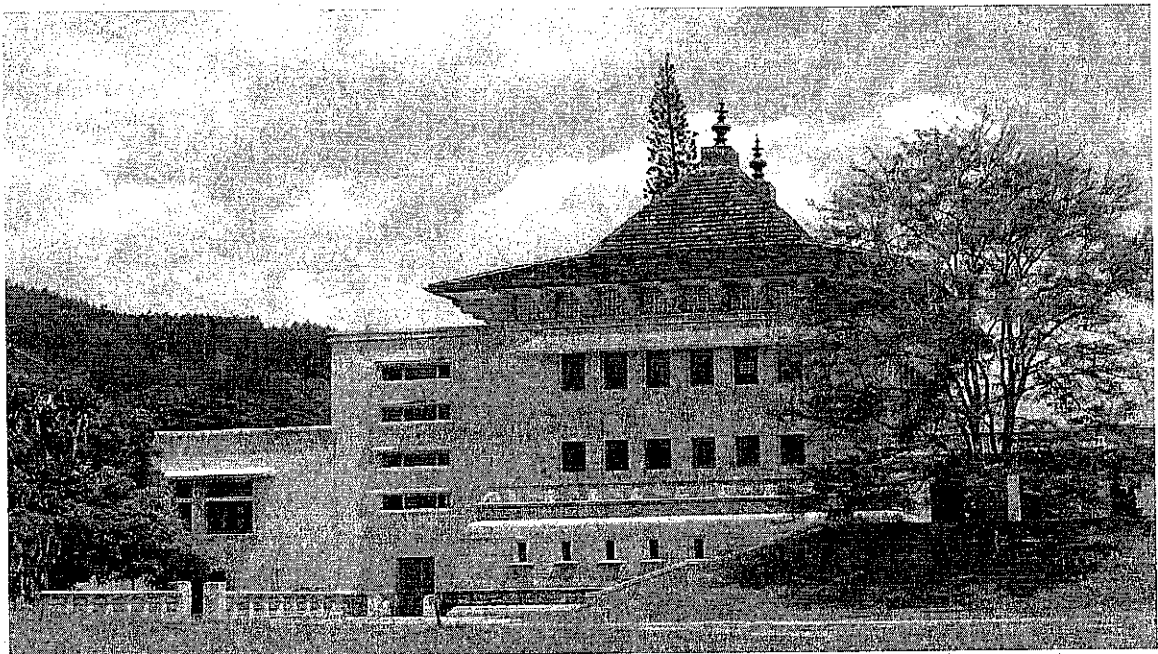# PROGRAMME REVIEW REPORT

FACULTY OF ARTS
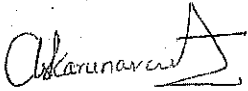
CLUSTER 2 (B. A. Special Degree)

UNIVERSITY OF PERADENIYA

REVIEW REPORT

UNIVERSITY OF PERADENIYA, FACULTY OF ARTS
CLUSTER 2 (B. A. Special Degree)

REVIEW TEAM

....

Chairperson
Prof. Asha S. Karunaratne
Sabaragamuwa University of Sri Lanka

01 November 2017

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Date

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Team Member
Dr. Aminda Perera
Wyamba University of Sri Lanka

01 November 2017

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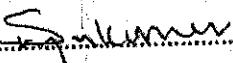
Date

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Team Member
Dr. K. Suthakar
University of Jaffna

01 November 2017

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Date

....

Team Member
Dr. S. Vijayakumar
University of Jaffna

01 November 2017

....

Date

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SECTION 1

1 Brief Introduction to The Programmes

The history of the Faculty of Arts, University of Peradeniya dates back to the early beginnings of University education in Sri Lanka. The predecessor to the Faculty of Arts was established in Colombo as part of the University of Ceylon in two faculties called Faculty of Arts and Faculty of Oriental studies. These two Faculties were moved to Peradeniya in 1952, and were amalgamated in 1972 to form the Faculty of Arts as it is known today. Currently the Faculty of Arts has 17 departments and the current review (cluster 2) was focused on 6 special degree programmes offered from respective departments as below. This programme review is a process of the UGC, QAAC to ensure the Faculty of Arts are complying with the standards and outcomes as set out in Programme Review (PR) Manual.

1.1 Programmes included in Cluster 2 review

a. BA (Special) Degree in Economics

b. BA (Special) Degree in History ___ Գ உ9 ·

c. BA (Special) Degree in Political science

d. BA (Special) Degree in Sociology

e. BA (Special) Degree in Psychology

f. BA (Special) Degree in Philosophy

Table 1. Cluster 2- Faculty of Arts of University of Peradeniya at a glance

University	University of Peradeniya
Faculty	Faculty of Arts
Dates of Visit	20-22 September 2017
Programmes Reviewed	The 6 programmes included to Cluster 2 are • Bachelor of Arts (Hons) in Economics • Bachelor of Arts (Hons) in Geography • Bachelor of Arts (Hons) in History • Bachelor of Arts (Hons) in Political Science • Bachelor of Arts (Hons) in Psychology • Bachelor of Arts (Hons) in Sociology
Histories of Departments	• Sociology is the largest department and the best-known in the University system

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	and was established in the University of Ceylon in 1949. Then it was moved to Peradeniya in 1954. • Economics was among the first departments transferred from Colombo to Peradeniya in 1952 • Geography was started in 1942 with the establishment of University Ceylon and was shifted to University of Peradeniya in 1952 • History was one of the main departments in the University of Ceylon and was established in 1950 • Political Science started in 1980 but several courses in Political Science were offered in the special degree well before this period • Psychology was started 2017 as the first department among state universities in Sri Lanka (Since 1950 this was together with Philosophy) All these programmes have produced illustrious academics and well-known professionals
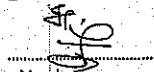
Table 2. The number of students enrolled during last five years

Academic year	Economics	History	Geography	Political science	Psychology	Sociology
2011/2012	53	48	95	45	50	56
2012/2013	50	53	66	25	20	54
2013/2014	48	49	36	34	28	50
2014/2015	64	51	33	25	24	56
2015/2016	104	89	39	64	45	74

According to the Table 2, there is a remarkable increase in student number for Economics, History, Political Science and Sociology over last five years. However, Geography and Psychology have decreasing trend in student number over last five years.

