

SUBJECT REVIEW REPORT

DEPARTMENT OF ARCHITECTURE



FACULTY OF ARCHITECTURE
UNIVERSITY OF MORATUWA

01st to 03rd November 2006

Review Team :

Arch. D. B. Navaratne, Design Consortium Limited

Dr. A.G. H. J. Edirisinghe, University of Peradeniya

Ms. Nishani C. Wickramaarachchi, University of Sri Jayewardenepura

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1. SUBJECT REVIEW PROCESS

Introduction

Subject Review (SR) evaluates the quality of education within a specific subject or discipline. It is focused on the quality of the student learning experience and on student achievements. It is designed to evaluate the quality of both undergraduate and taught postgraduate programmes.

The main features of the SR method are:

- Peer review
- Production of an analytical Self Evaluation Report (SER) by the academic staff delivering the programmes
- Review against the aims and intended student learning outcomes contained in the SER
- A review visit of 3 to 4 days
- An overall judgment, contained in a short report

Subject Review

Subject Review evaluates the quality of the student learning experience at programme level. It is about management and assurance of quality at programme level, rather than institution level. Internal evaluation of the quality of education at subject level is normally part of a university's quality assurance scheme.

Key features are:

- Peer review by academic staff with significant experience as subject practitioners
- Completion of an analytical SER covering programmes being reviewed
- Provision of documents such as: examples of student work, student handbooks, statistics covering student progress and achievement, external examiner's reports, minutes of subject committees
- Observation of teaching
- Discussions with subject staff to discuss statements made in the SER and supporting documents provided by staff delivering the subject
- Discussions with support and administrative staff concerning university quality assurance and resources matters discussions with students to obtain their views
- On the quality of the learning experience in their programme of study

Subject Review Aspects

1. Curriculum Design, Content and Review
2. Teaching, Learning and Assessment Methods
3. Quality of Students, including Student Progress and Achievements
 - Suitable qualified students on entry
 - Satisfactory progression through the programme
 - Achievement that matches learning outcomes

4. The Extent and Use of Student Feedback, Qualitative and Quantitative
5. Postgraduate Studies
 - Appropriate support and resources for postgraduates
 - Critical mass of permanent research-active academy staff
 - Availability of training in research methods and other areas
6. Peer Observation
7. Skills Development
8. Academic Guidance and Counseling

Review Process

Review visits are carried out by a team of academic reviewers. The reviewers receive the department's SER and supporting documents in advance of the review, gather evidence during the visit, and then make judgment on the quality of education. Reviewers are required to provide detailed and specific evidence to support all judgments they make.

All reviewers are required to participate in specialist academic reviewers training.

In the case of SR assessment of Department of Architecture (DA), Faculty of Architecture University of Moratuwa, Review Team was comprised of following members.

1. Dr. A G H J Edirisinghe
2. Archt. D B Navaratne
3. Ms. Nishani Wickramasinghe

Review process was carried out for three days. (From 1st November 2006 to 3rd November 2006)

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

History of the University and the Faculty

The discipline of architecture has been taught in Sri Lanka at tertiary level since 1961, at then the Institute of Practical Technology, Moratuwa, which acquired University Status in 1968; and then consequently moved to the University of Ceylon, Colombo. In 1972, with the restructuring of university education system in Sri Lanka, architectural education was brought back to Katubedda Campus of the newly constituted University of Ceylon, and established as an independent Department of the then Faculty of Engineering and Architecture at Moratuwa. Subsequently in 1978, with the reconstitution of university education system in Sri Lanka, Katubedda Campus of the University of Sri Lanka (renamed since Sri Lanka becoming a Republic in 1972), became autonomous and renamed as University of Moratuwa.

History of the Department of Architecture

The Department of Architecture was separated from the Faculty of Engineering and Architecture and a new Faculty of Architecture and Town and Country Planning was formed. Later, the Faculty was renamed as the Faculty of Architecture. The new Faculty subsequently developed into a fully-fledged University Faculty and at present has three

academic departments namely Architecture, Building Economics and Town and Country Planning.

Professional Accreditations

As the only professionally accredited architecture program at university level in Sri Lanka, the program serves a significant role in contributing to the professional milieu in Sri Lanka.

Programme & Entry in to the Profession

Program	Duration
B Sc (Built Environment) is being phased out to be replaced by the B Arch Honours	3 years
M Sc (Architecture)	2 years
B Arch (Honours) (currently in its third year of operation)	5 years
M Sc (Landscape Design)	2 years
M Sc (Architectural Conservation of Monuments and Sites) ICOMAS	2 years
PG Diploma (Landscape Design)	1 year
PG Diploma (ICOMAS)	1 year

The professional program in Architecture is conducted at the University of Moratuwa at two levels: a three-year program of study leading to a Bachelor’s degree in Built-Environment (B.Sc. [B.E]) and a two-year higher learning leading to a Master of Science (Architecture).

In between the two degree programs, students spend a minimum of one year in supervised professional training under qualified chartered architects both in the private as well as the public sector. The entry into M. Sc (Architecture), which is also funded by the University Grants Commission through University of Moratuwa, is always through a Viva Voce examination and review of student’s portfolio of the Year Out.

