Programme Review of Art & Design

(The standards, study programme's claims of compliance, the documentary evidence to support each claim of compliance and codes of the evidence used which are common to the Faculty of Arts)

No	Standard	Claim of the degree of internalization of Best Practices and level of achievements of standards	Documentary Evidence to Support the Claim	Code No. of the Document
Criterion 1: Programme Management				
1.1	The Faculty/Institute organizational structure is adequate for effective management and execution of its core functions.	The Faculty's organizational structure complies with the University act 16th of 1978.	University Act 16th of 1978	DA/04.1/GN/1.3
		Faculty organizational structure and academic administration comes under the Dean Faculty of Arts: sixteen Departments and 3units function under the heads and coordinators. Sub committees and Ad-hoc committees are supporting the function of the Faculty and Departments.	University Corporate plan	DA/02.1/GC4
		Senior Assistant Registrar coordinates the Academic and non academic matters.	University calendar 2016	DA/04.1/GN/1.3
1.2	The Faculty/Institute Action Plan is up to date and aligned with the University's/HEI's	University's and Faculty's Strategic Plan is updated and aligned with the action plan	University Corporate plan	DA/02.1/GC4 DA/ST/01.1/SD9

	Strategic Plan; demonstrates readiness to adopt new trends in higher education; is implemented as planned and monitored regularly.	with new trends. Monitored by Senate and Council	Senate and Council minutes Financial Regulation University strategic plan	DA/03.4/M3 DA/04.1/GN/1.9 DA/02.1/GC4
1.3	The Faculty/Institute adopts management procedures that are in compliance with national and institutional Standard Operational Procedures (SOPs), and they are documented and widely circulated.	The management procedures are adopted with administrative guidelines; Audit reports and Financial Regulations of the University; University Calendar is approved by the Senate in 2016 and waiting for the council approval.	Finance committee Senate minutes, regulations guidelines Annual fund allocation	DA/3.4/M5 DA/ST/01.1/SD9 DA/02.1/GA3
1.4	The Faculty/Institute adopts a participatory approach in its governance and management and accommodates student representation on faculty committees and student welfare committees.	Regular communication with the students and staff is maintained; provisions are made for two student representatives to attend the meetings of the Faculty Board; Student handbook; posting of printed notices on boards. University Website and public print and electronic media Three representatives of the educated public appointed as external members of Faculty board. For the opportunity to the students for their participation in the cultural activities, there is a student's body name as kavinkalai manram.	Faculty Board meeting minutes Handbook Welfare Welfare fund University Website Faculty website Paper advertisements Notice board documents Faculty Board Minutes Students letters of kavinkalai manram & letter head	DA/ST/01.1/FB1 28.R/C/007 DA/03.2/CD14 DA/01.1/S1 DA/01.1/S11 www.jfn.ac.lk www.jfn.arts.ac.lk DA/02.1/GA2 DA/02.2/GN1 DA/ST/01.1/FB1 2.RAD/002

1.5	The Faculty/Institute adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	The Faculty's academic calendar dates are approved by the Faculty board and Senate. The calendar dates are not stable due to the trade union activities and unrest of the students; however the 15 week semester program is ensured.	Annual academic calendar dates in the Faculty board minutes. The period between student registration and graduation	DA/02.1/GC1 DA/ST/01.1/FB1 DA/ST/01.1/FB1
1.6	The Faculty/ Institute makes available a Handbook to all incoming students; it provides general information on the history and current status of the Faculty/Institute, brief descriptions of study programme(s) offered, learning resources, student support services, disciplinary procedures, welfare measures, the rights and responsibilities of students, and grievance redress mechanisms.	The student handbook issued to all the incoming students where except the right and responsibilities of the students, all other information and grievance redress mechanism are given. Based on the UGC student charter (01.03.2012) a Student charter is formulated to the university in 2016 and approved by the Senate waiting for the council approval.	Handbook Student code of conduct UGC Student Charter	28.R/C/007 DA/4.1/GN/1.3 DA/01.1/S13
1.7	The Faculty/ Institute makes available a Study Programme Prospectus to all incoming students; it provides information on the curricula of the study programme(s) and courses offered, options available to exit at different levels, optional courses and electives offered, examination procedures and grading mechanism, graduating requirements, examination	The handbook and orientation program provide information on the titles of the each course units, available courses, options available to exit at different levels, optional courses, electives offered, examination procedures, grading mechanism, graduate requirements and information regarding exams.	Orientation Programme Handbook	DA/02.2/GO1 28.RC/007