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SECTION 1
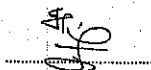
Table 3. Number and the qualifications of academic staff in 2016

Department	Ph.D. & Equivalent Degree	Masters Degree	Bachelors Degree	Total
Economics & Statistics	16	07	01	24
Geography	12	10	--	22
History	08	05	01	14
Psychology	04	01	-	05
Political Science	06	05	-	11
Sociology	09	05	02	16
Total	50	34	08	92

According to the information recorded in 2016 (Table 3), academic staff strength is strongest in the Department of Economics while the weakest reported in Psychology .

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2 Review team's observations on the Self Evaluation Report (SER)

2.1 The SER writing committee

The SER writing committee consisted of representatives from each Department and a coordinator as per details given below.

Coordinator: Dr. Dhammika Herath

Department representatives

Dr. R. M. Abeyrathne

Dr. M. Balamayuran

Dr. S. J. S. De Mel

Dr. G. R. K. Dissanayaka

Dr. Shantha Hettiarachchi

Ms. C. S. Hewawasam
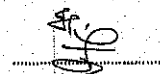
2.2 Process of Preparing the SER at the Faculty of Arts

- The need to compile a SER was communicated at the Faculty Board
- Followed by this, the formation of clusters, members of the writing team with a coordinator for each cluster was appointed
- Faculty Quality Assurance Cell (FQAC) provided the training on the writing through series of workshops
- At the programme levels, series of staff meetings were held to inform and train the staff
- Evidence document collection was completed with the support given by many academic and academic supportive staff members
- Actual writing was conducted through special staff meetings
- Cluster Coordinator compiled the final SER report with the input from 6 special degree programmes
- This SER was further discussed and adopted by a special Faculty Board on the 12th June 2017
- SER was submitted to QAAC, UGC by 30 June 2017

Systematic approach, necessary trainings and continuous meetings coordinated by the Dean of the Faculty are considered as an effective methodology in SER preparation. Further, compliance of the content in SER with PR manual criteria, meeting the deadline and

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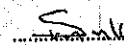
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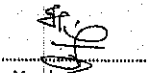
commitment of both academic and non-academic staff are positively considered by the review team.

However, the detailed analysis of the SER as a whole has reported following weaknesses.
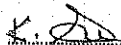
- SER Writing has poor coordination among 6 programmes. The common standards that are applied at the Faculty level have not considered in some programmes (i.e. psychology, History, Sociology)
- Lack of coherence, and inconsistency in coding system in SER. Since SER is a cluster report, it would have been better if all the programmes followed the same coding system. Some programmes it was very user-friendly while some had very complicated coding system.
- Evidences were not compliance with the standards due to lack of comprehensive understanding of some standards.
- Some programmes a number of standards were excluded in the SER.
- Although the documents were provided as evidences, the related text for some of the standards were not correctly identified in relevant documents.
- It was evident that the students' participation and input are marginal in SER preparation process
- Some programmes there were no evidences related to the standards (i.e. Psychology, History).

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3 A Brief Description of The Review Process

3.1 Review Panel

Review panel was appointed by the University Grant Commission that consists of four members; Prof. Asha Karunatane(Chairperson; Sabragamuwa University of Sri Lanka), Dr. Aminda Perera (Wayamaba University of Sri Lanka) Dr. Suthakar (University of Jaffna) and Dr. S. Vijayakumar (University of Jaffna).

3.2 Pre-Site Visit Evaluation

Self-evaluation report (SER) prepared by faculty of Arts of Peradeniya University was initially handed over to the Quality Assurance and Accreditation Council of the UGC adhering to the given deadline. The SER was forwarded to the individual members of the review team well before the site visit that allowed ample time for them to read it before the site visit. Reviewers were assigned 5 weeks for the desk evaluation. Members of the panel conducted the desk-evaluation independently and the desk score was sent to QAAC. Finally, the team was in a common agreement on the individual desk score for the SER after the discussion at pre-site visit workshop held on 23rd of August,2017 at UGC. Further clarifications that are needed on submitted evidences were selected at the pre-site visit meeting for careful inspections at the site visit. Tentative schedule was prepared for 3-day site visit in collaboration with Dean of the Faculty and UGC. The chairperson of the team submited the key findings with in 7 days and final review report within 6 weeks from the last date of site visit.
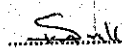
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Overview of
PR Process