The entry into the profession of architecture is controlled by the *Sri Lanka Institute of Architects* (SLIA) – a 2, brand on the Department of Architecture, University of Moratuwa Subject Review Report 2006. Body with a history of nearly fifty years, but incorporated by an Act of Parliament in 1976.

The professional entry consists of a three-tiered process, Part I, II and III. Students who obtain the B.Sc. (Built Environment) degree are exempted from Part I of the SLIA qualifications while the M Sc (Architecture.) degree would earn the exemption for the Part II. A graduate of the Architecture study program at the University of Moratuwa with a M Sc (Architecture) will be eligible to sit for the Part III of the SLIA, after a minimum of one year of practical experience again under the supervision of a chartered architect.

Current Programme Transition

The Architecture study program is currently undergoing a transition from the 3+2 system outlined above, to a five-year, professional honours degree (B.Arch.). This program has an in-built professional training period (1 year) and offers students the possibility to major in one of four inter-linked areas: Society, Technology, Environment and Profession. This student-centered approach offers a five year academic program to be followed by a two-year period of professional training. The B.Arch. degree will earn exemption from Part II of the SLIA qualifications while the two year post-degree training

under the supervision of a chartered architect will enable a student to sit for the Part III of the SLIA qualifications and become a Chartered Architect.

Socialites of the Programme due to External Accreditation & Student Selection Process

The study program in Architecture is unique among the degree programs offered by Sri Lankan universities for two reasons.

On the one hand, Architecture programs [both B Sc (Built Environment) and M Sc (Architecture)] are among a select few that are internationally accredited. These programs have been continuously accredited by the Sri Lanka Institute of Architects (SLIA), the Royal Institute of British Architects (RIBA) and the Commonwealth Association of Architects (CAA) since 1985.

In addition to periodic site visits to maintain/continue the accreditation of the study programs, the above-mentioned international institutions send their representatives on an annual basis to moderate the grades obtained by students at the final Viva Voce examinations.

The second unique feature of the study program [then B Sc(Built Environment), and now Bachelor of Architecture, is that it was the first and so far one of only a handful that has some control over the student intake in the Sri Lankan system. Although the University Grants Commission (UGC) makes the final selection of students who enter the university to pursue architectural studies, the Study Program conducts its own entry examinations (Student Aptitude Test), a pass in which is a mandatory entry requirement in addition to fulfilling the customary UGC defined criteria.

These two features (international accreditation and self selection of students) are integral to the quality assurance exercise, even through the DA seek to improve the quality of their product by improving inputs, learning process and the outcome.

3. AIMS AND LEARNING OUTCOMES¹

3.1. Aims

The DA together with university Academic Policies adopts strategies and practices for the orderly conduct of undergraduate and postgraduate degree programs offered by the DA. In keeping with University Corporate Plan of 2000, the DA aims to provide the following major goals.

- i. Create a well-accomplished, skilled and contended student and staff community with the right attitudes to face the challenges in achieving international excellence in design creativity, design innovation and design research, with national relevance;
- ii. Create an intellectual, physical and social environment at the university to achieve excellence in its activities;
- iii. Achieve the status of a leading consultant and provider of advanced consultancy services to the state and the private sector;

¹ Based on the Self-Evaluation Report of the Department of Architecture, University of Moratuwa.

- iv. Contribute to the government policy making and national development in built environment including higher/professional education in Sri Lanka;

3.2. Learning Outcomes

Educational mission of Architecture programs is *to provide the students with challenging and exciting learning experience aimed at producing competent graduates, who are capable of addressing functional, socio-cultural, psychological and physiological needs of the man through built environment solutions and thus focusing on the built environment in all its aspects.*

Programme Based Learning Outcomes

3.2.1. The old *Bachelor of Science (Built Environment)* program is of three years' duration and has been designed to provide basic foundations for academic, professional and research studies in disciplines related to environmental issues. This program promotes a series of studies ranging from social, economic, psychological and physiological conditions of human being to the technological and institutional issues of the environment in which he/she lives. It is intended to offer a platform capable of leading to several professional degree streams that are related to the built environment such as Architecture, Planning, Architectural Conservation and Landscaping Design. However, this program is being phased out at the moment.

3.2.2. *Master of Science (Architecture)* program is of two years duration on full-time basis. The main thrust of the first year (generally known as the Fifth Year) is also centered on Design Coursework, Design Technology and Theory of Architecture. The student's ability for critical thought is developed under these subjects by giving them more complex design tasks and assignments. Emphasis is given on the development of individual design philosophies and maturity of thought involving the critical examination of the student's own and others ideas, approaches and practices.

Students embark on their postgraduate dissertation in the middle of the fifth year. The student's ability for research, comprehension, analysis, interpretation and making conclusions on the basis of findings are tested by the dissertation. The working on dissertation in the first year involves preparing a dissertation proposal including a comprehensive literature review on a chosen subject.

3.2.3. The new study program, *Bachelor of Architecture*, facilitates an enabling environment for the making of a professional architect who will be a master of the ART and SCIENCE of architecture and possess a broad holistic perspective further reinforced by an affiliation to a specific area of inquiry i.e. society, profession, environment or technology. The program aims "to inculcate ethically and professionally sound values and attitudes supportive of creativity in the design of the SPATIAL environment and to enable the acquisition of acumen for professional teamwork and leadership in society in the sphere of the spatial environment".