		bylaws,etc.			
1.8	The Faculty/Institute Website is up to date with current information and provides links to all publications such as handbooks/prospectus, special notices, announcements, etc.	Faculty and Department Websites are not updated due to continues cyber attack. Reconstructing the website is in progress.	University Website Website related documents	www.jfn.ac.lk DA/04.1/GN2.1
1.9	Faculty/Institute offers an induction/orientation programme for all new students to facilitate students' transition from 'school' to 'university' environment.	The Faculty conducts an orientation program for all the newly enrolled students.	Orientation programme Schedule and student attendance	DA/02.2/GO1
1.10	The Faculty/Institute securely maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with provision for secure backups of all files.	The departments maintain student profile and exam marks. The Admission Branch and Health care centre maintain personal file for each students. The permanent records are confidentially maintained and accessible only to authorized personnel. Maintaining students profile at the dept with detail academic and personal records began. Examination results are kept confidential.	Students Profile Students Profile Filled forms in files for each Batch. Examination result.	42.ADA/035 42.RAD/035 4.RAD/004
1.11	The Faculty/Institute uses an ICT platform and applications for all its key functions and maintains an updated data base which is linked to the university Management Information	Limited facilities are available at the University level. The ICT platform is proposed to be implemented from 2017 as proposed in the Strategic Management Plan.	Inventory of ICT facilities at the Faculty Strategic Management Plan The various art works and	DA/02.2/GI2 DA/02.1/GC4 1.RAD/001

			the soft copies of projects.	
		The students and the staff usage of multimedia projector, camera and internet.	Inventory of ICT facilities at the Faculty	DA/02.2/GI2
1.12	The Faculty/Institute issues a copy of the Code of Conduct/Student Charter prescribed by the University to each and every incoming student; it is communicated to all students and students' adherence to the prescribed code of conduct is closely monitored and promoted.	Since the student charter is not approved by the council it is not communicated to students. At present student discipline is based on UGC charter and student code of conduct of 2010. However the student Code of Conduct is communicated to the students during the orientation program. The senior student counsellor, student councillors and marshal assist to maintain the student discipline.	UGC Student Charter Student code of conduct 2010 University Calendar Orientation program. *Student Discipline* Student Councillors – meeting minutes	DA/01.1/S13 DA/01.1/S13 DA/04.1/GN/1.3 DA/02.2/GO1 DA/01.1/S13 DA/01.1/S4
1.13	The Faculty/Institute implements duty lists, work norms and Codes of Conduct for all categories of staff, communicates those to all and monitors regularly.	List of duties are mentioned in the appointment letter according to the e-code. Subject allocation is done at the dept level accordingly	Establishment Code Appointment letter Timetable of the lecturers and the documents for the allocation of hours.	DA/04.1/GN2 DA/04.1/GN/1.8 6.RAD/006
1.14	The Faculty/Institute implements the performance appraisal system prescribed by the University/HEI; performance of staff is enhanced through training and rewarding high performers.	The Faculty doesn't practice the appraisal system except for the annual increment and promotion.	Sample of Increment form	DA/04.1/GN/1.8

1.15	The Faculty/Institute has established an Internal Quality Assurance Cell (IQAC) with well-defined functions and operational procedures; it works in liaison with the Internal Quality Assurance Unit (IQAU) of the University/HEI and implements internal quality enhancement system.	The IQAU was established in 2013. The policy documents (2015) and Faculty QA by-laws (2016) were set up by the IQAU. IQAC was established in 2016. The cell assists to monitor graduate exit survey developed tools for student evaluation and peer evaluation	Minutes of IQAC meetings COLRIM: External Review of Quality IQAU Policy and By-laws Graduate exit survey	DA/03.1/PR2 DA/03.1/PR5 DA/03.1/PR2 DA/ST/01.2/SC4
1.16	The Faculty/Institute has established a Curriculum Development Committee (CDC) or alternative mechanisms for monitoring, reviewing and updating the curriculum.	Faculty level curriculum Evaluating committee was established in 2015. The university level curriculum evaluation Committee was established in 2013.	Faculty minutes Senate minutes	FB 226 DA/ST/01.2/SC 1 S372 DA/ 3.3/ M 5
1.17	The Faculty/Institute takes into consideration the SLQF and SBS as reference points and Outcome-based Education and Student Centered Learning (OBE-SCL) approach in academic development and planning and education provision.	The Faculty developed a programme structure by considering SLQF. Based on the QIG and curriculum design workshop conducted by the Faculty OBE- SCL was internalized. Syllabus was revised based on OBE. OBE and SCL is being practiced through pedagogy In course assessment	Curriculum QIG (HETC) Curriculum design workshop Syllabus Professional placement report Assignment marks Sketch study books.	9.RAD/009 DA/03.1/PR3 DA/ST/01.1/SD1.1 RAD/009 RAD/010 RAD/011 RAD/012

