



PROGRAM REVIEW 2017

University of Colombo
Faculty of Arts
Cluster - D

Program Review Report

of

B.A. Honours Degree Programmes of (Cluster D)

**Department of History
Department of International Relations
Department of Political Science and Public Policy
Department of Sociology**

at

University of Colombo, Sri Lanka

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Section 1: Brief Introduction to the Faculty and Programmes

Over the years, the University of Colombo has grown to become Sri Lanka's leading university, known for its excellence in teaching, research, and service to the local, national and international communities. The University strives to be an internationally competitive institution promoting human resource development by synergizing knowledge, research, and creativity, and entrepreneurship whilst upholding democratic values in a plural society. The University has been placed within the top 1000 Universities in the World by the Times Higher Education World University Rankings 2016-2017.

1.1 The Faculty

The Faculty of Arts of the University of Colombo is currently the largest Faculty in the University in terms of its student population. The Faculty has ten (10) Departments as well as five (05) Teaching Units offering B.A. courses in Humanities and Social Sciences, namely Arabic and Islamic Civilization Unit, Computer Teaching Unit, English Language Teaching Unit (ELTU), Journalism Unit and Mathematics Unit. The ten (10) departments contributing to the Bachelor of Arts Honours programme are Buddhist Studies, Demography, Economics, English, Geography, History, International Relations, Political Science and Public Policy, Sinhala, and Sociology. The Faculty offers a three-year Bachelor of Arts Degree and a four-year Bachelor of Arts Honours Degree programme. The English Language Teaching Unit (ELTU) provides undergraduates with a working knowledge of English through its Proficiency Courses in English (Fig. 1.1).

(3) This review program is focused on reviewing four (04) of the special degree programmes offered by the Faculty of Arts in the University of Colombo under cluster D. Table 1.1 summarizes the Honours degree programmes offered under Cluster D. All the four (04) programs listed in cluster D are 1+3 programs meaning that students are selected for a three year specialized subject area after completing the first year of study. In the latter three years they are following a major and minor subject. The selection for the specialized programme is based on the student performances in the first year of study.

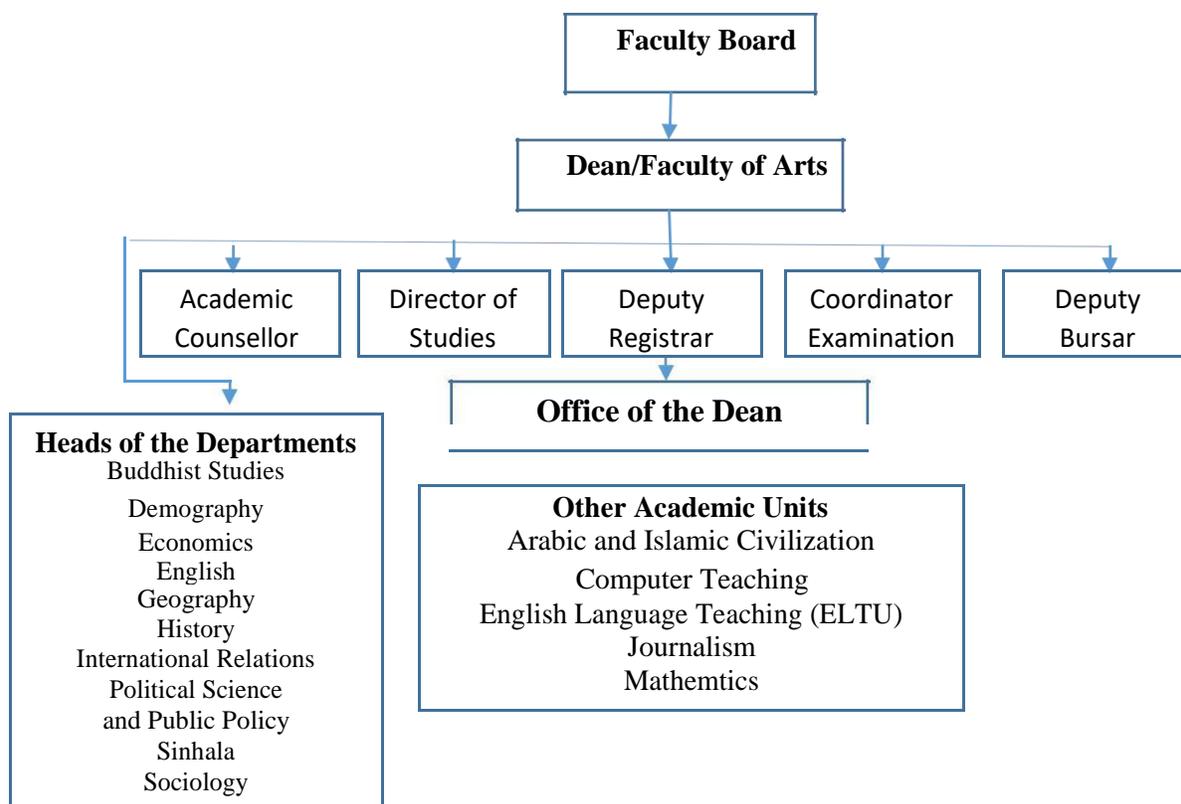


Fig.1.1: Faculty Organizational Structure

Table 1.1: Honours Degree Programs Offered Under Cluster D

Department	Programme Offered	Year of establishment	Year that Honours Degree was introduced
History (HIS)	Bachelor of Arts Honours in History	Early 1960s	1980s
International Relations (INR)	Bachelor of Arts Honours in International Relations (INR)	2010 (was part of HIS & PSC prior to 2000 and part of HIS & INR prior to 2010)	2000 (The only Department in the country that offers an INR Honours Degree)
Political Science and Public Policy (PSC)	Bachelor of Arts Honours in Political Science and Public Policy (PSC)	2001	2001
Sociology (SOC)	Bachelor of Arts Honours in Sociology (SOC)	1969	1977

1.2 Programmes

The introduction of the **Course Unit System** in 1998 was a major step towards offering students greater flexibility in selecting combinations from a variety of courses, as well as the duration of study and new methods of teaching, learning, and evaluation. The adoption of the **SLQF** in 2015 enabled the Faculty to ensure that its Honours Degree programme complies with the established national framework for higher education. In the first year, through its core courses, the Faculty exposes students to skills and knowledge from a broad range of academic disciplines of Arts, in order to compensate for uneven levels of knowledge and skills acquired at the level of secondary education (Table 1.2).

Table 1.2: Number of students enrolled for the Honours Degree and their choices of subject combinations

Department	Number of Students	Subject Combinations
History	49 (across three years, average of 16 per batch)	Generally combined with Political Science, Sociology, Sinhala, and Geography
International Relations	Total: 107 2nd year: 45 3rd year: 26 4th year: 36	Generally combined with Political Science, Sociology, English, Geography, Communications, and Economics
Political Science and Public Policy	140 (across three years, average of 46 per batch)	Generally combined with Sociology, International Relations, Geography, and Islamic Civilization
Sociology	135 students across 3 years (an average of 45 students per batch)	Generally combined with International Relations, Sinhala, Buddhist Studies, and English

Since 2016, the Faculty has been offering Enhancement courses (ENH) in place of the Foundation courses (FND) offered during the First year of study. They were introduced with the objective of imparting soft skills to the students. ENH courses are offered in the second and third year of study for Bachelor of Arts students; however they are also open to Honours students as non-credit, optional courses. From the second year onwards, students are expected to specialize in a subject designated as their Major or Special subject (Table 1.3).