3.2.4. The *Bachelor of Design* is of four-year duration and the areas of specialization have been selected from those of Design covering Textile and Fashion, Ceramics, Furniture, Jewellery and Graphics/Communication Arts.

The program provides a broad-based curriculum of studies ranging from psychological condition of man to the social, economic technological and

institutional issues of the field of Design. Nature together with culture is focal to the design philosophy of this program.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content & Review

As outlined in chapter 2 and 3, there had been a major curriculum revision with the replacement of three year Bachelor of Science (Built Environment) (B.Sc. (BE)), degree programme by five year Bachelor of Architecture degree programme (B.Arch.). This is essentially a combination of B.Sc. (BE) and M.Sc. (Architecture) into a one single programme, keeping in line with the guidelines of the three major professional Accreditation bodies, namely Royal Institute of British Architects (RIBA), Commonwealth Association of Architects (CAA) and SLIA. Five year professional B.Arch. Honors Degree will be equivalent to RIBA Part II and SLIA Part II. The other addition to the system was the introduction of a four year Bachelor of Design (B.Design) degree programme. Therefore, "Curriculum Design, content and review" was done on four programmes; B.Sc. (BE), M.Sc. (Arch), B.Arch. and B.Design. However as the B.Arch. will be the degree programme to succeed B.Sc. (BE) and M.Sc. (Arch) more emphasis is given to B.Arch. curriculum and all three are studied together B.Design was studied separately.

B.Sc. (BE), M.Sc. (Arch), B.Arch.

Newly introduced B.Arch. is a continuous five year programme, with and industrial training (monitored by the faculty) sandwiched in-between, compared to the six year of minimum study period in B.Sc. (BE) and M.Sc. (Arch) combined. Review team observed that the curriculum content is adequate in both, streams of B.Sc. (BE), M.Sc. (Arch) combined and B.Arch. Further, the curriculum content is independently guided and reviewed by three institutions namely RIBA, CAA and SLIA.

B.Arch. curriculum design with an in built monitored training programme was a commendable approach to design teaching. However, the selection criteria of the external institutions where these training were given had not been adequately addressed. When reviewed and discussed with the staff it was found that the time allocation for year 3 of the B.Arch. may be inadequate as expected student performance is very demanding, particularly with the workload of major Design Project.

Curriculum is reviewed by the faculty and two external institutions (RIBA & SLIA) independently and regularly. This practice had kept the faculty informed of the current professional requirements. Continuation of this method will keep the curriculum always updated. As B.Arch. is a new programme, its curriculum to be reviewed every year by the faculty.

Subject taught by external lectures (e.g. Law) to be guided by the stream coordinator to make sure that intended subject contents is covered adequately. As this subject is taught totally in English adequate time to be allocated to improve the language skills. Developed language skills, particularly English, will help the student to pursue further studies and practice the profession.

Bachelor of Design (B.Design)

This four year degree programme specializes students in five areas: Textiles and Fashions, Ceramics, Furniture, Jewelry and Graphics/Communication Arts.

Curriculum is ranging from physiological condition of man to the social, economic, technological and institutional issues of the field of Design. Nature and the Culture had been the focus of the design philosophy of the programme.

Observing the student performance of the final examinations and the products produced, review team was convinced that the curriculum design and content was adequate for the intended teaching. Combination of theory and practical classes with industrial training had proven to be adequate. However, as per the discussions had with the teaching staff it is understood that an annual review of the curriculum at faculty level will be helpful to improve the course standard further. Review of the curriculum by external institutions. (National or International) depending on the specialization will be an additional advantage.

In relation to the Curriculum Design, Content and Review, the judgment of the Review Team is GOOD.

4.2. Teaching Learning and Assessment Methods

B.Sc. (BE), M.Sc. (Arch) – B.Arch.; B. Design

When reviewing the teaching learning and assessment methods of Architecture and Design subjects, it could be divided into two areas (a) Design teaching (b) subject teaching. Therefore, it is reviewed under these two headings.

Design Teaching, Learning and Assessment

Design teaching method adopted is unique and had been practiced from the inception of the faculty. Teaching is done on one to one basis and students are guided through and the design project (Process) until the final outcome. This system requires more teaching hour inputs from design teachers and it is observed that when the student intakes are increased proportionate increase of one to one teaching hours had not improved.

Another aspect of teaching design is by experiencing what is designed and build or manufactured by experts in the held. Although the national level exposure is given by visiting such places, exposure to international perspective is limited. Review Team proposed to have exchange study programme with international universities to over come this situation.

Assessment criteria of ultimate design product through a group of external and internal examiners have been a success in terms of balanced assessment and learning. Further, it is observed that the students are assessed and guided in between (interim crits) too, to improve their design and it becomes a continuous assessment. This system monitors the progress of the student in a systematic way.

Assessment criteria adopted in evaluating design skills at the end of the each study programme is unique and all efforts have been taken to make the judgments fair. Having a viva-voce examination for the final Comprehensive Design project with the participation of examiners from SLIA, RIBA and CAA add an extra value to the examination.

A report submitted by such examiners at the end of the examination is a very good peer group assessment of the standard of teaching and learning.

Subject Teaching Learning and Assessment

Subject teaching is done in a conventional manner. However, it is more focused to use the acquired knowledge in to the design and production process.