1.18	The Faculty/Institute adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.	There is a clear procedure in practice: Program approval is under the purview of the CEC, FB, Senate and implementation is through the departments. Faculty conducts exams for students who enrolled for a programme that was discontinued. Formal approval is sought via FB.	CEC meeting Faculty board minutes Senate minutes Student appeal Special Exam FB minutes Syllabus proposal for Art & design senate minutes	DA/03.3/M5 DA/ST/01.1/FB1 DA/ST/1.1/SD9 DA/ST/01.1/SD6 DA/04.1/GN/1.8 9.RAD/009
1.19	The Faculty/Institute monitors the implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision.	Faculty monitors the implementation through exit survey and student feedback. Not in practice	Exit survey	DA/ST/01.2/SC4 DA/03.1/PR5
1.20	The Faculty/Institute has established collaborative partnerships with national and foreign universities/HEIs/organizations for academic and research cooperation.	Visiting Lecturers involve in the study & examination matters. The other Institutes conduct workshops.	List of examiners Staff profile Workshops	47.RAD/039 43.RAD/036 54.RAD/044
1.21	Faculty/Institute operates academic mentoring, student counseling and welfare mechanisms and procedures and ensures that the personnel	Senior student counsellor and Assistant Registrar for student well fare are responsible for counselling and welfare mechanism.	Student Welfare TOR's of student counsellors and Minutes of meetings	DA/03.2/CD14 DA/01.1/S4

	responsible for the tasks are adequately trained to fulfill their roles.	Academic counselling is given systematically by the Head and staff of the Department. All these personals are not having adequate training to perform their duties effectively. Students counsellors are appointed	Appointment letter's of students counsellors. Correspondence with students	8.RC/009 13.RAD/013
1.22	Faculty/Institute assures that all its students have access to healthcare services, cultural and aesthetic activities; recreational and sports facilities.	Health Centre and Sport unit provide services to all the students. No centralized or formalized system in place to cultural and aesthetic activities The students get benefits from the health center of RAFA and they also involve in the sport activities.	University Health Centre Student Personal files - Health care - University Health Centre Pictures and the correspondence with the administration. Sport certificate UMO's weekly visit to RAFA.	DA/02.1/GH1 DA/02.1/GH1 14.RAD/14 15.RC/001
1.23	Faculty/Institute implements measures to ensure the safety and security of students.	Safety and security measures implemented through security service; office of the Marshal; wardens of hostels, 24 hours Ambulance Service Staff members are appointed to accompany students for trips	Duties and Responsibilities of Marshal, Wardens and Security Personnel Hostels rule and regulations Attendant sheets, Students feedback, Appointment letter of the	DA/01.1/S13 DA/01.1/S13 17.RAD/017 08.RC/009

		and other studies to guarantee their safety outdoor class appointment of the students counsellor the hostel warden and the security services.	students counselor and the hostel warden the students letter to the security officer.	19.RC/003 18.RAD/018 19.RAD/019
1.24	The Faculty/Institute adopts and practices University/HEI approved by-laws pertaining to examinations, examination offences, student discipline, and student unions; the adopted by-laws are made widely available to both staff and students.	The Examinations are conducted under the 1985 UGC manual of Examination procedure. University formulated a new set of by-laws for examination in 2016 waiting for council approval. Student disciplinary procedures are based on student discipline manual. Formation and function of student union based on University act. Available at the hostel, Student welfare office.	Manual of Procedure for conducting examination University Calendar 2016 Student Discipline Manual University Act	DA/03.2/CD5 DA/04.1/GN/1.3 DA/01.1/S13 DA/04.1/GN/1.1
1.25	The Faculty/Institute offers special support and assistance for students with special needs or differently-abled students.	Infrastructure facilitates (lift, slide trailing) Special provisions for exams	Special evaluation criteria for visually challenged candidates Faculty board meeting minutes Senate minutes Welfare - Students with special needs Request from the students with special needs	DA/01.1/S17 FB/218 S/391 DA/01.1/S17 DA/ST/01.1/SD6
1.26	The Faculty/Institute practices measures to ensure gender equity and equality (GEE) and	GEE policy and by-laws were formulated and approved by Senate in 2016 waiting for	University Calendar	DA/04.1/GN/1.3