Table 1.3: Credit Structure for Honours Degree Programmes

Year	Semester	Foundation Subjects			Other subjects	Specialized subjects	Total Credits	
1	I	03	03	03	06		15	
	II	03	03	03	06		15	30
2	I					15	15	
	II					15	15	30
3	I					15	15	
	II					15	15	30
4	I					15	15	
	II					15	15	30
Total Credits								120

1.3 Learning Environment

The Faculty maintains a **student-friendly environment** conducive to teaching and learning. The Faculty practices a policy of zero tolerance of sexual and gender based violence (SGBV), which is particularly attractive to the female students who make up over 85% of the student population in the Faculty. The **Centre for Gender Equality** of the University plays a key role in protecting the rights of female students and lecturers in the University. Additionally, the health centre, the gymnasium and the canteens established in the campus premises and the off-campus hostel facilities available for students also contribute to the well-being of the students.

Information and Documentation Centre (IDC): The establishment of the IDC in 1998 helped streamline all academic activities of the Faculty. It plays a crucial role in the administration and monitoring of the Course Unit System (CUS) and Study Streams. Its tasks are to monitor the CUS, maintain student records, coordinate information and academic activities amongst Departments and the student community, prepare examination schedules and logistics, distribute class lists to all Departments and Units, and notify students of the course units on offer for the academic year. This institution plays a crucial role in the smooth running of the Faculty.

Library facilities: The main library of the University of Colombo offers a large collection of books and periodicals (online and printed) with an online catalogue, access to electronic databases, the free use of laptops within the library, a learning commons for discussions and

activities, an e-resource centre, and an inter-library loaning and article request service to students of the Faculty. On a daily basis, approximately 1000 students of the Faculty use the reference section while approximately 400 use the lending facilities. Of the Faculty student body, 2546 students are active members of the Main Library. Additionally, HIS, INR and PSC collectively maintain one library and SOC maintains its own library to cater to the discipline-specific needs of the students.

IT facilities: The establishment of the Students' Computer Unit, IDAS Computer lab, and the Computer Teaching Unit within the Faculty has enabled students to become computer literate – an essential skill in the economic and academic climate of today – within a short period of time. Computer Applications is a compulsory course unit in the first year for all students in the Faculty. In addition to that, some Departments also offer further courses in computer applications that are tailored to the needs of their discipline. The Department of Sociology offers training in using the Statistical Package for Social Sciences as part of its applied research and data analysis courses.

English language training: The English Language Teaching Unit (ELTU) provides undergraduates with a working knowledge of English through its proficiency courses in English. English proficiency courses do not carry credits. However, it is compulsory for all undergraduates in the Faculty to pass at least level 2 of proficiency in English. These proficiency courses are designed to comply with the national benchmarks table University Teaching of English in Higher Education Benchmarks – Academic (UTEL-A) standards (which was, in turn, adapted from the IELTS Benchmarks Table to suit national needs).

The Ability Centre: The Ability Centre has been established in the Faculty to provide assistance to students with special needs. The Centre provides guidance and assistance to students with special needs in their academic and day-to-day concerns. The Centre also liaises with the Faculty and the University in providing a secure and comfortable environment for students with special needs. Centre for Excellence in Disability Research, Education and Practice (CEDREP), an institute affiliated to the Department of Sociology, also engages in activities that can contribute to the wellbeing of students with special needs.

Student support system and management - The academics of all these Departments serve as student counsellors in the Faculty. Faculty members maintain student consultations hours and ensure support in both academic and personal issues. All Departments use the LMS

extensively to provide teaching slides, assignments and guidelines, additional reading and resources, and to communicate with students in providing academic support.

Specific Departmental Programmes

The **Department of History** conducts an academic support programme targeting students who follow the Honours Degree in History. This includes a close examination of the student, especially in terms of studies, academic writing, academic reading etc. The main objective is to produce a graduate who has analytical skills and sound knowledge. HIS also organized the Young Historians Conference in 2015, in which the Honours undergraduates took part.

The **Department International Relations** has training workshops on research methodology, on academic writing, on protocol and etiquette, and on CV writing. Annually, the department takes students to present at naval bases, takes an active role in environmental protection, and encourages students to become mentors to school children. The Department has also provided students with opportunities to travel – Japan-Ship of the World, Commonwealth Youth Delegation – and get scholarships as undergraduates (e.g., Tokyo University). INR has also enhanced student learning through student-led activities such as the Anne Frank Exhibition. Such activities enhance students’ understanding of the field of INR, impart soft-skills, and ensure nascent leadership qualities are brought out.

The **Department of Political Science and Public Policy** provides mentoring and plays an advisory role through an annual field trip for final year Political Science students to support their field research, informal mentoring sessions, and collaboration with the Student Union of the Faculty.

The **Department of Sociology** offers training in Sociological Research Methodology, a field training program, extensive use of audio visual material in courses, and soft skill development programs as student support mechanisms adopted by the Department. The students also took part in the International Conference organized by INR in 2015.

Apart from these, the Departments also have student societies and Alumni Associations that provide avenues for students to engage in a range of activities. The History Society provides a broad forum for students to carryout extra activities - not strictly subject-oriented or focused on history but many other activities such as the organizing of seminars, drama festivals, field trips, and film weeks etc. The Sociology Students Association (SSA) represents the interests of the Sociology

Honours degree student cohort. The Sociology Alumni Association helps maintain contacts and build networks among the students subsequent to their graduation from the Department.

1.4 The major changes initiated/ implemented since the last review

The Faculty of Arts has responded in various ways to the challenges and problems of higher learning and employment. Employability issues have haunted Bachelor of Arts Degree holders (mostly those who do not have an Honours Degree) and the Faculty has taken certain measures to address this specific issue as well as other general challenges.

At the completion of the internal departmental review process conducted by the Faculty to institutionalize the Quality Assurance process, each Department undertook a review of its courses to ensure the alignment of programme outcomes, course objectives, ILOs specified in accordance with graduate profile, course content, teaching and learning methods, and assessments. OBE and SCE were institutionalized through this process. Department-level representation in the Quality Assurance process was also established.

The introduction of Wi-Fi facilities inside the Faculty building has increased student access to online learning material. Through these measures, these Departments strive to provide students with key competencies that will help them in their future professional life. The aims of these Departments cater to the creation of a graduate with a sense of purpose and integrity, intellectual honesty and tolerance towards difference.

Section 02 – Observation on SER

The review process was based on the SER of Cluster D, and this report presents the findings of a review of the quality of education submitted by the Departments of History, International Relations, Political Science, and Public Policy and Sociology for their study programmes of B.A. Honours Degrees in History, International Relations, Political Science or Public Policy and Sociology, of the University of Colombo, Sri Lanka.