In the case of B.Arch. subject teaching is broadly divided in to four streams of specializations: (i) Profession and Management (ii) Environment in Architecture (iii) Technology in Architecture (iv) Society including History in Architecture. These streams do compliment the main Design stream. More conventional methods are used when subjects are taught, except for few subjects; the Review Team did not find a mechanism of recording notes or study materials. Review Team recommends preparing and maintaining subject cause manuals particularly where the external lectures are involved in delivery. This could be maintained by the stream coordinators.

Practical training experience gathered in between the study programme is a commendable method of enhancing the theoretical knowledge acquired during the academic years.

Practice of moderation of examination papers by subject moderators appointed by the DA is a commendable effort especially where the subject areas taught are spreaded through a wide spectrum. This effort is further improved by the fact that the answer scripts are re examined by the subject moderators.

The credit systems adopted clearly reflect the important areas of study and the effort to be made by the students (e.g. more weightage given to design). However, during the discussion with the staff it was found that equal weightage given to credits acquired during 1st years of study and 5th year of study might not be fair when classes are awarded. It was the understanding of both, the staff and the Review Team that mechanism has to be developed to give more vantage to the learning of latter stages of study than earlier stages. No mechanism was evolved during discussion. Staff members agreed to find a method to over come this situation.

In relation to the Teaching, Learning and Assessment Methods the judgment of the Review Team is GOOD.

4.3. Quality of Students including Student Progress and Achievements

In addition to the formal GCE (AIL) examination Z-core based entry criteria, the DA is conducting two aptitude tests to select students for the Bachelor of Architecture and Bachelor of Design study programs. By this processes the DA is in a position to directly influence the quality of student intake. Nearly 2500 and 1500 candidates sit each year for the aptitude test for 50 and 40 placements in the B.Arch. and B.Design programs respectively. Understanding the special skill levels required for these study area the selection method adopted is highly appropriate and essential.

Some of the senior lecturers were of the opinion that the exposure of students to local culture and heritage is less compared to earlier intake of students, and during the discussions it was understood that this is a general situation in the society as a whole and some methods to be adopted to give the student this exposure during study time and organizing programs for vacations.

Student progress is continuously monitored and recorded by each Year Master and this information too is used when the portfolio examination is carried out at the year end. However, it was found that this information is not formally passed on to the next year master and no formal evaluation is done after five years of study. At the movement the information is passed on by year master to year mater in an informal manner. If this system could be formalized, Review Team felt that more understanding of student progress could be obtained and this knowledge of staff could benefit the development of future teaching methods and individual one to one teaching practices.

According to the IRQUE 2005 (University of Moratuwa) Report, which was available for the Review Team to peruse, the study program continue to produce “Bright Stars” and there is average or bellow average group which fall behind the batch. Particularly this tendency is observed among the female students with rural backgrounds. This is mainly due to, lack of language skills (English is the cause language) lack of exposure to new world situations and environments, and slow rate of personality development. It is commendable that the faculty has analyzed and realized these situations and taking remedial measures by orientation programs, programs to improve language skills, organizing field visits to experience Architecture. This could further be improved if student exchange programs are developed between universities out side the country. This could be adopted for the practical training period as well.

Graduated students of B.Sc. (BE) M.Sc. (Arch) & B.Design have found employment within few months of completion of the degree. Significant monitory graduates who have performed well, have started their own professional consultancy practices after obtaining professional training and qualifications in Architecture.

Five student awards are given each year for three programs; B.Sc. (BE) M.Sc. (Arch) and B.Design Awards could be developed in to each specialized fields as both B.Arch. and B.Design allow student to major a particular area of study. Increase in number of wards could encourage students’ performance further and healthy competitions among students.

In relation to the Quality of Students, Student Progress and Achievements the judgment of the Review Team is GOOD.

4.4. The Extent and Use of Student Feedback

Qualitative student feedback is obtained through informal discussions between students and Year Coordinators, Year Master, Associate Assistant and Academic Advisors.

The DA has appointed academic staff members as Year Coordinators for each level. The students discuss all the academic matters related to that level with Year Coordinator.

The students get the opportunity to discuss any academic or personal matters with their Academic Advisors, who are appointed by the DA. Each Academic Advisor is responsible for a group of students throughout their studies.

In addition to qualitative feedback, some teachers have taken feedback through a questionnaire. Students appreciated about considering their views in improving the course. However, the Review Team could not find any summarized form of student feedback or quantitative analysis to grade the level of teaching and appropriateness of the course or any other similar factors. Review Team suggests the DA to regularize the student feedback process by introducing a common form for all the courses and have the results of analysis ready at the end of the semester.

The Review Team judges this aspect as SATISFACTORY.

4.5. Postgraduate Studies

At present the DA entertains two different types of postgraduate student groups. Those who continue for the fifth year and those who follow research based postgraduate programs are the two kinds. The Review Team had the opportunity of discussing with both the groups about their programs.

Participants are happy about the programs conducted by the DA and the assistance extended by the department other than few interruptions due to lack of extra hour working of non academic staff members.

As far as the completion rate concerned, during last six years out 24 students registered for research based postgraduate programs, 6 of them left the country and 6 have completed their programs.

In relation to the Extent and Use of Student Feedback the judgment of the Review Team is GOOD.