			Council Minutes	DA/03.1/CD13
	deter any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students.	council approval. Two SGBV cases reported to the council and inquiries are in progress.	Council Minutes	DA/03.1/CD13
		A gender balance s is maintained in the students' society	Membership of kavinkalai mantram.	02.RAD/002
1.27	The Faculty/Institute practices the policy of zero-tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation.	Faculty acts on the guidelines given by UGC regarding prevention of ragging.	Student discipline guidelines Student disciplinary by laws	DA/01.1/S13
			Reports on past activities regarding ragging (Prevention and Punishment)	DA/01.1/S13
				DA/01.1/S13
			Act on Anti Ragging	DA/01.1/S13
			UGC Circular on Ragging	

Summary:

As a whole, the existing programme management structure of the Institute/Faculty/Department (Degree Programme) is managed and administrated up to the standard expected and there are new, innovative and constructive best practices have been introduced and implemented as well. Anyhow, It should be accepted that the constraints and delays in providing better and essential service such as issue of handbook.

Criterion 2: Human and Physical Resources				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
2.1	The staff of the Faculty/ Institute, in terms of the number, qualifications and competencies is adequate for designing, development and delivery of academic programmes, research and outreach.	Adequate and qualified Academic and Non-Academic staff are employed to support the design, development and delivery of academic programmes, research and outreach. 3 permanent staff are available at the study programme of art & design, along with the five temporary lecturers / instructors.	Cadre position Staff profile Staff Profile with Qualifications	DA/02.1/GC2 43.RAD/036 DA/1.2/SD8
2.2	The Faculty/Institute takes timely measures to ensure that its human resource profile is compatible with its needs and comparable with national and international norms.	Dept HR policy is in accordance with University policy in recruitments and promotions as per UGC circulars.	UGC Establishment Circulars	DA/03.1/CL2
2.3	The Faculty/Institute adopts and practices the policy requiring the new staff to undergo an induction programme offered by the University/HEI as soon as they are recruited; ensures that the induction training programme provides an awareness of their defined roles and duties, and	UGC Guidelines regarding induction programme for new recruits are adopted. SDC course modules ensure duties and responsibilities of an academic staff which are clearly understood by new recruits. Other training programmes	UGC Commission circulars UGC Establishment circulars Pass lists, participants lists and modules of SDC, participant lists of other relevant	DA/03.1/CL1 DA/3.1/CL2 DA/1.2/SD 1 DA/3.1/PR4

		imparts minimum knowledge and competencies required to perform the assigned tasks.	also support the claim.	workshops	
2.4		The Faculty/Institute ensures that the capacity of all staff is continuously upgraded and enhanced through provision of in-service, continuing professional development (CPD) programmes; impact of CPD programmes are monitored, and remedial action taken as and when required.	Dept ensures fair participation of staff in CPD programmes of SDC CPD is aligned with Faculty Strategic Management Plan and Corporate plan	SDC workshops IDAS workshops Corporate and Strategic Management Plan	DA/1.2/SD 1 DA/3.1/PR4 DA/2.1/GC4
2.5		The Faculty ensures the availability of adequate and well maintained infrastructure facilities for administration, teaching and learning.	Lack of lecture hall has been addressed. No academic staff members were provided with personal rooms. Dept have no store room to keep discarded/ unwanted things.	Students feedback Staff feedback Correspondence regarding lecture hall	17.RAD/017 18.RAD/018 44.RAD/037
2.6		The Faculty/Institute that offers professional or honours study programmes, has put in place the required specialized training facilities such as clinical training facilities, engineering workshops, science laboratories, field training stations, etc.	Dept. encourages students to get professional training under professional artist in their Studios professional artist craft center.	letters of communication attendance sheets mark sheet professional placement report.	5.RAD/005 16.RAD/016 29.RAD/024 10.RAD/010
2.7		The staff is provided with required training in outcome based education & student	Graduate profile for the programme is yet to be approved; however,	Workshop QIG IDAS workshop	DA/3.1/PR3 DA/3.1/PR4