The review team was of the view that the SER had been prepared according to the guidelines given in the programme review manual and there was ample evidence that a good participatory approach had taken place, appointing a writing team from among the senior academics with clear TORs. The SER is in accordance with the guidelines of the Manual for Review of undergraduate study programmes of Sri Lankan Universities and Higher Education Institutions, published by the University Grant Commission in December 2015.

The SER contained four Sections covering 125 pages including annexures. Chapter 01 of the SER gives an introduction to the study program which gives an overview of the faculty, Honours programmes offered by the faculty, overviews of the departments of under review, learning resource systems, student support system & management, and a SWOT analysis.

There were some documentary indications of periodic meetings and discussions held during the process of writing and compiling data into a final version of the SER. It is the general view of the review team that the evidence has been presented systematically alongside the standards and many of the relevant documents were examined during the site visit. Compilation was also in good condition.

It was observed that the SWOT analysis had been made and was given in the SER, and had clearly identified the facts relevant to the study programmes in the cluster. Furthermore, the required documents of the corporate plan and action plan of the faculty had been submitted as supportive documents. It was also noted that each department has its own specific vision and mission statement apart from the more general faculty vision and mission. They have given ample emphasis and adopted a student-centered learning and outcome-based education approach when designing the study programme at a greater extent.

The Criterion 1: Programme Management have been highlighted under 27 Standards mentioned in the PR Manual. Successful attempts have been made to interpret the vision and mission statements of the University, Corporate Plan of the Faculty and its programmes. The degree programmes are conducted under strong organizational and administrative mechanisms that incorporate innovative and standardized HEI practices, which ensure optimal participation by students and lecturers in how the programme is managed.

The Criterion 2: Human and Physical Resources have been examined under 12 Standards. The programme is conducted by well-qualified and trained academics with ample teaching and research experience in a wide range of disciplines (Table 2.1). The physical resources available in the Faculty for conducting the programme are largely satisfactory with some inadequacies particularly with regard to students with special needs. While some Departments have made effective links with potential employers for their graduates by way of internship programmes, others are currently in the process of exploring such possibilities. The newly-introduced Enhancement Courses, and soft skills development and other training organized by the CGU are also instrumental in enhancing student employability.

Table 2.1: Academic Profile

Department	Professors	Senior Lecturers	Lecturers	Assistant Lecturers/Tutors	Support Staff
HIS	-	04 (4 PhD's)	01	2	2
INR	01	06 (3 PhD's)	02(2 Prob)	2	2
PSC	-	07 (3 PhD's)	05 (4 Prob)	4	2
SOC	02	10 (08 PhD's)	02 (3 Prob)	7	4

The Criterion 3: Program Design and Development is mentioned in this section under 24 Standards. These programmes have been designed and developed under very strict monitoring of several academic bodies within and outside the Faculty to ensure that it is developed according to the SLQF standards incorporating practices such as constructive alignment, formative and summative assessment, and deliverable ILOs.

However, it has been observed in all Honours degree programmes there is a mismatch of credit value considers for the final results of the degree. Even though the students take one hundred and twenty (120) credits during four years only ninety (90) credits taken in the second, third and fourth years take into account for final results excluding thirty (30) credits from the first year. Therefore this discrepancy has to be addressed by the Faculty. It has also been noted that the

required six (06) credits for the dissertation are not visible, as there are two course units relevant to this, consisting of three (03) credits each instead of one six (06) credit unit, in the curriculum. Therefore this issue can be solved by amalgamating these two units into a six (06) credit unit. Other than these two issues there is no major issue in relation to the SLQF.

The Criterion 4: Course/Module Design and Development has been summarized under 19 Standards. The SER has made efforts to highlight the commitment of the faculty to promote the outcome based education and student centered learning.

The Criterion 5: Teaching and Learning comprises 19 Standards. Teaching on the programme is done using diverse approaches and techniques with particular attention paid to sustaining student interest and ensuring future employability. Technology-enhanced teaching through the LMS, online reading, slide presentations, and audio-visual tools is adopted with research training and practical placements / internships incorporated into the assessment scheme.

The Criterion 6: Learning Environment, Student Support and Progression have been discussed in this section with 24 Standards. A student-friendly environment that is caring and conducive is sustained by allowing students to be involved in decisions that concern their learning as well as well-being. The Faculty orientation programme and similar Department-level programmes are successfully conducting throughout the academic year to obtain information to students about university life. Several student-support mechanisms are put in place to provide academic support to students facing difficulties in IT and English. Counselling services are provided to help students deal with personal issues. The Ability Centre and the CEDREP conduct several activities to support students with special needs.

The Criterion 7: Student Assessment and Awards contains 17 Standards. Student assessment is done as per the examination by-laws of the Faculty and in line with SLQF. It was noted that procedures are followed by the faculty to maintain the fairness and transparency of student assessment. Assessment mechanisms pay considerable attention to developing soft skills that have been identified as necessary for employment.

The Criterion 8: Innovative and Healthy Practices having 14 Standards covers information on policies on adopting UGC circulars etc. Attention has not been paid under this section to give students a right to scrutinize the answer scripts, nor to have credit transfer as per SLQF guidelines.

It was also observed that some remedial measures have been implemented from the comments made by the previous subject and institutional reviews, to a large extent.

At the end of each criterion, the review team was of the view that the SER team had summarized its findings, which were informative, to give the readers a quick feedback. The review team considers the SER has been prepared according to the guidelines given in the Manual for PR, and the evidence provided was examined thoroughly and extensively for sufficiency and reliability by the PR team during the visit to the faculty.

Review team observation on SER writing

Good Practices

- SER gave the appearance of being hastily prepared, as evident by the wrong alignment of cells for many standards, and wrong numbering created confusion and was a time consuming exercise for the reviewers.

Areas for Improvement

- The SER gives an impression of lack of cooperation with the SER writing team.
- The SER writers' lack of experience and guidance by senior members was evident by the inappropriately provided evidence for standards.

Section 3: Description of the Review Process

Higher education is a 'public good' and plays a crucial role in the economic and social development in Sri Lanka. As public institutions engaged in the delivery of this public good, the universities in Sri Lanka have a responsibility to maintain and improve upon the high standards and the quality of higher education.

The programme review process introduced by the Committee of Vice Chancellors and Directors and the University Grants Commission (UGC) of Sri Lanka, now directed by the Quality Assurance and Accreditation Council (QAAC) headed by the Director, has been designed to improve upon the high standards and the quality of higher education. In order to fulfil that requirement it has been decided to evaluate the quality of education within a specific programme of study, for undergraduate programmes in a university.

The experience gained during the first cycle (2004-2013) of Institutional and Subject Reviews by the QAAC of the UGC has contributed to guide the process in a more relevant manner within the present context of Higher education in Sri Lanka. The evaluation procedure specifically focuses on the quality of the student learning experience and student achievement. The second cycle of Programme review commenced with the evaluation of all Faculties of Humanities and Social Sciences under the purview of the UGC, and this review is part of the second review cycle. This report presents the findings of a review of the quality of education provided by the Departments of History (HIS), International Relations (INR), Political Science and Public Policy (PSC), and Sociology (SOC) (Cluster D), of the University of Colombo, Sri Lanka.

