for the requests and suggestions for improving learning resources and student support services.

Faculty’s information system is not meeting the required standards. Faculty shares the University Website as the IT platform. ‘Edurome’ page is available to offer information. Further, though the LMS has been created and all degree programs have been registered, no measures were taken to promote the use of ICT-based resources by the staff and students.

Through the University Website, the Faculty provides some of the public information such as the courses available, eligibility criteria, enrolment information, etc. However, the information has not been updated regularly, and the pages such as ‘Site News’ appeared to be

underutilized. In the Faculty, there is no policy and strategies to promote and motivate the use of ICT platform for teaching and learning process. Most of the senior academics are satisfied with traditional teaching methods without adopting the application of ICT-based tools. Faculty leadership should look into ways of promoting and motivating the staff to adopt ICT-based applications for teaching and learning practices. Prospective future plans must be prepared with involvement of all levels of staff, and such plans should incorporate the international experience gained by some members of the Faculty. Furthermore, efforts must be taken to educate the staff on the best practices prescribed by the PR manual as well as those adopted by other Universities.

The quality enhancement is not sufficiently incorporated into the administrative, academic and allied processes. No efforts have been taken to internalize prescribed best practices into day to day routine activities, and thus inculcating the quality culture has not been entrenched within the Faculty. Nonetheless, the Faculty has shown some interest in improving quality and standards of its programmes, and the initial step taken in this regard is the establishment of the F/IQAC. Further, some of the staff members have shown a keen interest in adopting best practices and reaching the prescribed quality standards. Unfortunately, many senior academics have not paid much interest in this regard. This situation has further been aggravated by the attitude of the higher management as they have not paid much attention to address the issues of poor physical resources and services.

However, the review team is of the view that the Faculty possesses required strengths and capacity to implement measures to remedy weaknesses and seek quality improvements. Some of the academic staff of the Faculty possess required attitudes, skills and important external and international experience to infuse best practices into academic programme design and development and delivery. In addition, the present University leadership along with IQAU staff is well resourced and ready to extend guidance and support required to design and implement quality enhancement programmes across the University. Faculty of Dance and Drama indeed possesses the capacity and commitment to overcome the weaknesses such as internal 'resistance to change' and 'complacency' of the staff, and therefore, it should make committed and determined efforts to capitalize on its potential to improve the quality and standards of its academic programmes.

## Section 5 - Judgement on the Eight Criteria of Programme Review

### Criterion 1: Programme Management

#### Strengths

- University Strategic Plan is available for the period of 2017 -2018.
- Student Handbook was prepared and it contains information about the University and Faculty, study programmes, admission criteria, student disciplinary actions, examination by-laws and student's charter, etc.
- Orientation programme is conducted for all incoming students.
- External and internal audit reports are available.

#### Weaknesses

- Though the University Strategic Plan was prepared, the action plan for the Faculty was not prepared, and hence there was no progress monitoring of implementation of activities prescribed by the Strategic Plan.
- Although Student Handbook was available, it was not distributed among students during the orientation programme.
- Course contents and evaluation procedures are not included in the Student Handbook.
- Duration of the orientation program is not consistent.
- Activities carried out by the Faculty level IQAC were not documented properly.
- Academic activities of the Faculty of Dance and Drama are conducted in two locations; in the main Campus at Albert Crescent and in Kohuwala premises, and the students face difficulties in shuttling between the two places for academic activities

### Criterion 2 - Human and Physical Resources

#### Strengths

- Availability of ICT laboratory including access to computer terminals and internet.
- Faculty possesses resources to organize multicultural programmes to promote social harmony and ethnic and cultural cohesion among students.

#### Weaknesses

- Instructors / Demonstrators who are with more than 10 years of experience have been kept in temporary position without providing any opportunity for any career progression.
- Teaching facilities and equipment/instruments are not properly maintained.
- Facilities provided for practical sessions (such as for dancing) were inadequate.
- Excessive sound pollution arising from practice sessions and failure to take any mitigatory measures.