October-November 2016
April 2017

Submit to UGC- End of June 2017

July 2017

Early August 2017

Mid-August 2017

September 2017

7 October 2017

4 November 2017
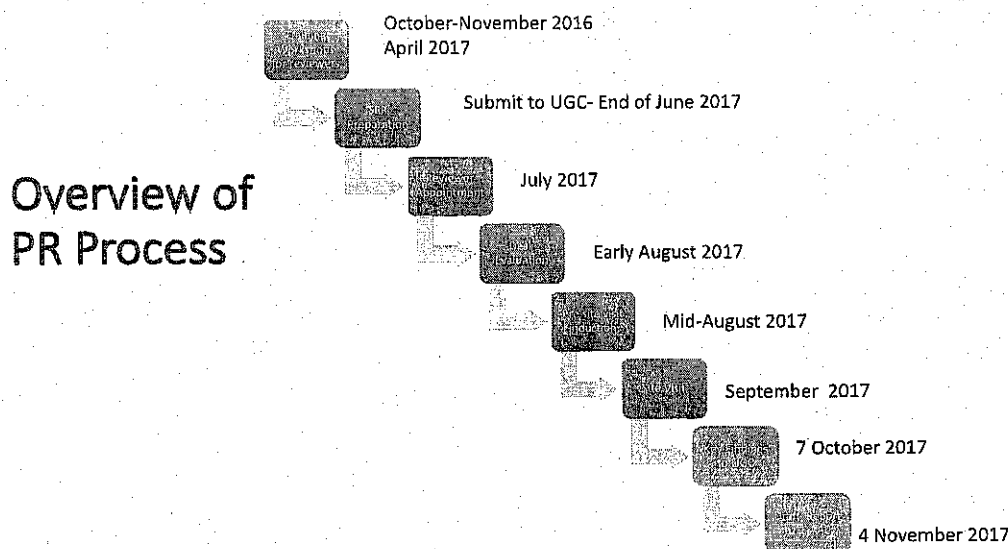
Figure 1. Overview of the review process

3.3 Site Visit Schedule- University of Peradeniya, Faculty of Arts (Cluster 2)

3.3.1 DAY 1: MEETINGS WITH KEY STAKEHOLDERS

Director IQAU:

The stakeholder meetings were started with the introduction of review team to the Acting Director/IQAU, Prof Kosala Marambe. The IQAU office is situated next to the DVC office in the senate building. Monthly MC meetings are being conducted regularly and has evidences of 11 meetings minutes. Monthly progress is presented at the senate on regular basis. IQAU facilitates the FQAC of Faculty of arts by means of providing workshop funds through annual budget. In addition, it maintains activity calendar, IQAU Performances score card (70%) and 3 years budget. Overall IQAU of the University of Peradeniya and FQAC of the faculty of Arts are performing at high satisfactory level.

VC/DVC/ Dean/ Registrar/Bursar:

The meeting was started by general introduction of Review team to the VC/ DVC and Dean. The Vice Chancellor highly emphasised the importance of quality culture in HEIs and has developed the self-motivation in inculcation of quality culture within the University of Peradeniya. There is an Academic Development and Planning Committee (ADPC) to handle all the academic development matters in addition to the IQAU. The VC has proposed 2 Diplomas for students of Arts Faculty students in IT and English to add value to the BA degree.

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Heads of Departments (HoD):

All 6 HoDs presented to the meeting. The initial communications of PR process were notified to the departments in February 2017. According to the HoDs all the staff members of the department has contributed including probationary lectures for SER and site visit arrangements. There was controversy in arguments on the strategy for fund allocation among the departments (student ratio). Psychology department is the newest and has least human and physical resources. The Dean stated that Psychology department which bifurcated from the Department of Philosophy has least human resources, because they offer the degree programme in one language. LMS is functioning for some of the courses only in Geography and Economics. HoDs facilitate staff members in post graduate studies through the link with Post Graduate Institute at the Faculty.

Senior Academic Staff

The meeting was held with 44 Senior Academics participated from the Cluster programmes. They explained the task forces that completed and the overall coordination of SER. Some of them envisaged that they are following academic traditions but have not tried to preserve hard evidences to measure the quality. The key issue was with staff recruitment procedure which has reported difficulties in identifying the most suitable person. So, the suggestion was to have 2-3 rounds of selection rather than a single interview. The coordinator of Cluster SER Dr. Dammika Herath from the Department of Sociology presented the overall process together with their strengths and gaps in quality standards.

Probationary Staff

Six probationary staff presented to the meeting. They explained regular procedure of two representatives to the Faculty Board to discuss the matters related to junior staff. Further, they are pleased about the enormous support given by senior members in their post graduate studies. However, lack of opportunities for international conference participations due to fund limitations is a severe constraint in their career path. Junior members were not well aware of funding facilities of which available at UGC and NCAS for post graduate studies.
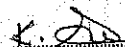
Administration Staff

AR and Actg. Deputy Bursar presented to the meeting. AR explained the procedure of maintaining student records confidentially in the office. In addition to the routine office administration, AR is handling the examination results (calculation of GPA and finalising) of
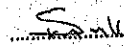
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approximately 4000 students with one Computer Application Assistant (CAA). This is an area to consider in future human resource allocations. There is action plan and strategic development plan but not compliance with the annual budget. Student request committee is operated successfully to tackle the matters raised from students. Approximately 5-6 million rupees are allocated to the faculty and that amount is distributed among the 17 departments based on pre-determined ratios considering the student number. SDC is providing satisfactory professional training to administrative staff. They both mentioned that the human and physical resources are not sufficient to carry on routine duties of the faculty as well as examination matters.

Technical and Academic supportive staff:

Three Technical officers and 14 Academic supportive staff presented. They explained the difficulties of having only 09 technical staff for the entire faculty out of which Geography Department has 04 laboratories (audio visual, GIS, remote sensing, soil science and surveying). Some departments are lacking technical staff even for supporting academic matters in lecture theatres and labs.
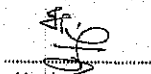
Students:

Students were fairly represented the specialisation groups, gender and different levels of the programmes. Separate discussion was done with 10 members from student union. Students are satisfied with first year and second year orientations. But Psychology students complained not having proper induction to the programme. All of them appreciated the undergraduate symposium and the opportunity having in publication of abstracts. Further, they elaborated the importance of Courses in Research Methodology and Academic Writing that are supporting in their publications. They have active societies and cultural events. Students are well aware of assessments (C1 Form). There are evidences of student centred teaching and learning for some courses in some specialisations (i.e. Geography).

They were not aware of SER and PR process in their respective programmmes. They complained about the inadequate physical resources. Student evaluation is generally conducting but feedback incorporations in teaching for further improvements are not clear to them. The lack of internship arrangements from the University is another negative point for them to enhance some real-time experience. Some contents of the courses are not covered due to time limitation. So that students are facing difficulties in follow up semesters. The library

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facilities are not satisfactory because of not regular updating of materials. Some depts. i.e. Sociology has resource centres which contains specialised books.