The review panel appointed by the university Grant Commission (UGC) consist of Prof. G.W.A. Rohan Fernando (Chairman, Open University of Sri Lanka), Prof. Saman Abeysinghe (University of Ruhuna), Prof. R.M.M. Chandraratne (University of Peradeniya) and Dr. S.J.M.N.G. Samarakoon (Sabaragamuwa University of Sri Lanka) as the members.

The SER, prepared by a team of writers representing the four study programmes under Cluster D, under the guidance and supervision of Assistant Registrar and Dean of the Faculty, was handed over by QAAC of the UGC to the individual members of the team before the site visit.

The review team members were request to submit a desk evaluation to the QAAC prior to the pre-visit workshop held on 23rd August 2017. At the pre-visit workshop review members discussed their individual evaluations and it was noted that majority of the review evaluations are in agreement and all four of them were satisfied with the SER.

The review was conducted in the above Departments from 24th to 26th October 2017 adhering to the guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, published by the project Higher Education for the Twenty First Century (HETC), Ministry of Higher Education, Sri Lanka and the University Grants Commission in December 2015. This manual is meant for review of only undergraduate programmes of study (Programme Review) in both state and non- state universities and other Higher Education Institutions. During the review period, the team stayed at Hotel Janaki, Colombo.

In the process of the Programme Review, attention was focused on the eight (08) aspects given in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions. The evaluation of eight aspects was supplemented by the information gathered at different discussions. The agenda of the review process of Cluster D is attached as Annexure: *Site visit Schedule – University of Colombo*.

Meeting with the Vice Chancellor and the Director/IQAU: The first meetings were held at the College House of the University of Colombo at 8.00 a.m. to 9.00 a.m. on 24th October 2017 with the Vice Chancellor and Prof. Vipula B. Yapa, Director / Internal Quality Assurance Unit (IQAU), University of Colombo. The Vice Chancellor explained the current situation and the support and assistance rendered by the administration division of the University of Colombo to accommodate requests from the Arts Faculty. He also explained the future developments of the Colombo University. He also mentioned that the ‘job fair’ especially organized for Arts Faculty students by the Career Guidance Unit in the last couple of years attracts lot of employment opportunities. In order to cater to the void created by the science and mathematics for Arts Faculty students, he suggested the allocation of a special intake for the Technology Faculty. Vice Chancellor also emphasized that they are addressing disabled students, and that 60 blind students are currently studying in the Arts Faculty.

Director IQAU described the support provided by the IQAU to IQAC of the Arts Faculty. IQAU has provided necessary training and help in preparing SER and monitoring process. IQAU office was established in an easily accessible and attractive place of the University.

Meeting with Dean/Faculty of Arts: The Review Team visited the Faculty of Arts premises at 9.45 a.m. in the morning on 24th October 2017 after the two meetings. The Teams were welcomed by the Prof. Athula Ranasinghe, Dean of the Faculty of Arts and invited for morning tea. The Review Team was welcomed by the Dean of the Faculty, Prof. Athula Ranasinghe at the Board Room of the Faculty of Arts along with staff belonging to other clusters. He described the current structure of the programmes offered and the facilities available at the Arts Faculty. He also emphasized that all programmes are equipped with enhancement courses in the first year.

The first main meeting was held at 10.00 am in the Faculty Board Room and chaired by the Dean of the Faculty with the participation of the Heads of the relevant Departments. It was mentioned that the initial communications regarding the PR process were notified to the departments in February 2017. The Dean explained that they offer degree programmes in 26 streams in 10 departments in the entire Faculty. All general degree programmes are offered by the Faculty whereas the honours degrees are offered by the respective Departments. He explained the clustering of four programmes in Cluster D created many difficulties in preparing the SER and requested the review team to evaluate degree programmes separately, if possible. The meeting was concluded allowing all the review team to raise any queries that arose at the SER desk evaluation.

Meeting with Heads of the Departments and the Academic Staff: The next meeting was coordinated by Dr. Iresha Lakshman, IQAU coordinator, who presented an overview of the Degree Programmes in the Cluster D. The following meeting was organized for the academic members of Cluster D separately. A presentation made by the overall coordinator of the SER process of Cluster D emphasized the positives of the programmes and setbacks as well. This presentation enlightened the Review Team on programme study and study streams conducted, infrastructure available and major constraints faced during the delivery of the academic program.

Meeting with the Academic Support Staff and Administrative Staff: The next meeting with administrative staff of the Faculty (Deputy Registrar, Deputy Bursar) was held together with the Academic Support Staff. The Team discussed the shortcomings relevant to their duties. The administrative staff was happy with available training facilities. The Deputy Bursar highlighted the fact

that some Departments in the Faculty that are earning extra money are ready to share their money with other departments. It was highlighted that there were insufficient cadre positions for Computer Instructors in the Faculty.

Checking Documentary Evidence: Early morning on the second day, the Review Team commenced to observe evidence for the SER report submitted by different Departments. Awarding marks for the entire cluster was discussed. However, it was observed after the site visit that the marks given to the clusters may devalue individual performances of some departments, and the evaluation team made arrangements to evaluate the departments separately after consulting the Chair of QAAC. Since documents pertaining to all Departments were submitted cluster-wise, it was requested by the review team to separate all 8 criteria in order to evaluate the review process programme-wise. Most of the documents were not in the files and review team was under time pressure to request the required documents from the relevant Departments. Some of the evidence was not available or not relevant to the standards of the criteria.

Meeting with the Students: With regard to the teaching and learning, the review team was unable to observe lecture sessions or practical classes due to the closure of the University. However, the team met selected undergraduates and discussed the matters concerning the teaching and learning process. They conveyed us the improvement of teaching procedures, psychological conditions, and internship and hostel facilities. At the beginning of the meeting, the Chairman of the Cluster D explained the reasons for this Programme Review visit. He also explained about the importance of the QA system in Sri Lankan Higher Education institutions. Then the Team could move on to a productive discussion with the students. These students were too ambitious and strongly mentioned that they were admitted to these departments with the highest Z-scores in the island for the particular schemes and their aspirations are also very high. However, some of them mentioned that they get a moderate academic level at the end of the degree. The students appreciated the electronic bursary handling system. They also appreciated the service at the Information Documentation Centre (IDC), which would help them to get necessary information easily during their studies. Students' grievances include lack of medical facilities, the unhygienic canteen facility, Faculty-owned transport facility for their field visits and the insufficient internet facility. The students proposed to establish a student research centre. They also requested to have an efficient and humanitarian bursary appealing system from the Second Year onwards. The students also mentioned that Internships had been introduced for programmes except Political Science and they need internships for all four honours degree programmes. They requested the allocation of a few months from the Master

Timetable exclusively for internship. All the students were happy to move on to English in all departments as the medium of instruction as that is a timely requirement. However, they proposed a Basic English course for them at the beginning of the First Year because most of the students are not capable of grasping the lectures in the English medium in the second year.