	centered learning approach (OBE-SCL) and the staff is provided with teaching & training facilities to implement OBE-SCL.	Academics are aware of OBE-SCL via workshops. Availability of the resources varies the implementation of QBE-SCL	SDC workshop	DA/1.2/SD 1
2.8	The Faculty/ Institute has ensured student access to a well resourced library facility; it is networked and holds up to date print and electronic forms of titles, coupled with other facilities such as reprography, internet, inter-library loan etc., and provides a user-friendly service.	Main Library is well resourced and maintained. RAFA Students facilitated with the minimum library books & magazines at RAFA sub library.	Library resources inventory and user report from library Library records. Students feedback	DA/2.2/GL3 22.RC/005 17.RAD/017
2.9	The Faculty/Institute ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills.	ICT facilities are available at the Faculty level and University level and aligned with student learning outcomes: three Computer labs in the Faculty of Arts where 145 computers with internet connection available. ICT based common core course is scheduled in the 1st year of the curriculum. There is a computer lab available for the students use of ICT facility and the action for open internet facility has been taken in the RAFA premises.	User reports , resources list of computer labs Handbook Inventory book Computer lab records Document regarding the open internet	DA/2.3/AUX 5 28.RC/007 DA/02.2/GI2 23.RC/006 45.RC/011

| 2.10 | The Faculty ensures the students are provided with guidance in learning and use of English as a Second Language (ESL) in their academic work through a well resourced English Language Teaching Unit (ELTU) or English Language Training Cell (ELTC). | ELTC guide students to learn by promoting the use of English as a second language with competent staff:
- Promoting skills of students related to reading, writing, speech and comprehension with respect to their disciplines (Social sciences & Humanities)
- Assignments related to respective disciplines given by ELTC staff
- Helping students to do research in English
- ESL course unit accommodated in each semester and credit weight is given to ESL from the third year
English is learnt as a second language at the undergraduate level final year excluded by ELTC | CVs of ELTC staff

Grouping of students into different disciplines

Assignments given by ELTC
Curriculum Handbook

Attendance sheets

Result sheet records. | DA / 3.2/CD17

DA/1.1/S16

DA/ST/01.1/SD1
28.RC/007

16.RAD/016

24.RAD/024 |
| 2.11 | The Faculty/Institute ensures the students are provided with adequate training on 'soft skills'/'life skills'; it is addressed through the core curriculum as well as through tailor-made programmes offered by the Career Guidance Unit (CGU) of the University. | Incorporated in contents of course units and also promoted through various forms of assessment methods such as presentations, debates, field works and other components of the curricula.

Activities of career guidance unit also inculcate soft skills. | Curriculum

Professional placement report

Exhibition catalogue

Career Guidance Unit activities | DA/ST/01.1/SD1

10.RAD/010

30.RAD/025

DA/2.1 /GC 3 |

2.12	The Faculty/Institute encourages students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	Achieved through - Arts week - Interuniversity cultural contest - Kavitha Talent Contest	Arts week	DA/4.1/GN/1.4
		Cultural and religious based events are organized by the students' society and by the departments.	Correspondence	13.RAD/013

Summary:
Staff quality, Competency and development: Maintaining Staff Profile and also personal file system
Human Resource: Lack for the need & from norm.
Infrastructure: lack of space with only given one lecture hall. Requested more space and also made written request complaining the problems we encounter in lecture halls and studio spaces.
Library: Students are encouraged to do assignment using library materials.
ICT skills: Students are taken to ICT lab for lecture programme and also given some software package training in the labs with the support of the Computer Instructors.
ESL support: Students limit their association with ESL with only to their required course unit, and do not expand their request of support with their academic matters to them. Should be motivated.
Soft-Skill: Career Guidance should organize more to enhance the soft skill/life skills of the students.
Multi-Cultural Programme: need more programmes and collaborations with other depts. and Faculties in this reg.