- Lack of lecture theatres suitable to accommodate large number of students
- Although large numbers of text books are available in the library, the number of copies of required text books in Drama and Dance were limited.
- Services of a medical doctor on fulltime basis is not available in both Medical located in two places. Moreover, even though the majority of students are female, no female nurses are available in these health care facilities.
- Poor maintenance of lecture halls, washrooms and changing rooms.
- Dancing practical classes are conducted in rooms/halls that are not suitable for the purpose.

### **Criterion 3: Programme Design and Development**

#### **Strengths**

- General English programme extending over two course units (300 hrs) has been introduced recently for 1<sup>st</sup> year students.
- Availability ICT facilities and training programmes to instil computer application skills in students.

#### **Weaknesses**

- Absence of a faculty level standing committee (e.g. Curriculum Development Committee) to oversee the curriculum design, development and delivery, and monitoring and revisions.
- Programme design and curriculum do not comply with the guidelines prescribed by Sri Lanka Qualification Framework (SLQF), and were not guided by Subject Benchmark Statements (SBS)
- Salient educational principles and guidelines prescribed by OBE and SCL approach were not considered in designing the study programme curriculum.
- Most the graduates who graduated from the study programmes appear to find difficulties in finding a gainful employment and many have remained unemployed over long periods.
- Programme curriculum do not explicitly state the intended programme learning outcomes
- CGU has failed to offer sufficient programmes and training opportunities to facilitate 'soft skills' development of students
- Programme learning outcomes are not aligned with the graduate profile defined for the programme.
- Study programme with 10 specializations offered by the Faculty is not regularly monitored by F/IQAC.
- Absence of adequate stakeholder participation in programme curriculum design and development.

- Study programme does not offer fall-back options for students who fail to complete the programme successfully or for those who wish for an early exit.
- Absence of a credit transfer system to facilitate inter-faculty or inter-institutional credit transfer and student transfers.

#### **Criterion 4: Course Design and Development**

##### **Strengths**

- Examination by-laws are given in the Student Handbook.
- Applications of media and technology are integrated into the course designs.

##### **Weaknesses**

- Course module designs are not aligned with SLQF criteria and matched with SBS expectations.
- OBE-SCL principles were not considered in designing course curricula; course ILOs, contents and teaching and learning methods are not aligned adequately with programme ILOs.
- Students are not well informed about details of the study programme, prescribed courses, and assessment criteria and strategies.
- Stakeholders' comments have not been taken into consideration in designing the curriculum.
- LMS has not been adequately used in delivery of learning material to students
- Peer reviews are not implemented to improve the quality of teaching.
- Students' feedback has not been evaluated, and not been used for further improvement course/lesson contents and delivery.

#### **Criterion 5: Teaching and Learning**

##### **Strengths**

- English language programme (300hrs) that has been introduced recently for the first years is well appreciated by students.
- Majority of the academic members appear to be practicing student-centered teaching.
- Students appear to be very ambitious, creative and enthusiastic, and it is indeed very helpful for lecturers to adopt student-centered learning approach.

##### **Weaknesses**

- Inadequate information provided to students on study programme curriculum and course syllabi.
- Failure to provide course-outlines/study guides to students at the beginning of the semester.
- Sound pollution /extreme noise consequent to recurring use of drums and other musical instruments in the main Faculty premises appear to hamper learner-friendly environment of the university community.
- Inadequate facilities provided for academic members; they are not provided with proper work stations, computer terminals / laptops, proper changing/wash rooms, etc.
- Failure to provide adequate guidance to students on potential career opportunities, available local and global context.
- Unstable internship period provided for students.