Overall ELTU and the English course were highly criticised because of not providing satisfactory support for the students to enhance their English knowledge. Having different exam papers with varied standards of English has reported some issues with a high variation in grades that appear in the final transcript especially for English exempted students. Selection criteria for specialisation is not transparent and is finalised before the release of year 1 semester 2 results. As a result, students are penalised in selecting their desired specialisations.
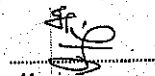
The students pointed out the reasons for higher unemployment rate among Social Science and Humanities graduates because of the gaps in need of the current job market and the degrees mainly due to

      -Old curricula (some programmes nearly 10 years old)

      -No Continuous update of the courses.

      -Lack of innovations in course content, teaching and learning

      -Lack of Practical approaches in courses and teaching methods

      -Inadequate Industrial exposure by internships

The questionnaire survey was conducted using the format provided from QAAC. According to the SPSS analysis results, programme management is at highest satisfactory level where as physical and human resources, programme design and development and innovations are below the agreed level (Table 04, Figure 02).

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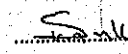
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Table 4. Students' Views on Quality Standards

	PM	HRP	PDD	MDD	TL	LESSP	SAA	IHP
Valid	91	91	91	91	91	91	91	91
Mean	4.2833	3.8210	3.9354	4.0440	4.1401	4.0154	4.0604	3.8736
SD	.76771	.59992	.62148	.64254	.48335	.55235	.64908	.70551

Where:

1	**PM**	Programme Management
2	**HPR**	Human and Physical Resources
3	**PDD**	Programme Design and Development
4	**MDD**	Course/ Module Design and Development
5	**TL**	Teaching and Learning
6	**LESSP**	Learning Environment, Student Support and Progression
7	**SAA**	Student Assessment and Awards
8	**IHP**	Innovative and Healthy Practices
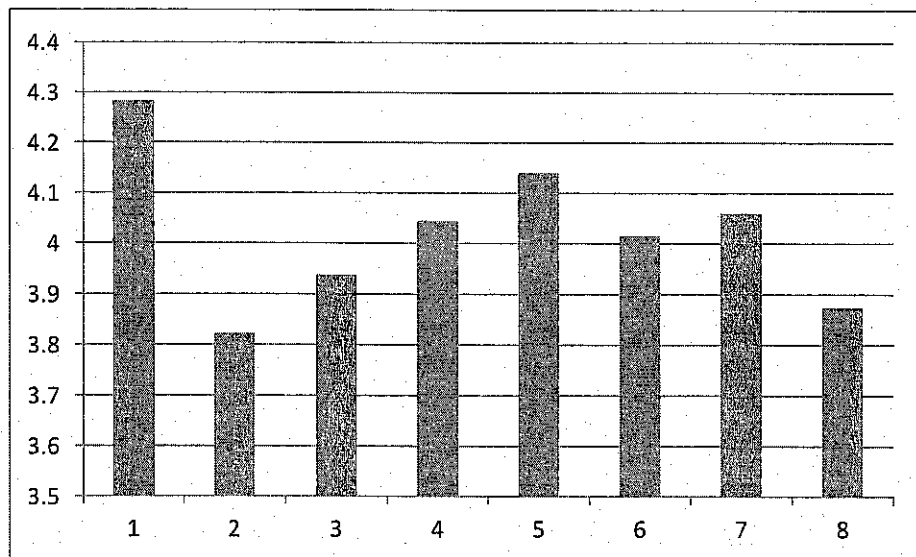
Figure 2. Students' Views on Quality Standards

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Table 5. Students' Views on 8 Quality Standards by Different Departments

Study Program		PM	HPR	PDD	MDD	TL	LESSP	SAA	IHP
Economics [10]	Mean	4.23	3.73	4.14	3.80	4.40	4.00	4.30	3.45
Political Science [14]	Mean	4.27	4.07	4.13	4.38	4.34	4.26	4.25	4.07
History [13]	Mean	4.28	3.98	4.15	4.46	4.17	4.19	4.19	4.15
Psychology [14]	Mean	3.80	3.36	3.23	3.69	3.96	3.46	3.57	3.32
Sociology [13]	Mean	4.35	4.25	4.22	4.46	4.37	4.23	4.54	4.31
Geography [15]	Mean	4.36	3.924	4.00	3.73	3.95	4.17	3.93	3.93
Others [07]	Mean	4.75	3.38	3.73	3.75	3.85	3.87	3.71	3.79
Total [91]	Mean	4.28	3.82	3.94	4.04	4.14	4.02	4.06	3.87
	SD	.768	.599	.621	.646	.483	.552	.649	.706

	Economics	Political Science	History	Psychology	Sociology	Geography
PM	4.23	4.27	4.28	3.8	4.35	4.36
HPR	3.73	4.07	3.98	3.36	4.25	3.924
PDD	4.14	4.13	4.15	3.23	4.22	4
MDD	3.8	4.38	4.46	3.69	4.46	3.73