No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
.1	Programme is developed collaboratively in a participatory manner through a curriculum development committee or equivalent body of the Faculty.	Curriculum evaluation committee at the University level was set up in Jan 2013 and faculty level was set up in 2015. But the present Programme was developed in 2009/2010 through the discussions in the Faculty board and Senate. Art and design study programe was developed in a required format instructed by the FoA. Permanent staff involve in curriculum development. Consultation also sought over the phone and e mails with outside expertise.	Faculty Minutes Senate Minutes Senate minutes Faculty Minutes E mail exchange of course guides only verbal communication done at the time of curriculum development with the staff.	FB 197 S/ 351/ 09(a) S/ 372 (DA/3'3/M5) FB/226 (DA/ST/01.2/sc)
3.2	The Faculty/Institute ensures external stakeholder participation at key stages of programme planning, design and development and review.	External stakeholders were not involved directly in the Faculty level programme structuring. The unit adopted stakeholder discussions in the way to	Curriculum Curriculum file from other universities	9.RAD/009 26.RAD/022

Criterion 3: Programme Design and Development

		bring down the other models of curriculum via subject expertise from other universities and it was discussed as a team, designed and developed.		
3.3	Programme design process incorporates the feedback from employer/ professional satisfaction survey.	The Faculty runs 21 BA (Hon) study programmes with a common programme structure designed at the Faculty level without considering employer/ professional satisfaction survey of each study programme.	Handbook	28.RC/007
3.4	Programme conforms to the mission, goals and objectives of the institution; national needs; and reflect global trends and current knowledge and practice.	Programme confirms institution's mission, goals and objectives through its overall ILOs of course units. National needs are addressed through SBS	Handbook SBS	DA/01.1/S16 DA/03.1/PR2
3.5	Programme design complies with the Sri Lanka Qualification Framework (SLQF), and is guided by other reference points such as Subject Benchmark Statements (SBS), and requirements of relevant professional bodies.	Programme complies with SLQF for B.A (Hon) and SBS .	SLQF document SBS Curriculum Handbook	DA/03.1/PR2 DA/03.1/PR2 9.RAD/009 28.RC/007
3.6	Programme design and development procedures include specific details relating to entry and exit pathways including	Entry, exist pathways and fall back options are specified. Qualification type	Handbook Curriculum SLQF SBS	28.RC/007 9.RAD/009 DA/03.1/PR2 DA/03.1/PR2

	fallback options; Intended Learning Outcomes (ILOs); qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external reference points such as SLQF and SBS.	descriptions are specified. Teaching learning and assessment processes are clearly stated. Although the programme level ILOs are not stated, they are express through the overall ILOs of course units. They are aligned with SLQF and SBS and matching with mission and goals.		
3.7	Faculty/Institute uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/modules.	Faculty adopted a graduate profile in 2016 and subject to council approval. The unit developed its own graduate profile while applying for QIG grant in 2013 and it used while developing the course modules, programme	University Calendar 2016 QIG proposal book curriculum	DA/02.1/GC1 27.RAD/023 9.RAD/009
3.8	ILOs of study programmes are realistic, deliverable and feasible to achieve.	ILOs of the study programmes are based on ILOs of the course unit that are achievable. Gradual increase in knowledge, skills, and attitude of the students are expected via ILOs which are realistic and feasible to achieve.	Curriculum	9.RAD/009

3.9	The Faculty adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (constructive alignment).	At the time of designing, faculty or the study programme has no Graduate profile and ILOs. But the overall course outcomes generally match with the programme outcomes mentioned in the SBS. Teaching and learning activities and assessment strategy are constructively aliened with learning out come. Overall curriculum outcome is reflected in the graduate profile and the course outcomes are congruently aligned with it.	QIG SDC Curriculum SBS Curriculum Course guides QIG proposal Assessment criteria	DA/03.1/PR3 DA/01.2/SD1 9.RAD/009 DA/03.1/PR2 9.RAD/009 27.RAD/023 29.RAD/024 11.RAD/011
3.10	The programme design accommodates supplementary courses such as vocational, professional, semi professional, inter-disciplinary & multi-disciplinary to broaden the outlook and enrich the generic skills of students.	Inter- disciplinary and multi disciplinary course are made possible through the selection of elective course units. Art and design programme contains vocational & professional course it has also course with inter & multi-disciplinary in nature.	Handbook Curriculum Curriculum	7.RAD/007 DA/ST/01.1/SD1 9.RAD/009
3.11	Issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into	In first year there is an auxiliary course on Social Harmony. In the curriculum of art &	Curriculum	9.RAD/009