## **Criterion 6: Learning Environment, Student Support and Progression**

### **Strengths**

- Student Handbook provides information about the university, rules and regulations, student charter, examination by-laws, available scholarships, etc.
- Excellent services provided by the ICT labs.
- Healthy rapport between academic staff members and students.
- High completion rate; majority of the students, except a few, complete their degree programme successfully

### **Weaknesses**

- Physical resources provided in lecture halls, staff rooms, practice halls, etc., are of poor quality, Moreover, they are not maintained properly.
- Inadequate infrastructure facilities and learning environment provided to students.
- Learner support services provided is not conducive for student support and progression.
- Inadequacies and poor maintenance of common amenities such as medical care and hostel facilities, canteens, washrooms, faculty-owned transport facilities for field visits, etc.
- All the course units are offered in Sinhala medium.
- Failure to exploit location specific advantages to provide opportunities to students to experience the available performing art shows at concessionary rates at the country's aesthetic hub that is feasibly located around the FDD.

## **Criterion 7: Student Assessment and Awards**

### **Strengths**

- Adoption of credit-based, Grade Point Average (GPA) system as the assessment and grading system of the study programme.
- Adoption of second marking at examinations that ensures transparency, fairness and consistency in student assessment process.

### **Weaknesses**

- Student are not adequately informed of GPA assessment and grading system.
- Delays in processing and release of results of practical and theoretical components of examinations.
- Students of the faculty have not been updated with regular, appropriate and timely feedback on formative assessments that is meant to promote effective learning and support the academic development of students.
- Existing examination procedure has been criticized by the students; they were of the opinion that many a times assessments were biased and the release of results were overly delayed
- Inadequate awareness of some staff members of the Faculty about the purpose, scope, elements and guidelines prescribed by the SLQF manual.
- Low credit weightage (i.e. only 3 credits) assigned to the final year student research project and dissertation.
- Absence of guidelines and adequate assistance given for the students for the final year research work.

## **Criterion 8: Innovative and Healthy Practices**

### **Strengths**

- Initiatives taken to organize an annual research symposium to disseminate undergraduate research findings.
- Encouragement and opportunities provided for students to show-case their talents.
- Newsletters that are published by students.
- Availability of a Manual of Examination Procedures.

### **Weaknesses**

- Poor usage of LMS by teachers for teaching and delivery of learning material for students.
- Failure to adopt and internalize OBE-SCL approach in programme design and development and delivery.
- Non-existence of credit-transfer policy and a mechanism.

- Non-existence of fall-back options for students who are unable to complete the study programme successfully.
- Absence of a properly designed and administered internship training programme as a part of the teaching and learning strategy.

## Section 6 Grading of Overall Performance of the Programme

The assessment made by the review team based on the criteria and standards, and the scoring system prescribed by the “Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions”, on the level of accomplishment of quality and standards of the Bachelor of Performing Arts (Honours) study programme is given in the table below.

**Table 6.1:** Grading of Overall Performance of the Study Programme

Criterion Number	Assessment Criteria	Weighted minimum Score*	Weighted Criterion-wise Score
1	Programme Management	75	79
2	Human and Physical Resources	50	58
3	Programme Design and Development	75	33
4	Course/Module Design and Development	75	64
5	Teaching and Learning	75	53
6	Learning Environment, Student Support and Progression	50	38
7	Student Assessment and Awards	75	72
8	Innovative and Healthy Practices	25	25
Study Programme total score on a thousand scale			422
Study Programme score as a percentage			42
Performance Grade			D
Interpretation of Performance Descriptor			
<i>“Unsatisfactory level of accomplishment of quality expected of a programme of study; requires improvements in all aspects”.</i>			

\* Represents 50% of the maximum achievable standardized criterion-wise score.

Based on the above evaluation made, the review team recommends that the Bachelor of Performing Arts (Honours) study programme of the Faculty of Dance and Drama of the

University of Visual and Performing Arts is awarded the performance grade of 'D', which is interpreted as *“Unsatisfactory level of accomplishment of quality expected of a programme of study; requires improvement in all aspects”*.