4.6. Peer Observation

The Review Team witnessed some peer observation taken place during design projects. In many instances as many as two members supervise projects and they mutually peer observe the working of the other staff member.

As this concept is new to many Sri Lankan universities, the reviewers could not locate any proof about peer observing lectures or any format prepared for this purpose. During the discussion with the departmental staff, it was revealed that the DA is in serious consideration of starting a process to peer observing lectures also in the near future.

The Review Team judges this aspect as SATISFACTORY.

4.7. Skill Development

Being a professional in this specific area needs high standard of skill development in the areas of creativity, thinking pattern, design ability etc. in recognizing this unique nature the course curricular for the B.Arch. degree programme is designed on a balanced manner where the half of the work load is based on practical. Accordingly the curricular give weightage of 50% on the practical and the other 50% on theory subjects.

Also it is noted that in the third year, 300hrs has been allocated for professional training where students are trained under a chartered architect. Students go to the private and public organizations for this training and it provides an opportunity for them to test their skills and theory applications. This is compulsory for every student and 15 credits have been allocated for this module.

In each year there are projects in the curricular. Accordingly the Review Team noticed the major design project (MDP) in the third year gives a lot of confidence on the skill development in the areas of thinking pattern, creativity, ability to design, problem solving approach etc, this is being guided under the year masters, tutors from internal and external. The external jurors are invited from the industry for individual crits.

Model making, computer aided drafting, working drawings are some of the areas that they have opportunities to develop their skills. All those are given in a hand out at the beginning to make aware the students on the requested skills with the expected outcome.

B.Design Course

As in the B.Arch. degree, the course curricular for this also designed in a way to develop the skills of the students. For each of the five specialized areas there is a workshop with equipments where the review team observed the students work. One of the significance factor is the students are always encourage to work on drawings and manual testing so as the students can feel the process of skill development.

In relation to the Skills Development the judgment of the Review Team is GOOD.

4.8. Academic Guidance and Counseling

Except for the counselor in the central system of the university, advices and counseling is done at the department level as well. This is practiced through the Year Master system at each year at each level on individual basis. Students are encouraged to discuss matters either on personal or academic. The one to one teaching method also helps in this aspect.

One case is identified where a female student who had a mental depression was directed to medical treatment in Kalubowila Hospital. It was revealed during the discussions with students, that the academic staff is very supportive in every matter. The student unrest is very rare in the DA due to these commendable interactions in between the students and the staff.

A student-counseling programme has been initiated to enhance the student welfare as well.

The Review Team judges this aspect as GOOD.

5. CONCLUSIONS

Curriculum Design, Content and Review

Strengths/Good Practices

- ❖ Balanced credit system in terms of lecture hours and number of credits. Number of credits are distributed according to the importance of the study area (e.g. Design, Practical Training)
- ❖ Balanced curricular in theory and practical
- ❖ Accreditation by two international institutes
- ❖ Equivalent recognition in RIBA part II and SLIA part II & CAA
- ❖ Annual reviews done by the representatives from the international institutes

Teaching, Learning and Assessment Methods

Strengths/Good Practices

- ❖ Use of electronic media for most of the teaching

- ❖ Organization of professional training for the students with a payment
- ❖ One to one teaching method
- ❖ Examination papers are evaluated by three examiners
- ❖ Introduction of a crit system where projects are peer reviewed by a panel of internal and external examiners
- ❖ Maintenance of student personal records to monitor the progress
- ❖ Having a Viva.-voce examination for the final comprehensive
- ❖ Design Project with the participation of examiners from accreditation institutions such as SLIA, RIBA, and CAA, add an extra value to the examination
- ❖ A report submitted by these examiners at the end of examination is an evaluation of teaching by a peer group

Quality of Students including Student Progress and Achievements

Strengths/Good Practices

- ❖ Conducting an aptitude test in selecting students
- ❖ Attendance are marked by the respective lecturer
- ❖ Lower failure rate, except in some years
- ❖ Student progress monitored by Year Masters
- ❖ Employability of graduated students

Weaknesses

- ❖ Lack of language (English) skills developed during the study period

Extent and Use of Student Feedback

Strengths/Good Practices

- ❖ In practical sessions (Design) feedback is verbally taken and included in the curricular immediately in the next year. The students are aware of this practice
- ❖ In the one to one teaching and learning process feedback is direct
- ❖ Once a year, at the end examination a quantitative and qualitative feedback is taken but different formats are used.

Weaknesses

- ❖ Quantitative feedbacks are not analyzed in a formal way to improve the courses.

Postgraduate Studies

Strengths/Good Practices

- ❖ Availability of three postgraduate units, Architecture, Landscaping and Conservation

Weaknesses

- ❖ Non availability of short courses
- ❖ Use of postgraduate student skills in under graduate student's projects and assignments could be improved

Peer Observation

Strengths/Good Practices

- ❖ Conducting crits, with external examiners and staff
- ❖ Co-supervision of projects by at least two lecturers

Weaknesses

- ❖ Lectures are not peer observed or evaluated formally

Skills Development

Strengths/Good Practices

- ❖ Availability of balanced workload in practical sessions
- ❖ Organization of professional training
- ❖ Encouragements on manual drawings
- ❖ Selection of an actual project for the final design projects

Weaknesses

- ❖ Lack of studio space to work within the university
- ❖ Scattered nature of allocation of facilities

Academic Guidance and Counseling

Strengths/Good Practices

- ❖ Introduction of one to one teaching method
- ❖ Appointment of Year Masters
- ❖ Organization of one month orientation programme

Based on the observations made during the visit by the review team and discussed above, the eight aspects were judged as follows:

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Good
Teaching Learning and Assessment Methods	Good
Quality of students including student Progress and Achievements	Good
Extent and Use of Student feedback, Qualitative and Quantitative	Satisfactory
Postgraduate Studies	Good
Peer Observation	Satisfactory
Skills Development	Good
Academic Guidance and counseling	Good

The overall judgment is suspended

6. RECOMMENDATIONS

The Review Team would like to make following recommendation to improve the quality of the course further.