Good Practices

- Some students have impressive levels of English communication competencies.
- Student-teacher gaps seems to be minimum as evident by exchanging ideas during the lecture and answering to the questions raised by the lecturer

Areas for Improvement

- Assessment marks of repeat students shall be added to their final mark at the repeat examination
- Lack of evidence for field studies or visits
- Some lecturers do not adhere to the time table.
- Excuses and complications with the medical certificates submission process.
- Request for visiting lecturers especially for IT studies.
- Indoor games for girls hostels and separate gymnasium due to cultural concerns.

Department Visits: Two reviewers, Prof. Abeysinghe and Prof. Chandraratne visited the Departments of History and Sociology whereas Prof Fernando and Dr. Samarakoon visited the Departments of International Relations and Political Science and Public Policy. It was revealed that the Department of History needs further infrastructure for teaching and learning activities and additional academic staff for their teaching programme. It was noted that the Department of Sociology is utilizing its own library, well-trained staff and other infrastructure facilities. Further, the Head, Department of Sociology, described to the review team, his willingness to develop the department as a School of Sociology. The Department of International Affairs maintains all documents related to timetables, publications, and study materials in good order.

Non-Academic Staff: At the meeting with the non-academic staff, the review team discussed the problems faced by them, which related to new cadres, promotions, training, internet facilities, and requirement of equipment.

Teaching and Learning: During the visit, Faculty was closed for academic activities and hence, no lectures were conducted. The reviewers had no opportunity to observe the teaching and learning activity.

Outcome of the Previous Reviews: On the 26th October 2017, the Review Team discussed the outcome of the previous reviews with the Faculty Coordinator of the Internal Quality Assurance Cell and with the Heads of the Departments . It was revealed that the Department of Sociology underwent two reviews, the first one in April 2009 and the other in May 2014. The Department of International Relations was reviewed in February 2014 and the Department of History was reviewed in December 2014, however, the review report has yet to be received. The Department of Political Science and Public Policy was not evaluated so far by any external Review Team.

Computer Facilities for the Students: The Review Team observed students' computer facilities. There were four computer centres which include a sufficient number of computers for students. The team also observed facilities at the Information Documentation Centre, Center for Differently Abled Students and the Medical Centre. The Review Team conducted a debriefing with all academic members of different departments at 11.00 a.m. on the last day.

Final Wrap up Meeting: The final wrap up meeting was held in the Board Room, Faculty of Arts on 26 October, 2017, with the Director, IQAU, the Dean, Faculty of Arts, Heads and the staff members of the relevant Degree Programmes. The Review team was obliged to the Dean, Faculty of Arts, the Heads and the academic staff of the relevant Departments and Dr. Iresha Lakshman for the suitable arrangements, extended cooperation and generosity during the review activities.

Section 4: Overview of the Faculty's Approach to Quality and Standards

The Faculty has established its IQAC in accordance with the Internal Quality Assurance Manual (2013) of the UGC and the IQA circular of 2015 with evidence of appointments from 2015. The IQAC works in liaison with the University's IQAU. IQAC is functioning in a systematic way with regular meetings and addressing IQA issues of the faculty. The office of the IQAC is located in the administrative building in the Faculty of Arts.

The Review Team visited the office of IQAC and observed the facilities available there. The office of the IQAC is located next to the Dean's office in the Faculty of Arts, and is provided with all necessary office equipment and relevant staff. The review team is also pleased with the way the Faculty staff members cooperate with the IQAC after seeing the documentary evidence exhibited in the documentation room. However, in some departments no documentary evidence was available to claim that quality assurance activities are taking place at the departmental level. The subject of Quality Assurance is permanently included as an agenda item in the Faculty Board as well as in the Senate, which marks the commitment of the university in persuading all the staff to engage in a discussion to assess and improve the quality of academic programmes.

The Faculty possesses sufficient human as well as physical resources to maintain study programs at a high quality and standard. A total of 27 Ph.D. holders, including 03 professors, together with other post graduate qualified staff consisting of about 60 academics are serving in the departments under cluster D. Moreover, there are academic support staff and other relevant non-academics in all departments. There is evidence of providing various kinds of training to some of the academics on quality assurance requirements on various occasions. Therefore the honours degree programmes are conducted under strong organizational and administrative mechanisms that incorporate innovative and standardized HEI practices, which ensure optimal participation by students and lecturers in how the programme is managed.

Some Departments have made effective links with potential employers for their graduates by way of internship programmes; others are currently in the process of exploring such possibilities. The newly-introduced Enhancement Courses, and soft skills development and other training programmes organized by the CGU are also instrumental in enhancing student employability. The faculty has made significant efforts and commitments to promote

outcome based education and student-centered learning in the honours degree programmes with a particular emphasis on future employability potential of graduates. Some departments maintain their own libraries with valuable collections of books and other teaching resources providing more facilities to enhance knowledge of subject matter of undergraduates.

A student-friendly environment that is caring and conducive is sustained by allowing students to be involved in decision making processes that concern their learning as well as well-being. Several student-support mechanisms are put in place to provide academic support to students facing difficulties in IT and English. Counselling services are provided to help students deal with personal issues. The Ability Centre and the CEDREP conduct several commendable activities to support students with special needs. Student assessment is done as per the examination by-laws of the Faculty and in line with the SLQF.

It was noted that procedures are followed by the faculty to maintain fairness and transparency of student assessment. It was also observed that some remedial measures have been implemented from the comments made from the previous subject and institutional reviews, to a large extent.

Section 05: Judgment on the eight criteria of Programme Review

The following programme specific information was provided before we started examining documentary evidence. When allocating marks 0, 1, 2 or 3, the Review Panel first carefully studied the claim of the degree of internalization of best practices and level of achievement of standards stated in the SER with respect to each standard and then observed if the documentary evidence made available to support the claim is sufficient.

5.1 Programme Management

The faculty possesses an organizational structure which is adequate for efficient management and execution of its core functions as evident by having several units under the faculty such as curriculum development unit, student support and documentation unit, career guidance unit etc.

The action plan is up to date. However a regular monitoring mechanism during implementation is lacking. Stakeholder consultation is evident by the participatory approach of Alumni organizations in certain departments. An annual academic calendar is in place and events are scheduled in advanced. A Student Handbook and prospectus are available in both print and soft copies, and are informative. The web-site is up-to-date and provides basic information. Moreover, the information and documentation unit provides good service to the students. The MIS is properly functioning and up to the standards and there is evidence of high usage of this service.

The faculty adopts SLQF and SBS in designing and development of curricula but certain adjustments have to be made. The faculty practices a policy and procedure for programme approval and implementation.

Good Practices

- The faculty maintains a healthy environment and administrative structure for student learning

Areas for Improvement

- Gaps of coordination among the stakeholders.
- Efficient documentation and compilation is not up to the standard thus the review team had to extract many of the important documents spending considerable time.
- Faculty QAC is in not functioning well. Most of the staff are not aware of the FQAC. Therefore, it is essential to develop a QAC at faculty level

- SLQF guidelines in the process of curriculum development should be implemented.
- It may be possible to implement an award system to recognize contribution to teaching and research at Faculty level.

5.2 Human and Physical Resources

Most of the departments ensure the availability of adequate human resources with required competencies. Many of the academics are having doctoral degrees. However, there is a need to identify some non-academic positions in some departments in order to function efficiently. Most of the academics published textbooks, monographs, and research articles, but the appearance of articles in international Journals is limited.