## Section 7 – Commendations and Recommendations

- All academic members of the Faculty should be trained on application of SLQF guidelines, programme specific Subject-benchmark Statements and outcome-based and student-centered learning approach in study programme curriculum design and development and delivery.
- Training opportunities should be arranged continuously for academic staff on curriculum design and development methods, and on modern interactive teaching and learning methods and assessment strategies.
- All academic staff members must be trained on university governance and management and establishment procedures so as to improve faculty governance and management, academic programme management.
- Appropriate internship period and programme with clearly defined scope, intended learning outcomes, components and length should be designed with inputs from all stakeholders and incorporated into the study programme.
- Young academic staff members should be given more opportunities/facilities to obtain their postgraduate training and qualifications from reputed overseas universities.
- Course specifications should be developed for all courses, and they should contain course aims/objectives, course ILOS, course synopses, teaching and learning methods, evaluation procedure and recommended reading material.
- Faculty should design and develop Study Programme Prospectus that should include among other things, the information on the Faculty, graduate profile, programme learning outcomes, study programme layout/curriculum map, synopses of course specifications, assessment schemes and grading system, examination by-laws, available student assistantships/scholarships/awards, etc., and make it available for students.
- Suitable mechanism should be established to provide feedback to students on formative assessments in timely manner.
- Academic counselling system must be strengthened so that the academic advisors or supervisors would guide and monitor the academic progress and offer prompt and feasible solutions.
- Student counselling system must be further strengthened with provision of training for academics to function as counsellors/mentors, and the system must be further supported with required facilities – dedicated space, connectivity and support staff.
- Common amenities / facilities such as medical care and hostel facilities, unhygienic canteen and washrooms, transport service for their field visits, etc., should be expanded and improved.
- Faculty must develop and adopt appropriate standard formats for the purpose of students' feedback assessments as well as for the peer evaluations.
- University Career Guidance Unit must be strengthened to facilitate their core functions; CGU must help the students to acquire 'soft' skills to succeed in the 'world of work'.

- Bandwidth of internet connectivity to the central ICT facility, computer labs and lecture halls, staff rooms, etc., should be increased.
- Faculty environment should be converted into an environment-friendly, green premises to create a conducive environment for learning.
- Teachers and the final year students should be encouraged to participate in local and overseas seminars, symposiums and workshops in different fields of performing arts.
- Faculty should take steps to publish an international scientific journal on Visual and Performing Arts.
- Faculty should take initiatives to form an Alumni Association by providing leadership, guidance, logistic support and assistance.
- Faculty must seriously consider an establishing links between academia and students and the prospective employers (Ministry of Culture and Education and Media etc.) to address the chronic unemployment prevailing among its graduates.
- Faculty must take urgent steps to improve infrastructure facilities including the improvement of teaching aids and other physical resources in lecture halls, practice halls, staff rooms, etc.
- Consider establishing a Student-Staff Liaison Committee/Forum to facilitate a continuous dialogue between students and the faculty; this would offer a forum to discuss student needs and issues.
- Consider introducing a fallback option policy and mechanism for students, though it is not a burning issue currently.
- Consider introducing few courses in English Medium; students are happy to move into English medium of instruction. Faculty can utilize this opportunity.
- It is advisable to make necessary agreements through relevant authorities to offer access to the students of the Faculty at concessionary rates to performing arts shows staged at country's aesthetic hub that is feasibly located around the University.
- Examination procedures have to be streamlined to ensure objectivity, transparency and accuracy of examination process and to release the results in timely manner.
- Increase the volume of learning and weightage given for the final year student research project and dissertation to least 6 credits as prescribed by the SLQF.
- Consider introducing a policy and mechanism on credit-transfer.
- Consider establishing a Faculty Student Research Centre for final year students.

## Section 8 - Summary

The UVPA is the only university in Sri Lanka which exclusively offers special degree programmes in visual and performing arts. UVPA at present comprises four faculties, namely, Faculty of Dance and Drama, Faculty of Music, Faculty of Visual Arts and Faculty of Graduate Studies, and offers undergraduate and postgraduate degree programmes in Visual Arts, Music, Dance & Drama and Theatre.