1. Having all the facilities, lecture rooms, studios, laboratories, reading rooms, auditoriums etc. in a single interactive building to support the peer group learning is recommended.
2. It is strongly recommended to continue with examination of Design work by external examiners from accrediting institutions.
3. The DA may consider streamlining coordinators to closely follow the lectures carried out by external teachers.
4. It is highly recommended to improve the language (English) skills of students and to introduce a glossary development process for subjects with new technical words and terms.
5. It is recommended to conduct annual review of curriculum, content delivery method and time allocation both in B.Arch. and B.Design as they are new introductions to the system.
6. In the case of B.Design review of the curriculum, contents and delivery methods by externally recognized national/industrial introductions is recommended to improve acceptability of the degree in the relevant trade international institutions.
7. Preparation of course manuals for every theory subject is recommended.
8. Organization of academic conferences to share the experience is recommended.
9. The DA may consider encouraging of the academic staff to teach in other faculties and universities.
10. Arrangement of funds to facilitate the MDP and CDP to maintain the quality of the degree programme is recommended.
11. The DA may consider allocating adequate space for the practical classes such as model making, lighting labs etc.
12. Introduction of extra awards to both B.Arch. and B.Design is recommended.
13. It is recommended to maintain a good relationship in between the non-academic staff and the students.
14. The DA may consider improving the awareness of the non-academics in the new areas introduced to the course e.g. computer soft ware etc. It is suggested improving their skills by sending them on training programme.
15. The DA should take steps to change the name of the degree programme in the UGC hand book, since it is still with the old degrees.
16. It is recommended that more attention be given to the selection of the Training Institutions those will undertake students training within the B.Arch. programme.

17. Review Team recommends organizing students exchange programmes with international universities to expose the students to international arena.
18. It was felt by the Review Team that more attention needs to be paid to improve safety of students during practical works at work shops and laboratories.

7. ANNEXES

Annex 1. AGENDA OF THE VISIT

Department of Architecture, University of Moratuwa

Review Visit on 1st, 2nd & 3rd November 2006

Members of Panel: Dr. A G H J Edirisinghe
University of Peradeniya
Arch. D B Navaratne
Design Consortium Limited
Ms. Nishani Wickramasinghe
University of Sri Jayawardanapura

Schedule of Events

<i>Time</i>	<i>DAY 1</i>
	Transport for Review Panel/Co-ordinator Mr. S S Alahakone
08.30 – 09.30	Private Meeting of review panel with QAA Council Representatives.
09.00 – 09.30	Meeting with the Dean & Head of the Department Participants: Prof. Chitra Weddikkara Prof. M S Manawadu Dr. Upendra Rajapaksha Location: Dean's Room
09.30 – 10.00	Discuss the Agenda for the visit Participants: Reviewers Location: Board Room
10.00 – 10.30	Tea Participants: All Academic Staff Location: Auditorium
10.30 - 11.30	Department presentation on the Self Evaluation Report Participants: All Academic Staff Location: Auditorium
11.30 – 12.30	Discussion Participants: All Academic Staff Location: Auditorium
12.30 – 13.30	Lunch Location: Staff Lodge
13.30 – 14.00	Observing a Lecture Lecture at the fifth year (MSc1) by Dr. Harsha Munasinghe on Urban Social Studies
14.00 – 15.00	Observing Students' Presentation Design Crit at the Sixth Year (MSc II) Jurors: Dr Harsha Munasinghe, Archt. Jayanath Silva &

Arosha Gunesinghe

Design Studio at the Third Year

Jurors: Archt. D P Chandrasekara,
Archt. Varuna de Silva
& Ms. Amanda Rajapaksha

15.00 – 15.30

Observing a Practical Class

Model Making at Second Year.
Tutors: Archt. Wasana de Silva

15.30 – 16.30

Landscaping Students

Coordinator: Susira Udalamatta
Location: Landscaping Unit &

Meeting with special degree students (M Phil etc)

Coordinator: Dr. Harsha Munasinghe
Location: Post Graduate Director's Room/Extension
Building

16.30 – 17.00

Meeting of Reviewers

Location: Seminar Room
Transport for Review Panel/Coordinator – Mr. S S Alahakone

Time

DAY 2

Transport for Review Panel/Coordinator - Mr. S S Alahakone

9.00 – 09.30

Observing Teaching

Major Design Project Bachelor of Architecture
Tutors: Archt. D P Chandrasekara, Archt. Varuna de Silva &
Ms. Amanda Rajapaksha