Induction programmes for newly recruited academics are in place, and CPD is also in operation during the probationary period, but there is no such programme afterwards. Infrastructure facilities are up to the standard but IT facilities should be expanded according to the requirements of the students. Most of the departments maintain their own collection of books in a departmental library and usage of these units are evident. The faculty offers specialized training facilities in relevant organizations on a short term basis, providing opportunities for student to gain hands on experience in their fields of interest. Moreover, the Career Guidance Unit plays a crucial role in finding job opportunities and most of the departments conduct programmes for enhancing social harmony and cultural cohesion among students.

Appropriate student support mechanisms are in place and properly functioning. The University Medical Centre operates only during the working hours whereas the dental unit works only on Mondays, Wednesdays and Fridays (5 persons per day). The special medical team is hired on assignment basis whenever a crisis situation arises at the University. Eighty (80) dengue patients were reported in the year 2017. The faculty especially has paid attention to differently-abled students, providing excellent facilities within the premises.

Areas for Improvement

- Some academic cadre positions are still vacant.
- Staff training abroad, especially for postgraduate training, should be considered.
- Staff development programs for non-academic staff members could be further enhanced.

5.3 Programme design and development

It is evident that the Department of Sociology has achieved most of the standards in relation to programme design and development in an excellent manner, except for the faculty level documentary and physical facilities, like ICT and LMS, stakeholder survey reports and designing courses with reference to the SLQF guidelines. In contrast, the other three Departments did not properly follow the criterion-based activities, based on the non-availability of documentary evidence, for instance, programme specification, graduation and employability rates, student feedback, stakeholder feedback, principles of programme and curriculum design, Corporate and strategic plans. Apparently, one of the main barriers was faculty level improvements, which comprises adaptation of SLQF policies. The Website is active, and Wifi-zones have been established appropriately, indicating utilization of IT facilities among the university community. All the students are provided with ICT facilities and each department has mini libraries and computer centers for student use. Use of LMS (MOODLE) has increased and hits per academic year for the departments are as follows.

IR 5449 SOC 3402 PSC 2023 HIS 2422

The undergraduate guidebook looks impressive and attractive, and provides important information to the students and outsiders. However, details of degree programs are not clear (page 26, 47), and the lack of code of conduct was also noticed.

Areas for Improvement

- Basic physical resources in the faculty are at satisfactory level but expansion of canteen facility, and the necessity of an auditorium are important aspects.
- Lecture theatre chairs are not equipped with writing facilities.

5.4 Course/module design and development

It is important that some departments had consulted internal and external subject experts for course design and development in a participatory manner, and provided the evidence of the Senate and the Faculty approved courses, and documents on teaching learning strategy. Further, the undergraduate prospectus of the Faculty consisted of Course specifications, although it did not include details about the courses. Certain evidence concerning student feedback and external stakeholder feedback was not contained in the cluster files. With regard to another weakness, some departments did not show the evidence of minutes of the course

development committee, course evaluation reports, and the evidence of use of SLQF and dropout rates.

5.5 Teaching and Learning

Faculty provides timetable and course specialization document before the commencement of the programme. Appropriate facilities are provided to differently abled students and the faculty has a particular centre for these students. Certain issues were raised by the students pertaining to use of misinformed facts directly from the internet by certain lecturers for lectures and this issue can be addressed through adopting a peer evaluation process which is lacking at the moment. It was noted that there was no proper report or document on lecture distribution among the academic staff in many departments and no lecture recording book. There is a deficiency regarding teaching practices, the degree of teacher-student interaction assessment through student feedback, and the peer evaluation process. This aspect should be more formalized and efficiently implement. There is no mechanism for identifying excellence in teaching.

5.6. Learning Environment, Student Support and Progression

All of these departments in Cluster D confirm a favourable and caring environment and greater interaction among students and the staff. The Senior Student Counselor of the University with other Student Counselors of the Faculty of Arts arrange different awareness programmes to educate the new entrants of different Departments on the rules and regulations, and the Student Charter of the University through the University Orientation Programme that would continue for two weeks. The Undergraduate Prospectus of relevant academic year of the Faculty is distributed during the Orientation Programme.

The Ability Centre of the University provides direction and support students with special needs in their academic and private needs. The differently-abled students can claim extra time at the examination, if the University Chief Medical Officer approves the extra time. And Braille examination papers are also available for the needy students. The Student Computer Unit (SCU) offers a variety of services and facilities for students of the Faculty of Arts free of charge. The services offered to students include self-access to PCs Wi-Fi

internet access, and providing support to use software for academic work. However, due to the structure of the Arts Faculty building, Wi-Fi internet access is hardly received by undergraduates of this Faculty.

The Review team was of the view that the library of the Colombo University maintains a Sri Lankan Collection that is very useful for all Departments. The Faculty library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning and gainful employment. Academic Counselors, Director of Studies and Representatives nominated by each Department or Unit or by the Dean of the Faculty of Arts are ready to give more clarification on the Course Unit System (CUS), and Study Streams to the students of the Faculty. Information and Documentation Centre (IDC) tasks are to monitor the CUS; maintain student records; coordinate information and academic activities amongst Departments and the student community; prepare examination schedules and logistics; distribute class lists to all Departments and Units, and notify students of the course units and Study Streams on offer for the academic year. The information on different activities of the four Departments can be found on the notice boards of the IDC. The students also appreciated the services of the IDC, which would help them to get necessary information easily during their studies. The students also requested to have an efficient and humanitarian bursary appealing system (that could solve case by case) from the Second Year onwards. The junior academic staff members follow compulsory teacher training (CTHE) as well as other ongoing training at the SDC.

The Faculty of Arts maintains up-to-date records using the IDC database on student progress throughout a programme of study. Lively Interaction between Faculty and students is continued through programmes such as *“Asela Sathsara”* and *“Aseniya Kusum”* Co-curricular activities such as Enhancement courses and planning for awarding of credits for co-curricular activities are organized to endorse the mission of the Faculty. The activities of the Career Guidance Unit (CGU) and enhancement courses in the syllabi would equip the career management skills of students.

The Career Guidance Unit of the University offers a variety of services ranging from guidance on future careers to capacity building, skill development, preparation of curriculum vitae (CV), preparation for job interviews, mentoring programmes with the private sector, job search programmes, and job fairs. Some Departments (SOC and INR) give opportunities for

internships as learning experiences. However others (PSC, HIS) abstain from offering internships for final years. The academic staff mentioned that the reason for not giving the internships to final year students was the inability to find suitable places for their students in the metropolitan areas. The Faculty practices GEE and prevents Sexual and Gender-Based Violence (SGBV) through offering related course units, arranging awareness programmes at the orientation and giving information in the undergraduate prospectus as well.

The Faculty has no policy on a fallback option. But the Faculty supports the students by giving special provisions through the examination policy. The Faculty regularly monitors progression and completion by maintaining the Alumni Employment Tracer Database. The Faculty solves students' grievances through the Student-Staff Liaison Committee and Faculty Board meetings. The Student-Staff Liaison Committee consists of student representatives and a number of faculty members. Its goal is to facilitate a continuous dialogue between students and the Faculty on student needs and issues. The Students are encouraged to report any matter requiring urgent attention to this committee.