This report presents the findings of the quality assurance review conducted by a three-member review panel, on the quality and standards of the study programme leading to Bachelor of Performing Arts (BPA) Honours degree, offered by the Faculty of Dance and Drama. The review process comprised the desk review of the SER submitted by the FDD for the study programme, and on-site visit clarification of evidences cited in the SER for each of the claims for respective standards by scrutiny of documentary evidences, inspection of physical resources and learner support services, observation of teaching and learning sessions, and through discussion with key stakeholders.

As per the assessment made by the review team based on the criteria and standards and scoring system prescribed by the “Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions”, on the level of accomplishment of quality and standards of study programme, the review team recommends that the Bachelor of Performing Arts (Honours) study programme of the Faculty of Dance and Drama of the University of Visual and Performing Arts is awarded the performance grade of ‘D’, which is interpreted as *“Unsatisfactory level of accomplishment of quality expected of a programme of study; requires improvement in all aspects”*.

The study programme meets weighted minimum score requirement for the criteria of Program Management, Human and Physical Resources and Innovative and Healthy Practices. The weakest criteria are Programme Design and Development, Course Module Design and Development, Teaching and Learning, Assessments and Awards, and Learning Environment, Student Support and Progression.

Strengths and weaknesses pertaining to each criterion and recommendations to resolve the identified deficiencies and weaknesses of the study programme are given in the report. Reviewers are of the view that this report will provide evidence-based, objective assessment of the current standing of the study programme, and the findings and recommendations given herein, will help the Faculty of Dance and Drama to address their weaknesses and capitalize on their strength so as to bring progressive improvements to the Faculty and its programmes.

## Appendix

## Annex 1

Schedule of the Site Visit of the Programme Review2<sup>nd</sup> to 6<sup>th</sup> September 2018

<b>02<sup>nd</sup> September - Sunday</b>		
<b>Arrival of the review team</b>		
<b>03<sup>rd</sup> September - Monday</b>		
<b>Time</b>	<b>Event</b>	<b>Participants</b>
0830 - 0900	Meeting with the Vice-Chancellor	The Vice-Chancellor, the Dean of FDD, Heads of Departments, Director of IQAU, Chair of IQAC of FDD
0900 - 1000	Program presentation by the Faculty followed by a discussion	The Dean of the FDD, Heads of Departments, all relevant academic & administrative staff involved in program management
1000 - 1100	Discussion with academic staff	Academic staff
1100 - 1130	Discussion with management staff	Non-Academic staff
1130 - 1630	Scrutinizing documentary evidence	Chair of IQAC / Relevant staff
<i>Review team work</i>		
<b>04<sup>th</sup> September -Tuesday</b>		
<b>Time</b>	<b>Event</b>	<b>Participants</b>
0830 - 0930	Discussion with staff of ELTU, ITC and Librarian	ELTU, ICT heads, staff and the Librarian
0930 - 1300	Observation of facilities of ELTU, ICT, Library	To be suggested by the Faculty

1400 - 1530	Meeting with students	Students representing all programs and levels
1530 - 1630	Scrutinizing documentary evidence	Chair of IQAC / Relevant staff
<i>Review team work</i>		
<b>05<sup>th</sup> September - Wednesday</b>		
<b>Time</b>	<b>Event</b>	<b>Participants</b>
0830 - 1230	Observation of teaching/ learning sessions and facilities for practices	To be suggested by the Faculty
1330 - 1500	Scrutinizing documentary evidence	Chair of IQAC / Relevant staff
1330 - 1430	Meeting with members of IQAC	IQAC members
1430 - 1630	Scrutinizing documentary evidence	Chair of IQAC / Relevant staff
<i>Review team work</i>		
<b>06<sup>th</sup> September Thursday</b>		
<b>Time</b>	<b>Event</b>	<b>Participants</b>
0830 - 1130	Debriefing	Dean, Heads of Departments, Academic coordinators, Senior members of the academic staff, Chair & Members of the IQAC, Student Representatives of the Faculty Board, representatives from the Academic Support Staff
1130 - 1630	<i>Preparation of major findings</i>	<i>Review team</i>