	Economics	Political Science	History	Psychology	Sociology	Geography
TL	4.4	4.34	4.17	3.96	4.37	3.95
LESSP	4	4.26	4.19	3.46	4.23	4.17
SAA	4.3	4.25	4.19	3.57	4.54	3.93
IHP	3.45	4.07	4.15	3.32	4.31	3.93
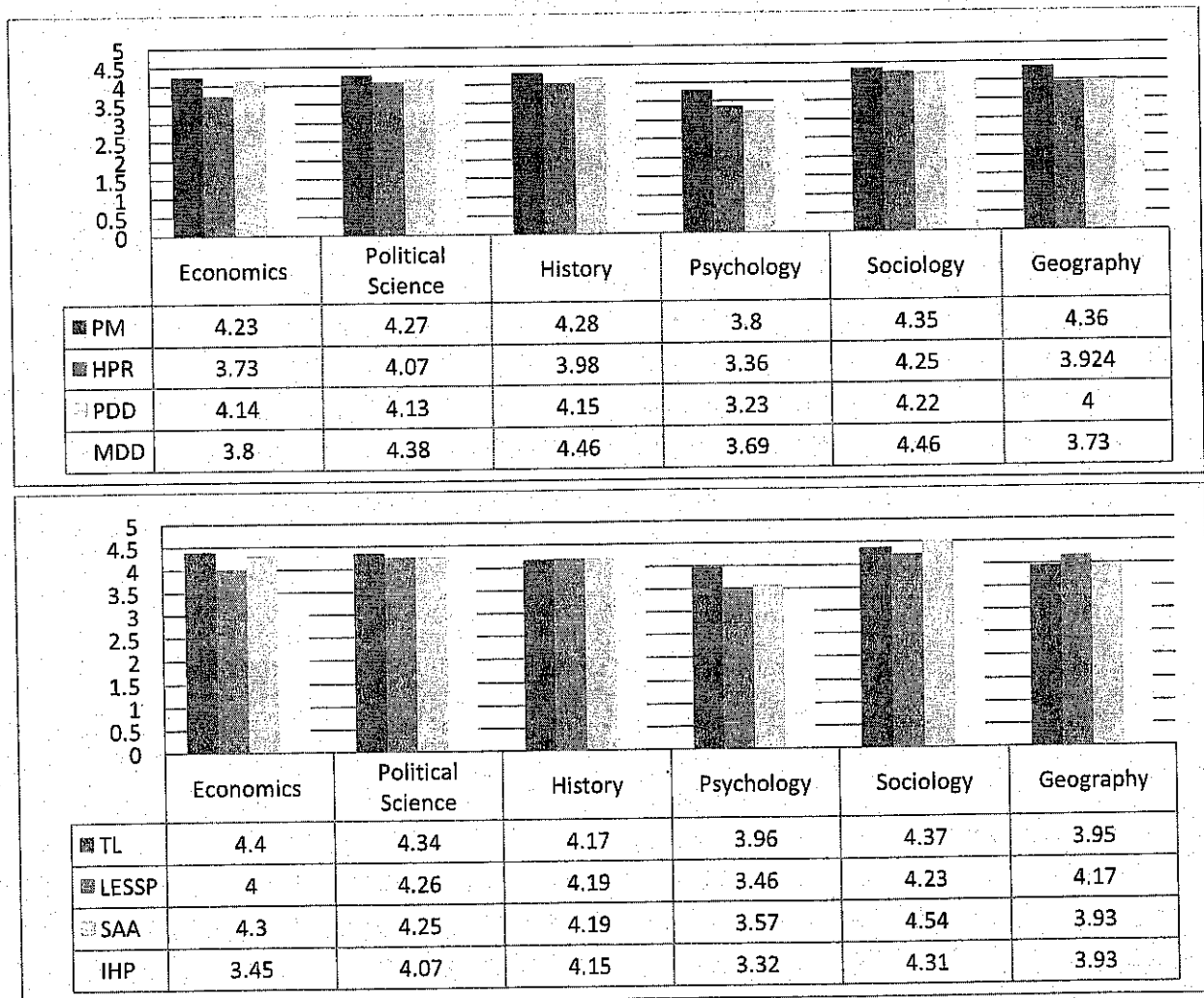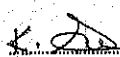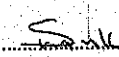
Figure 3. Students' Views on Quality Standards by Different Programmes

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3.3.2 DAY 2: OBSERVATION OF FACILITIES AND DOCUMENTARY EVIDENCES

Library: There are 9 databases, E-learning facilities and working progress for access to other recognised databases. They reported that the usage is below the expected margin. There is library orientation programme for new intake and final years. There are poor responses from some departments regrading new reference materials but satisfactory responses from Geography and Sociology. Fund allocation is only 1.6 million for the materials for Faculty of Arts. Although the students complained that "The library facilities are not satisfactory because of not regular updating of materials", the librarian refused the claim saying that most of the Academics are not sending list of books that they need.

Usage report

- Final year = approximately 65%
- Second year = approximately 30%
- First year = approximately 30%

ICT labs: Usage and functioning are satisfactory.

GIS/SOIL/ other Geography labs: Basic facilities area available. Some of the equipment are funded from external grants. Infrastructure is adequate

Special Need Resource Unit (SNRU): Excellent initiative to the HEIs. Currently 32 students have enrolled as disabled category. The functioning, maintenance and funding has some drawbacks. Although SNRU is equipped with resources, there is poor access to the central teaching facilities in storied buildings. Some departments make arrangements to have them only in ground floors whenever necessity arises.

SDC: Excellent infrastructure facilities. The director/SDC warmly welcomed the team and facilitated with the documentary evidences about staff induction programmes and other CPDs. Unbiased selection process is operated for trainings based on open advertisements (01 from each department). SDC has provided induction for all categories of staff from the faculty of Arts.

Student Welfare Centre: This is operated by 03 Students representing each year on voluntary basis. They organise employment and soft skills development events (monthly events).

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3.3.3 DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS

OBSERVATIONS OF TEACHING:
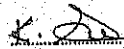
The team had the opportunities to visit some of the teaching sessions conducted by Sociology, Economics, Psychology and few ELTU classes. There are excellent classroom facilities. The team was unable to observe any student-centred teaching session during site visit. Faculty has separate study room and examination rooms for differently able students

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4 Overview of the Faculty's approach to Quality and Standards

The Faculty follows the standard government administrative and financial regulations in its operations (ARs and FRs). Programmes provide necessary information through timely notifications to staff and students. The Faculty has mechanisms for decision making via regular committee meetings and the Faculty Board meeting. The student representatives are invited to the Faculty Board meeting to discuss student matters. There are ample staff-student interactions in a myriad way (societies and multi-cultural activities). The information on the study programmes and assessments are effectively communicated to the students via C1 and C3 forms. Highly competent academic and non-academic staff of the cluster is the key to maintenance of quality standards in the programmes. The graduate profile of BA special degree consisted of key generic attributes that are considered as programme level learning outcomes. Teacher evaluations based on student and peer feedback are increasingly becoming a norm.