09.30 – 10.00

Observing Teaching

History of Fashion & Design for B Design Year 3
Tutor/Lecturer: Archt. Hiranthi Pathirana
Location: SOD Third Floor

10.00 – 11.00

Observing Documents with working tea

Coordinators: Dr. Upendra Rajapaksha &
Mr. Presil de Mel
Location: Board Room
Coordinator/Tea: Mr. S S Alahakone

11.00 – 12.00

Meeting with Technical & Other Non Academic Staff

Coordinator: Mr. S S Alahakone
Location: New Auditorium

12.00 – 12.30

Meeting with Post Graduate Students

Coordinator: Archt. D P Chandrasekara
Location: New Auditorium

12.30 – 13.30

Lunch

Location: Staff Lodge

- 10.30 – 11.00** **Reviewers' Private Meeting with Tea**
Coordinator: Mr. S S Alahakone
Location: Seminar Room
- 11.00 – 12.00** **Meeting with Head and Staff for Reporting**
Participants: All Academic Staff
Location: New Auditorium
- 12.00 – 13.00** **Lunch**
Participants: All Academic Staff &
Non Academic Staff
Location: Staff Lodge
- 13.00 – 17.00** **Report Writing**
Coordinator/Tea: Mr. S S Alahakone
Location: Seminar room
Visit Coordinator: Ms. Marini Samaratunga

Annex 2. LIST OF PERSONS MET DURING THE VISIT.

- a. Prof. Chithra Weddikkara – Dean Faculty of Architecture University of Moratuwa.
- b. Academic staff members of the Department of Architecture
- c. 42 Post Graduate Students (Year 5 & 6)
- d. 74 Under graduate students (3rd year B.Arch. B. Des)
- e. 8 Phd and M. Phil students
- f. 17 Non academic staff members.
- g. Main library staff members
- h. Work shop staff members.

Annex 3. TEACHING SESSIONS OBSERVED

- a. Urban Social Studies Lecture by Dr. Harsha Munasinghe.
- b. Design crit at Sixth year (MSc II) Arch. Jayanath Silva and Arosha Gunesinghe
- c. History of Fashion and Design for B Des year 3 Arch. Hiranthi Pathirana

Annex 4. LIST OF FACILITIES OBSERVED

- a. Computer Room 1 (extension building) 18 (design students)
- b. Computer Room (Department) 20 (6 with internet connection)
- c. Computer Room –Staff (Department) 08 (with internet connection)
- d. Computer Room (T & CP) 50 (GIS Lectures)
- e. Audio – visual unit with equipment
- f. Slides and video unit 4000 slides
- g. Dark Room with equipments
- h. Environmental lab Lightening
- i. Auditorium Video equipment and computer projections
- j. Lecture Halls 03
- k. Large studio rooms 03
- l. Reading Room 1800 text books
- m. Work shops – Ceramics, wood-work, jewelery, textile
- n. Postgraduate units Landscape unit; ACOMAS lab
- o. Culture and Heritage Center (Research Unit)
- p. Small museum Design students
- q. Main library 5000 text books
- r. Work – shops ;Metal and wood work First year structures

Annex 5. LIST OF DOCUMENTS OBSERVED

**(LIST OF DOCUMENTS PRESENTED FOR Q A. VISITATION ON 3rd Nov.2006
DEPARTMENT OF ARCHITECTURE, UNIVERSITY OF MORATUWA)**

BY LAWS

1. Master of Science (ACOMAS)
2. Master of Science (Architecture)
3. Bachelor of Science (Built Environment)
4. Bachelor of Design
5. By Law Committee Minutes (Bachelor of Design)

CRIT SHEETS

6. Bachelor of Design – Year Three

FACULTY BOARD MINUTES OF FACULTY OF ARCHITECTURE

7. Faculty Board Minutes – 2003
8. Faculty Board Minutes – 2004
9. Faculty Board Minutes – 2005
10. Faculty Board Minutes – 2002
11. Faculty Board Minutes – 2001

CERAMIC WORKSHOP

12. Hand Building Techniques of Clay
(Ms. M Dissanayake – Senior Lecturer, December 2003)

CONSERVATION PROPOSAL

13. For Architecture and Paintings of the Samudrasanna Vihara Mt. Lavinia (Ms. M Dissanayake – Senior Lecturer – Dept. of Architecture)
14. A Brief Analysis of issues facing the Polwatta Pottery Craft Village at Minuwangoda and Proposals for its Development. (A Senate paper submitted to the National Craft Council, Ministry of Rural Industries and Self Employment Promotion – Ms. M Dissanayake, Senior Lecturer, August 2006)
15. A review on the Year Two Ceramic Project session 2006.2007 – Figures/ Sculpture based on a selected theme - (Ms. M Dissanayake – Senior Lecturer – Dept. of Architecture)
16. A review on the Year Two Ceramic Project – Animal Figures- Session 2003/2004
17. Programmes Bachelor of Design, comprehensive Design Project Final Examination 2005.
18. **EXPERIENCING DESIGN**
Sapumal Korala - 33 Des. – 04 29.36 2nd Year 2005/2006)
19. Comprehensive Design Project Report – SSMR Samarawickrama, Graphic Examination August 2005