	the curriculum, where relevant.	design there are no gender barriers to choose/select the courses.		
3.12	Programme is logically structured and consists of a coherent set of courses/modules while allowing flexibility in students' choices of courses /modules.	Programme development has its own logic of sequence. It also offers elective units which students can choose.	Curriculum	9.RAD/009
3.13	Curriculum promotes progression so that the demands on the student in intellectual challenge, skills, knowledge, conceptualization and learning autonomy increases.	It is obviously progressed from simple to complex and also promotes self directed learning.	Curriculum	9.RAD/009
3.14	The study programme has clearly defined appropriate measurable process indicators and outcome based performance indicators which are used to monitor the implementation and evaluation of the programme.	Programme was designed based on OBE,SCL.	Curriculums Assessments Exam mark sheet Sample works of art	9.RAD/009 11.RAD/011 29.RAD/024 1.RAD/001
3.15	The academic standards of the programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SBS (where available) and SLQF.	Awards and qualifications are fully aligned with SLQF level 6	SLQF Handbook SBS University Calendar 2016	DA/03.1/PR2 DA/01.1/S16 DA/03.1/PR2 DA/02.1/GC1
3.16	Faculty ensures that programme approval decision is taken after full consideration of design principles, academic standards, and	Programme approval decision was based on the programme specification, academic standards and	FB minutes	FB197 FB209 FB (SP)15-7-2013 FB223

	appropriateness of the learning opportunities available, monitoring and review arrangements and content of the programme specification.	available learning opportunities.	Senate Minutes	S/351/09(a) S336 S379 S391
3.17	The principles to be considered when programmes are designed and developed (balance of the programme; award and titles; resources available to support the programme) are documented and communicated to all concerned in the programme design.	Award, titles, and structure of the programme were informed to Faculty board. Since all concerned in programme design were internals, available resources were understandable and not communicated.	FB Minutes Senate Minutes Dean's letter on course specifications	FB197 Senate 351/09(a) DA/ST/01.1/ST1.1
3.18	The Faculty/Institute ensures that appropriate ILOs are clearly identified for work based placement/Industrial Training/Internship and informs students of their specific responsibilities relating to the above.	ILOs are clearly defined and practical in our curriculum and the student are well informed their responsibilities relating to the ILO's in their professional -placement.	Curriculum Professional placement report	9.RAD/009 10.RAD/010

3.19	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication and teamwork into the courses.	Each course/ curriculum of art and design intends to promote self -directed learning, collaborative learning, creative and critical thinking skills, problem based learning (PBL) life-long learning and soft-skills developments . Weightage for the in –course assessment has been increased from 25 to 50 adapt more interactive learning activities among students.	Curriculum Dissertation Student feed back Professional placement - report Exhibition catalogue.	9.RAD/009 31.RAD/026 17.RAD/017 10.RAD/010 30.RAD/025
3.20	The Faculty's /Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the Programme design and development, and approval processes.	IQA policy for the university adopted in 2015. Faculty QAA by laws were set up by the IQAC in 2016 in which under the Criterion 2 (Curriculum Design and Development) these issues are clearly addressed.	IQA Policy Document Faculty QAA- By Laws	DA/03.1/PR2
3.21	Programmes are monitored routinely (in an agreed cycle) to ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application.	In general, programme has been revised every five years.	Curriculum University Calendar 2016	9.RAD/009 DA/02.1/GC1

3.22	Faculty/Institute uses the outcomes of programme monitoring and review to foster ongoing design and development of the curriculum.	University or Faculty level monitoring mechanisms are not fully functioning because QAA by laws came into existence in 2016.	IQAC Minutes IQAU Minutes	DA/ST/12?SC4 DA/ 03.1/PR2
3.23	The Faculty/Institute annually collects and records information about students' destination after graduation and uses it for continuous improvement of the programme.	Pass out students detail have been collected	Pass out students detail	46.RAD/038
3.24	The effectiveness of the provision for students with disabilities is evaluated and opportunities for enhancement identified.	Approved evaluation criteria for Visually challenged is in place. Special provisions were approved on individual basis, depending on the student's request to FB.	FB Minutes Senate Minutes Student appeal Assistance for students with disabilities	FB/218/07 S/391 DA/ST/01.1/SD6 DA/01.1/S17

Summary:

Participatory approach: Physically all the academic including the Assistant Lecturers (recent graduates) were involved and also over the phone, via mails and browsing we expanded our stakeholder during designing the entire Curriculum.