The Faculty networks with Department-level alumni associations. These Associations support undergraduates in their orientation /internship Programmes. The Departments of this cluster adequately ^{provide} a suitable learning environment that enables the students to successfully achieve ILOs. However, the review team is of the view that the departments have insufficient infrastructure for their learning environment, student support and progression.

The students of the departments are clearly informed of their rights, responsibilities, and conduct for completing the programme through the student charter / code of conduct. The majority of the students complete their degree programme progressively; this was revealed in the discussions held with the students. This situation will not encourage fallback options. The evidence shows that the student support opportunities are accessible and communicated.

Strengths:

1. The role of the Director of Studies and the Academic Counsellor / Coordinator of the Information and Documentation Centre (IDC) is appreciable for students' interaction on the Course Unit System (CUS) at the University of Colombo.

2. The concept of “Study Streams” is very effective for BA Degree students.
3. The Student-Staff Liaison Committee is also a good concept at the Faculty of Arts.
4. The Alumni Employment Tracer Database has been initiated in the Faculty.

Areas for improvement

1. Introduce a fallback option policy in the Faculty.
2. Conduct research to get feedback about the level of students’ support in the Faculty of Arts.
3. Strengthen Alumni Associations in all the Departments in order to improve the employability rates. The department can encourage junior academic members of all departments to work on it.
4. Improve the infrastructure in the lecture halls / staff rooms with necessary facilities.
5. Wi-Fi internet access has to be improved for the benefit of the different stakeholders
6. Establishing a Student Research Centre.
7. To introduce an efficient and humanitarian bursary appealing system (that could solve case by case) from the Second Year onwards.
8. The students need internships for all four subjects and requested to allocate a few months exclusively for internship.
9. The following facilities have to be improved: medical facilities, unhygienic canteen facility, Faculty-owned transport facility for their field visits, and the insufficient Internet facility.
10. All the students were happy to move on to English in all departments as the medium of instruction as that is a timely requirement. However, they requested to arrange a basic standard English course for them at the beginning of the First Year.
11. The Faculty location can be converted into environment friendly green premises that would provide a fascinating learning environment for young freshers, though this Faculty is located in a metropolitan area.

5.7. Student Assessment and Awards

The Faculty of Arts has implemented the Course Unit System (CUs) since 1998. The CUs increased transparency in relation to course outlines and evaluations. Outcome-based programme design is confirmed through course outlines and examination processes of the departments of Cluster D.

The Departments of Cluster D produced evidence of policies such as ones on assessment strategies, minutes of review meetings, rules, by-laws, and regulations, curriculum evaluation committee minutes, minutes of the Senate and the Council. Some Departments (SOC, INR) have aligned their curricula to specified qualification level descriptors of the SLQF and SBS of professional bodies. Cluster D has explained the current Policy on weightage relating to different components of assessments, with course specifications in the Faculty Prospectus. All of the Departments of Cluster D have produced their Policy documents on appointments of external examiners, by-laws of examinations, senate minutes and appointment letters to examiners.

The most commonly used assessment methods in the department and allocated marks are as follows: end-of-semester examination: 60% and different forms of continuous assessment: 40%. However, the departments have the flexibility to change allocation of marks and the students are advised to get this information under examination guidelines of different departments. The academic staff is made aware of assessment roles and responsibilities and by-laws at the regular training of SDC. All arrangements have been made available for differently-abled students, such as special time tables and Braille examination papers.

Students of the Cluster D are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students. Displaying marks on notice boards and in-class oral feedback on assignments are common methods in some departments. Second marking is practiced in all these departments in order to maintain transparency, fairness, and consistency in student assessment process. Examination results are documented accurately and communicated to students within the specified time. Final examination results are announced through detailed transcripts that will be released to graduates immediately.

The Faculty of Arts confirms that the degree awarded and the name of the degree complies with the guidelines, credit requirements and competency levels detailed in the SLQF. However, some staff members of some departments of Cluster D were not conscious about the guidelines of the SLQF manual.

The Faculty ensures the implementation of examination by laws including those on academic misconduct, and strictly enforces them according to the university policies and procedures, in

a timely manner. All the departments of this cluster D allocate only three credits for final year dissertation. However, the review team are of the view that the departments should allocate six credits for final year dissertation.

Strengths:

The Faculty has successfully implemented a credit-based Grade Point Average (GPA) system as a general assessment method and the students understood the mechanism to calculate their own GPA. Examination Boards and panels released final exam results in time. All the departments of Cluster D ensure academic integrity of the award by maintaining confidentiality.

Areas for improvement

The students and the staff should be given awareness about the commission circular No. 978, the circular on results appeal system, that will enhance the transparency of the examination procedure of the Faculty. That gives provision for re-scrutinization of marks and grades of undergraduates since April 2012,.

All staff members should be given more awareness programmes about the guidelines of the Sri Lanka Qualification Framework (SLQF) and all members should be advised to implement those guidelines. The Faculty of Arts should allocate more credits (six credits) for final year dissertation.

5.8 Innovative and Healthy Practices

Although the LMS has been established, multi-mode teaching and SCL is at a minimal level, and delivery of teaching materials, and assignments etc should be enhanced. Use of OER in the teaching and learning process was not evident. However, there are some indications of innovation and interaction with communities and other stakeholders thorough field visits, but objectives and rationale must be indicated. Although there are two course units specified for research projects as a part of the degree programme there is no mechanism to disseminate the generated knowledge to the community or researchers out of the institute. It is also important to have a formal oral examination based on the presentation

of a dissertation. Some departments having engaged in income generating activities at various levels, however no commercialization practices have taken place. There is no evidence of credit transferring or fall back options in the degree programmes and no mechanism exists for re-scrutiny of results. Other than sports, no significant ways of interactions or competitions, such as IQ, drama and soft skills enhancing programmes exist.

Good Practices

- ICT –based platform
- Academic reward scheme
- Research conferences
- Income generation
- Social and aesthetic pursuits are commendable

Areas for Improvement

However following aspects take into account for further improvement

- Utilization of Open Educational Resources (OER)
- Planning of industry and community engagement
- Collaboration with outside stakeholders
- Credit transfer options
- Process of curricula development, approval and monitoring mechanisms
- Fallback option
- Alumni activities

The following two aspects of the eight criteria are not up to the acceptable level and affected the final judgment

- Programme design & development
- Innovative and healthy practices

Section 6: Grading of Overall Performances of the Programme

Based on the guidelines given in Chapter 3, Table 3.4 of PR manual, grading of overall performance of each study Program is as follows.