Despite limitations, cluster has made the maximum use of available resources to provide quality education. Programmes are mainly with teacher-centred traditional method of teaching having some student-centred methods in very few courses. Fieldwork and team work components actively in few departments of the cluster 2 (I.E. Geography). Comprehensive Curriculum Development that align with SLQF, Subject Bench Marks and stakeholder feedback has partially completed and ongoing in Geography and Economics departments. SNRU for differently abled students and special arrangements for teaching and examination matters are considered as an acceptable quality standard in the Faculty. Having suggestion box and student request committee provide evidences on incorporation of student feed back to the programmes. Undergraduate student research symposium and staff publications are well established within the Faculty.
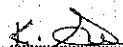
Well-structured orientation programmes at the first and second years and undergraduate prospectus are some of the best practices that provide adequate information about the programmes in advance.

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5 Judgement on the eight criteria of Programme Review

5.1 Programme Management

Out of the eight criteria that were evaluated the programme management is at the top ranking that adapt most of the criteria in PR manual. The faculty operates satisfactory approaches towards the effective delivery and management of the study programme. The provision and management of central teaching facilities and master timetable across 17 departments is functioning efficiently under the purview of dean's office. The Faculty operates organogram, strategic plan, 3-year budget, systematic fund disbursements among departments and the vision and mission statements that are updated as appropriate. Management generally follows standard government administration and financial regulations (ARs and FRs). The faculty level Academic Planning and Committee Development (APDC) to handle curriculum monitoring and approval is a strength in programme management. Student Handbook/Student Charter communicates required information regarding examination by laws, student disciplinary by laws etc. to students. The Faculty Conduct Orientation programme for new intakes and at the Department levels for specializations. The maintenance of student records and handling the examination matters are at satisfactory level. Timely completion of the degree programmes to a greater extent despite many closures, holidays etc. The Internal Quality Assurance Cell of the Faculty of Arts is functioning at high standard although it was a recent initiative from the UGC-QAAC. The staff has the opportunity for CPDs from the training workshops and induction courses conducted from University SDC. Student welfare measures, SGBV policy are in process. There are number of National and international collaborative partnerships.

However, the Graduate profile and the ILO's not fully comply with SLQF. Implementation of OBE-SCL and staff training are not fully accomplished. There is no formal mechanism for analysis of student feedback and staff appraisals. Inadequate measures to the safety and security with in the faculty and access for disable students. Also there is no clear strategy for discontinuation of previous curricula. Special Need Resource Unit (SNRU) is in place to assist special need students but it is not functioning effectively. No Graduate exit surveys/ employment surveys.

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SECTION 5

5.2 Human and Physical Resources

The Faculty has a satisfactory number of competent academic staff and physical resources to ensure that the programmes are effectively delivered. Academic staff includes young, mid-career and highly experienced lecturers and researchers. The Faculty offers incentives for post-graduate trainings that are operated internally. Staff development programme (SDC) is in place for additional training of both academic and non-academic staff. Available infrastructure is effectively utilized for the provision of classrooms, IT laboratories, GIS and soil science laboratories, ELTU, library resources and student welfare centers. New 7 storied building is in the process for the entire Faculty to strengthen the infrastructure facilities. The allocation of human and physical resources are based on the student ratio.

However Academic supportive and technical staff number is not adequate to cater 6 departments in the cluster. Since the examination matters are operated within the Faculty, separate supportive staff is required to the Senior assistant registrar to maintain the quality standards and confidentiality of the examination results. More training is needed for academic staff for OBE-SCL. Currently, there are no training theatres for teaching.

The Department of Geography has the basic facilities in soil science and GIS laboratories in their teaching. Enhancement of laboratory facilities though the equipment that were purchased from external research grants (i.e. NRC) strengthen the teaching and research in Geography. The department of Sociology has one of the best libraries for humanities and social sciences including Ola Leaf Collection and publications on Sri Lanka resource. Currently, the department of Psychology has limitations in human resources since it is a newly established department. However, the recruitments of probationary lecturers are in the process to the Psychology.
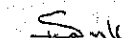
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SECTION 5

5.3 Programme Design and Development

The graduate profile emphasizes the generic graduate attributes that are considered as learning outcomes of the programmes. APDC constantly maintains the standards of the programme through well-structured approval process. The programmes are moderately consistent with University mission and national needs. Courses sequencing assures intellectual progression of the students. Programme specifications are effectively communicated to the students.

Overall Programme Design and Development process is not satisfactory in cluster 2 specializations. Most of the curricula has not revised for the last 6-7 years to meet the global demand in the labour market except in Geography and Economics. Some curricular are nearly 10 years old (i.e. history). The outdated nature of existing curricula has serious implications on the quality standards that are evaluated in PR manual. They are not complying with SLQF and SBS (except Economics). Programme level ILOs are not clearly mapped with the graduate profile for specializations considering the subject attributes that re necessary for Graduate profile. The Graduate profile need further elaborations based on the specializations. No mandatory internship training component in the programmes.

There were satisfactory evidences for department of Economics about on-going curriculum revision to meet the prescribed quality standards (i.e. SLQF, SBS and ILOs) and completed revision in Geopgraphy.

5.4 Course Module Design and Development
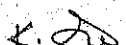
Courses are designed to build different types of abilities and uses appropriate media and technology. Some levels of adaptation to students with special needs. Courses within programmes provide intellectual enhancement, and also soft skills, integrate fieldwork. Some courses are designed traditionally without addressing the issues in labour market.

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SECTION 5

5.5 Teaching and Learning strategies

Teaching and learning are consistent with Faculty mission. Course specifications are clearly elaborated in Faculty Board/Senate approved procedure with the aid of C1 form and timely distributed to students. Objectives, course content and assessments are included in C1 form. Mostly the Cluster programmes have teacher centered teaching along with limited blends student-centered teaching/learning where fieldwork, and collaborative group work are used. Integration of blended learning and own research and other activities/experiences into teaching.was evident in few courses. Students contribute to scholarship, engage in research and publish in student journals, congress etc.