20. Question Papers
Bachelor of Architecture and Bachelor of Design
21. Industrial Training Report ITRN 401
WHMI Shashini Herath
Bachelor of Design – August 2005
22. Mobile Café Design Based on a Modified Three wheeler – Anjala Ranasinghe –
August 2005
23. Experience Design – Singapore Thailand Tour – RMI Wijerathne B.Design.
24. Architectural space and fashion design. A fashion collection designed for the space
between forums.
CG Suriyage B.Design. 2005
25. Comprehensive Design Project 2005/2006 Postgraduate Course of Studies M.Sc.
Science in Architecture – September 2005
26. Experiencing Thailand & Singapore - TR Senaratharachchi – B.Design. – 2nd Year
27. Industrial Training Report ITRN 401
KADH Karunasekera – B.Design. Year 111 – September 2005
28. Comprehensive Design Project (B.Sc. BE) 2006
Project Document Volume 01 – January – July 2006
29. Students Feedback – Construction Technology Year 1 – B.Arch. Dr. Indrika
Rajapaksha
30. Students Feed Back on the Performance of Teaching Staff – Subject Ceramics
B.Design Year 11
31. Students Feedback on Construction Technology B.Arch.
32. Students Feedback on the M.Sc. Programme 2005/06
M.Sc. (Architecture) CDP 2006
Feed back – Visiting Staff – M.Sc. Year 1 2005/06
33. Students feedback
Construction Technology B.Arch. – Lecturer Damith de Silva
34. Major Design Project B.Arch. 2005/06
Project Document Volume 1
35. Coordinator Reports – B.Arch. Year 11 2005/06
36. Major Design Project
Crit Sheets – B.Arch. Year 3 2005/6
37. Monitoring Industrial Training B.Design. Year 1V
38. Industrial Training Monitoring B.Arch.
39. M.Sc. (Arch) 2005/6 Year 1
Coursework Review Year Masters Upendra Rajapaksha, Damith De Silva
40. Assessment Sheets – B.Arch. Year 2
41. Feed Back from Visiting Staff M.Sc. (Arch) Year 1 2005/6
42. Coordinators' Report –Meeting Minuets

43. Students Academic Performance
B.Sc. & M.Sc. Year 11 2004/2005
44. Course Book Year 1 B.Arch 2007
45. Course Book Year 2 B.Des. 2003/4
46. Course Book Year 1 B.Des. 2004
47. Course Book Year 2 B.Des. 2002/2003
48. Course Book Year 1 B.Des. 2007
49. Course Book Year 1 B.Arch 2003/2004
50. Course Book Year 1 B.Des. 2005/2006
51. Course Book Year 1 B.Des. 2003/2004
52. Comprehensive Design Project
Year Masters Comments B.Sc. (BE) Year 111 2004/2005
53. Comprehensive Design Project
Crit sheets – Schematic Design – B.Sc. (BE) & 111 2004/2005
54. Comprehensive Design Project
Crit sheets – Design Studies B.Sc. (BE) Year 3 2004/2005
55. B.Arch Social Studies Essay
Hand outs formats – mark sheets – Students Progress sheets
B.Sc. (BE) Year 111 2004/2005
57. Course Book – Year 111 – B.Arch – 2006/2007
56. Student Feedback – Theory of Architecture Lecturer Vidura S. Nammuni
57. Students Feedback
World History of Art & Architecture B.Design./B.Arch. 2005/2006
Ms. M. Samarathunga
58. Performance Criteria – B.Design.
59. Dissertation Topics – M.Sc. (Arch) 2006
60. Dissertation Progress M.Sc. Architecture
61. Comprehensive Design Project 2004/2005 M.Sc. Year 11
62. CDP Document M.Sc. Arch 2006 – September 2006
63. Check Lists CDP M.Sc. (Arch) 2005
64. Course Works- M.Sc. (Arch) 1 2004/2005
65. Major Design Project B.Arch 2005/2006 Examination Documents
66. Students Works
B.Arch. Year 1 - B.Design. Year 1
B.Arch. Year 11 - B.Design. Year 11
B.Arch. Year 111 - B.Design. Year 1 11
B.Arch. Year 1 - B.Design. Year 1 V
68. M.Sc. (Arch) Year 1 M.Sc. (Landscape)
M.Sc. (Arch) Year 1 M.Sc. (Landscape)

- M.Sc. (Arch) Year 11
M.Sc. (Arch) Year 11
69. Visiting Staff - Bachelor of Design
 70. Design Projects - Bachelor of Design
 71. Assessment Criteria - Portfolio Examination
Bachelor of Architecture and Bachelor of Design and M.Sc. (Arch)
 72. Comprehensive Design Project – 2005 Bachelor of Design
 73. Bachelor of Design Comprehensive Design Project – 2006 - JEWELLERY
 74. University Academic Policy
 75. Selection Criteria - Academic Staff
 76. Academic Accountability – Minutes of the Meeting of the Undergraduate Coordinator
Module for Industrial Training Bachelor of Architecture Degree
 77. Permanent Staff - Bachelor of Design
 78. Crit Sheets - Bachelor of Design – Year 3 & 4
 79. Visiting Examiners, Lecturers - Bachelor of Architecture, Bachelor of Design and
M.Sc (Arch)
 80. Comprehensive Design Project 2005 - Bachelor of Design Project
 81. Annual Report - 2005
 82. Tour Report of the Visit to Moratuwa University, Colombo – 22 – 24 June 2006.