No	Criteria	Weighted minimum score	Sociology	International Relations	History	Political Science and Public Policy
1	Programme Management	75	135.2	139.4	130.9	118.3
2	Human and Physical Resources	50	91.7	72.2	66.7	77.8
3	Programme Design and Development	75	143.8	106.3	83.3	104.2
4	Course/ Module Design and	75	89.5	86.8	78.9	86.8
5	Teaching and Learning	75	89.5	73.7	76.3	76.3
6	Learning Environment, Student Support and Progression	50	112.5	87.5	66.7	81.3
7	Student Assessment and Awards	75	111.7	108.8	85.3	82.3
8	Innovative and Healthy Practices	25	31.0	28.6	21.4	10.7
	Total on a thousand scale		804.9	703.3	609.5	637.7
	%		80.49	70.33	60.95	63.77
	Overall grade		A	B	C	C
	Performance Descriptor		Very Good	Good	Satisfactory	Satisfactory

7 Commendations and Recommendations

7.1 Commendations

- Review team noticed a strong commitment from the Vice Chancellor, Dean, Heads of the Department and internal quality assurance team of the faculty in maintaining quality of the program
- Availability of Credit-Transferring System which is a general practice in the academic world.

7.2 Recommendations

- The students who were admitted to Colombo Arts Faculty, with the highest Z-scores of the island and with high aspirations were too ambitious to get a high academic level at the end of the Honours Degree. Thus, the Faculty should take necessary actions to determine final years' academic level.
- It is suggested to find a mechanism to include the number of credits in the first year too (with lesser weightage), when calculating the GPA (120 credits rather than 90 credits now).
- A reward system should be implemented to encourage academics to achieve excellence in research and outreach activities.
- The improved physical resources requirements should be also looked into.
- A Faculty Student Research Centre for final year students should be established.
- More workshops should be organized utilizing allocated funds of the QAC of the Colombo University for all academic staff members on how to write course descriptions, modules, or units, using constructive alignment (according to SLQF).
- The Faculty of Arts of the Colombo University should take necessary corrective actions to strengthen the procedure of student feedback and peer evaluation procedure.
- A quality culture among the staff of the Faculty of Arts of the Colombo University should be inculcated.
- The Administrators should take necessary action to streamline the services of the University Medical Centre for the needy students.

8. Summary

This report presents the findings of the review panel on the quality of study programme, B.A. (Honours) Degrees in Cluster D at the Faculty of Arts of the University of Colombo. The review was conducted in the Faculty from 24th to 26th October, 2017 adhering to the guidelines provided in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions.

The University of Colombo is located in the heart of the Colombo city in a magnificent environment conducive to academic and non-academic activities. Its uniqueness lies in its location and the large number of trained, committed academic staff. The review team noted that the University uses an inclusive and participatory approach in fulfilling its obligations and in the decision making process. The financial procedures of the University comply with the requirement of the national financial regulations and guidelines, and the resource allocation is identified in the Annual Plan.

The institutional arrangements for quality management and administration are in place through regular meetings of standing committees, planning and development committee, management committee, and the development of a manual of procedures, guidelines, by-laws and regulations, and job descriptions for nonacademic and administrative staff. A comprehensive MIS needs to be established which would further enhance overall quality management and administration more effectively and efficiently.

The University has established an IQAU at the University and an IQAC at the Faculty level in the recent past. The University is yet to develop its Terms of Reference and an activity plan to support QA activities of the University on all aspects. The indications are that there is much commitment to take forward the activities of QA. The students and the staff should be given awareness about the commission circular No. 978, which gives provision for re-scrutinization of marks and grades of undergraduates. All staff members should be given more awareness programmes about the guidelines of Sri Lanka Qualification Framework (SLQF). The Faculty of Arts should allocate more credits (at least six credits) for final year dissertation.

The programme evaluation has taken place separately for 4 honours degree programmes, however, different degree programmes have achieved diverse overall score from Very Good (B.A. Honours

in Sociology), Good (B.A. Honours in International relations) to Satisfactory (B.A. Honours in History and B.A. Honours in Political Science and Public Policy).

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Prof. G. W. A. Rohan Fernando

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Prof. Saman Abeysinghe

.....
Prof. R.M.M. Chandraratne

.....
Dr. S.J.M.N.G. Samarakoon

Annexures

Site Visit Schedule- University of Colombo, Faculty of Arts

DAY 1: MEETINGS AND FACILITIES VISITS

24 October 2017, Tuesday

	MEETINGS	Venue
8:00 – 8:30	Meeting with Vice Chancellor/Deputy Vice Chancellor	College House Boardroom 3
8:30 – 9:00	Meeting with IQAU Director	College House Boardroom 3
9:00 – 10:00	Meeting with the Dean	FoA Boardroom
10:00 – 10:30	MORNING TEA BREAK	
10:30 – 11:30	Meeting with Academic Heads of Departments	FoA Boardroom
11:30 – 12:30	Meeting with Academic Staff of relevant Departments	Cluster B Economics Auditorium Cluster C MB Ariyapala Auditorium Cluster D Sociology Auditorium Cluster A will be checking evidence during this time
12:30 – 13:30	Meeting with Academic Staff of relevant Departments	Cluster A Room 175 Cluster B, C & D will be checking evidence during this time
13:30 – 14:00	Meeting with administrative staff, technical officers & academic support staff of Faculty and relevant Depts.	FoA Boardroom
14:00-14:30	LUNCH BREAK	
14:30 – 16:00	Checking Documentary evidences	Cluster A Dean's Office Cluster B FoA Boardroom Cluster C FoA Boardroom Cluster D DR Office
16:00 – 16:30	AFTERNOON TEA BREAK	
16:30 - 17:00	Checking Documentary evidences	Rooms mentioned above

END OF DAY

DAY 2: OBSERVATION OF FACILITIES AND DOCUMENTARY EVIDENCES

25 October Wednesday

8:00 - 10:30	Checking Documentary evidence		
10:30 - 11:00	MORNING TEA BREAK		
11:00 - 12:00	Meeting with the student Groups	Cluster B	Economics Auditorium
		Cluster C	MB Ariyapala Auditorium
		Cluster D	Sociology Auditorium
12:00 - 13:00	Meeting with the student Groups	Cluster A	Room 175
13:00 - 13:30	LUNCH BREAK		
13:30 - 16:00	Facilities visit		
	Department/ Unit visits		
	Medical Centre		
	ICT facilities		
	Library		
	Career Guidance Unit		
	SDC		
	Sports Facilities engaged by Cluster A students		
16:00 - 16:30	AFTERNOON TEA BREAK		
16:30 - 17:00	Review team internal meeting		FoA Boardroom

END OF DAY

DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS

26 October Thursday

8:00 - 9:30	Evaluation of Teaching/Learning processes	
	Review team internal meeting	
9:30 - 10:00	MORNING TEA BREAK	
10:00 - 11:00	Department-wise Debriefing- Cluster A (Head of Departments, Coordinators of Units, Academic Staff, Academic support staff)	FoA Boardroom
11.00 – 12.00	Department-wise Debriefing- Cluster B, C & D (Head of Departments, Coordinators of Units, Academic Staff, Academic support staff)	Cluster B FoA Boardroom Cluster C FoA Boardroom Cluster D DR Office
12:00 to 13:00	LUNCH BREAK	
13:00 to 15:00	Final Debriefing with senior management of Program (Dean, Heads of Departments, Coordinators of Units)	FoA Boardroom
15.00	AFTERNOON TEA BREAK	
	END OF DAY	