However, no standard way of conducting student feedback, peer evaluation and incorporation of comments into teaching. Still more weightage towards theoretical subjects.

5.6 Learning Environment, Student Support and Progression

There is conducive learning and working environment. Orientation programs-rules, code of conduct, courses, outcomes, methods, support systems, personal development. There is Special Need Research Unit (SNRU) for differently abled students and enhanced library and ICT facilities. Sports and aesthetic programmes are in place. Staff and students get training in IT, Library use etc. Staff-student academic/social interaction in many ways. Career guidance programs, mentoring, counseling are in place. Non-discriminatory treatment for everyone, (SGBV policy). Almost zero dropout. Complaints/suggestions boxes are in some departments. Currently, there are limited facilities for student centered teaching and learning.

5.7 Student Assessment and Awards

Assessment Criteria are well-established and integrated into the C1 forms which are distributed to the students at the beginning of the courses. Academic staff are competent to undertake assessment tasks and the examiners are systematically appointed and approved at the Faculty Board. Assessments make arrangements/ adjustments for differently abled students. The examination by-laws and student disciplinary actions are well adapted. Overall there is timely released of examination results and other continuous assessments marks. Transcripts are made available to students.

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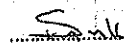
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SECTION 5

However, only in some programmes use well-defined marking schemes. Currently, the Faculty is not practicing second marking of examination papers.

5.8 Innovative and Healthy Practices

Undergraduates research project is a compulsory component in all the programmes. Moderate use of ICT based platforms (LMS)/OERs in teaching and learning. There are well established relationships with governmental, NGO sectors and industry for internships and research. Credit-transfer facilities are available. There are ample opportunities for students participation in social/cultural/aesthetic/voluntary activities. Co-curricular activities are integrated into some of the programmes (CIs). Student participation in regional/national/international programmes are continued over the past 5 years

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SECTION 6

6 Grading of Overall Performance of the Programme

6.1 Program Name: Cluster 2- Bachelor of Arts (Hons) in Economics

No	Criteria	Weighted minimum score	Actual criteria-wise score
1	Programme Management	75	117
2	Human and Physical Resources	50	72
3	Programme Design and Development	75	79
4	Course/ Module Design and Development	75	95
5	Teaching and Learning	75	116
6	Learning Environment, Student Support and Progression	50	68
7	Student Assessment and Awards	75	118
8	Innovative and Healthy Practices	25	37
	Total on a thousand scale		701
	%		70
	Grade	B -Good	

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6.2 Program Name: Cluster 2- Bachelor of Arts (Hons) in Geography

No	Criteria	Weighted minimum score	Actual criteria-wise score
1	Programme Management	75	107
2	Human and Physical Resources	50	78
3	Programme Design and Development	75	102
4	Course/ Module Design and Development	75	103
5	Teaching and Learning	75	103
6	Learning Environment, Student Support and Progression	50	67
7	Student Assessment and Awards	75	106
8	Innovative and Healthy Practices	25	31
	Total on a thousand scale		696
	%		70
	Grade	B -Good	

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SECTION 6

6.3 Program Name: Cluster 2- Bachelor of Arts (Hons) in History

No	Criteria	Weighted minimum score	Actual criteria-wise score
1	Programme Management	75	102
2	Human and Physical Resources	50	69
3	Programme Design and Development	75	75
4	Course/ Module Design and Development	75	84
5	Teaching and Learning	75	100
6	Learning Environment, Student Support and Progression	50	53
7	Student Assessment and Awards	75	106
8	Innovative and Healthy Practices	25	25
	Total on a thousand scale		614
	%		**61**
	Grade	**C-Satisfactory**	

6.4 Program Name: Cluster 2- Bachelor of Arts (Hons) in Political Science

No	Criteria	Weighted minimum score	Actual criteria-wise score
1	Programme Management	75	107
2	Human and Physical Resources	50	72
3	Programme Design and Development	75	96
4	Course/ Module Design and Development	75	79
5	Teaching and Learning	75	87
6	Learning Environment, Student Support and Progression	50	58
7	Student Assessment and Awards	75	88
8	Innovative and Healthy Practices	25	32
	Total on a thousand scale		620
	%		**62**
	Grade	**C-Satisfactory**	

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SECTION 6

6.5 Program Name: Cluster 2- Bachelor of Arts (Hons) in Sociology

No	Criteria	Weighted minimum score	Actual criteria-wise score
1	Programme Management	75	100
2	Human and Physical Resources	50	67
3	Programme Design and Development	75	60
4	Course/ Module Design and Development	75	84
5	Teaching and Learning	75	89
6	Learning Environment, Student Support and Progression	50	72
7	Student Assessment and Awards	75	106
8	Innovative and Healthy Practices	25	27
	Total on a thousand scale		605
	%		**61**
	Grade	**C -Satisfactory**	

6.6 Program Name: Cluster 2- Bachelor of Arts (Hons) in Psychology

No	Criteria	Weighted minimum score	Actual criteria-wise score
1	Programme Management	75	98
2	Human and Physical Resources	50	64
3	Programme Design and Development	75	46*
4	Course/ Module Design and Development	75	74
5	Teaching and Learning	75	74
6	Learning Environment, Student Support and Progression	50	56
7	Student Assessment and Awards	75	74
8	Innovative and Healthy Practices	25	23*
	Total on a thousand scale		507
	%		**51**
	Grade	**D-Unsatisfactory**	

*Actual criteria-wise score is less than weighted minimum score in Programme Design and Development and Innovative and healthy Practices

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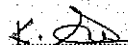
7 Commendations and Recommendations

- The current graduate profile need to strengthen with both generic and subject specific attributes to match with the dynamic system and the national and international labour markets
- Revision of the existing curricula based on need analysis is timely requirement in all the degree programmes in Cluster 2. Although the Geography has completed their curriculum review in 2016, some fine adjustments are required to meet the quality standards stipulated in PR manual, SLQF, SBS and OBE-SCL.
- All the programmes should be restructured to meet the labour market and should be outcome based
- It is an urgent requirement in the Faculty of Arts, staff training and awareness on SLQF, SBS and OBE-SCL for the design and development of new curricula and courses.
- Curricula (overall programme) and the course modules should be developed based on ILOs that are mapped with attributes in graduate profile
- Incorporate industrial training/internship component to the degree programme depending on the field of specialisations (i.e. Psycology)
- More practical oriented course for the enhancement of real time applications of theory knowledge.
- Since there are some initiatives in the use of LMS at the department of Economics and Geopgraphy, it is an area to consider for further improvements across all the programmes to provide quality, efficient and effective teaching and learning environment to the students.
- The English language and ICT are considered as the courses that enhance the soft skills among graduates. Therefore, it is vital to consider, whether to revise the non-credit status of those courses to be credited to the final degree.
- More courses on soft skill enhancement among the graduates from each specialisations programmes need to seriously discuss at the Faculty level.
- Academic staff training on CPDs is considered as a enhancements of staff profiles.
- Since the students have some concerns on selection process of specialisations, information regarding the process need to communicated to the students in effective manner.

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SECTION 8

8 Summary

Faculty of Arts, University of Peradeniya Cluster 2 programme review site visit was successfully conducted from 20 to 22 September 2017. The schedule consisted of Stakeholder meetings, Observation of facilities, Evaluation of documentary evidences, Observations of classroom teaching and Final warp up to the high-level management that consisted with Dean of the Faculty, Heads of departments (Economics, Geography, Political Science, History, Sociology and Psychology), academic staff and administrative staff on key findings.

Review panel started its review process on 19th evening at the hotel with a pre-review meeting where site visit plan was scheduled. The meetings were conducted with Director/IQAU, Vice Chancellor, Deputy Vice Chancellor, Dean, Registrar, Bursar, Heads of Departments, Senior Academics, Probationary staff, Administrative staff, technical and academic supportive staff and students. During the student session, questioner survey was conducted to get a representative feedback about the programmes. The library, ICT laboratories, SDC, Student welfare centre, ELTU, GIS/Soil/ survey laboratories, Special Need Resource Unit (SNRU) and student canteen were observed with interactions with key responsible persons. The documentary evidences were evaluated at programme level for all the 6 specializations in cluster 2. Followed by this second day evening the review team further discussed the strengths and weaknesses in individual programmes for the overall agreements of quality standards in individual programmes. Final day of the site visit, the team attended the teaching sessions of different programmes in the cluster both in English and Tamil medium.

According to the evaluations, the overall cluster 2 reported the programme management at the highest satisfaction out of the 8 criteria. However, programme design and development, human and physical resources, teaching and learning and innovations and healthy practices are at marginal satisfactory level. These findings are consistent with student survey results. Based on the evaluation results, overall strengths and weaknesses were discussed at the final warp up session.

Finally, the team would like to appreciate the support given by the UGC, QAAC, University of Peradeniya, and especially faculty of Arts of University of Peradeniya in this important process of programme evaluation. We sincerely hope that our comments will help in improving the quality of the Special degree programme of Faculty of Arts of University of Peradeniya.

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APEENDIX

APPENDIX 1: Site Visit Schedule- University of Peradeniya, Faculty of Arts (Cluster 2)

DAY 1: MEETINGS AND FACILITIES VISITS
20 September Wednesday

8:00 to 10:00	**Meetings**
	Meeting with IQAU Director – who will be the focal point during the visit
	Meeting with Vice Chancellor/Deputy Vice Chancellor
	Meeting with Dean of Faculty
	Meeting with Academic Heads of Departments separately
10:00 to10:30	*MORNING TEA BREAK*
10:30 to 12:00	**Meetings**
	Meeting with administrative staff of Faculty and relevant programs
	Meeting with technical officers
	Meeting with support staff
	Meeting with students

**Please note that it is necessary to have 1 hour each for following meetings
- Heads of 6 departments together (Economics, Geography, History, Political Science, Psychology, Sociology)
- Academic staff -(representing all the categories)
- Students - (A representative student group (gender, ethnicity, level in study program) should be selected by the program for the reviewers to meet with. The names of such students, year of study should be made known to you in advance

12:00 to13:00	***LUNCH BREAK***
13:00 to 15:00	**Facilities Visits**
	ICT facilities
	SNRU
	Library
	Career Guidance Unit
	SDC
	Sports Facilities engage with Cluster 2 students
15:00 to 15.30	***AFTERNOON TEA BREAK***
15:30 to17:00	Review team internal meeting
	END OF DAY

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APEENDIX

DAY 2: OBSERVATION OF DOCUMENTARY EVIDENCES
21 September Thursday

8:00 to 10:00	**Documentary evidences**
	Checking of Documentary Evidences
10:00 to10:30	*MORNING TEA BREAK*
10:30 to 12:00	**Documentary evidences**
	Checking of Documentary Evidences
12:00 to13:00	*LUNCH BREAK*
13:00 to 15:00	**Additional Evidences**
	Additional evidences for gap filling
15:00 to15:30	*AFTERNOON TEA BREAK*
15:30 to 17:00	Review team internal meeting
	END OF DAY

DAY 3: OBSERVATION OF PROCESSES AND FINAL REMARKS
22 September Friday

8:00 to 10:00	**Evaluation of Teaching/Learning processes**
	Observing teaching/learning sessions relevant to program
	Any other meeting deemed to be important for the program review
10:00 to10:30	*MORNING TEA BREAK*
10:30 to 12:00	**Evaluation of Teaching/Learning processes**
	Observing teaching/learning sessions relevant to program
	Any other meeting deemed to be important for the program review=
12:00 to13:00	*LUNCH BREAK*
13:00 to 14:30	Internal meeting
	Review team preparation for final wrap up
14:30-14:45	*AFTERNOON TEA BREAK*
14:45 to 16:00	Final wrap up meeting with senior management of Program
	END OF DAY

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