Adoption of SLQF, ILOs, OBE, and Graduate Profile: Course guides included ILOs, has been developed.

Logical Structure & Progress in Knowledge: Both have been adequately addressed and had been concerned during curriculum development.

Evaluation, Monitoring and Reviewing via IQAC: This does not take place.

Vocational & Professional Training: The syllabus included a professional placement and it is in practice.

Criterion 4: Course Design and Development				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
4.1	Course design and development is by a course team with the involvement of internal and external subject experts, and each member is made aware of his/her respective roles and responsibilities.	The Unit completed course design and development through team work.	Detail curriculum	9.RAD/009
4.2	The courses are designed to meet the programme objectives and outcomes and reflect knowledge and current developments in the relevant field of study/ subject areas.	The Art & design has been designed to meet objectives outcomes.	Curriculum.	9.RAD/009
4.3	The courses are designed in compliance with SLQF credit definition and is guided by other reference points such as SBS where available, and requirements of statutory or regulatory bodies.	Honours degree with 120 credits as prescribed in the SLQF level 6.	SLQF; Curriculum	DA/03.1/PR/2; 9.RAD/009
4.4	University approved standard formats/templates/ guidelines for course/module design and development are used and complied with during the design and development phases.	Programme structure, such as semester divisions, core and elective units and credit systems are approved by the Faculty and Senate. Course/ models designed and development has done according to the guidelines recommended, approved and	FB minutes; Senate minutes; Handbook; Curriculum; Curriculum format Course or the curriculum design and development guideline. Exiting curriculum	S/ 351 FB/197 DA/01.1/S16; 9.RAD/009

		provided by the arts faculty board and the universities committee.		9.RAD/009
4.5	Each course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes which in turn are aligned with the programme outcomes (constructive alignment).	Each course / subject has carefully designed to incorporate the content, appropriateness, and relevance different types of teaching and learning activities.	Students hand book Curriculum	28.RC/007 9.RAD/009
4.6	Course design and development takes into account student-centered teaching strategies enabling the students to be actively engaged in their own learning.	The course was designed aiming to motivate students for collaborate and self directed learning. Teaching straegies also adopted to meet the SCL.	Curriculum Students assessment in each course Professional placement report. Exhibition catalogue Students feedback	9.RAD/009 11.RAD/011 10.RAD/010 30.RAD/025 17.RAD/017
4.7	The courses have a clear course specification that provides a concise description of the ILOs, contents, teaching learning and assessment strategies and learning resources, made accessible to all students.	Courses have clear course specifications; Department made ILOS guidelines in development course content teaching learning and assessment strategies. Course guides are being of each semester by	Curriculum Assessment method Student feedback	9.RAD/009 11.RAD/011 36.RAD/031 12.RAD/012 17.RAD/017

		the respective course in charge. Learning resources are mentioned in each course guide and also specified during teaching		
4.8	Course design specifies the credit value, the workload (notional learning hours) as per SLQF, broken down into different types of learning such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, clinical work, industrial training, etc.	- Update version of SLQF released in 2015 after the present course structure was designed. - For a core course 3 credits and a elective course 2 credits. Each course studio practice comprise 120 hours and each elective studio practice 90 hours.	SLQF Handbook Curriculum Lecture schedule and time table	DA/03.1/PR/2 28.RC/007 9.RAD/009 6.RAD/006
4.9	Course design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.	Each course/curriculum of Art & Design intends to promote self directed learning , collaborative learning, creative and critical thinking skills, problem based learning and lifelong learning and soft skills developments . Credit value for the in course assessment has been increased from 25 to 50 to adopt more interactive among students.	Curriculum Dissertation Students feedback Professional placement report Exhibition catalogue Group studies	9.RAD/009 31.RAD/026 17.RAD/017 10.RAD/010 30.RAD/025 36.RAD/031
4.10	Course design and development takes into account the needs of differently-able students by	The needs of differently-able students were not considered during the course design.		

	employing teaching and learning strategies which make the delivery of the course as inclusive as possible.			
4.11	With respect to credit weight and volume of learning, courses are scheduled and offered in a manner that allows the students to complete them within the intended period of time.	Credit value and volume of learning is mapped out through the weekly timetable.	SLQF Handbook Timetable	DA/03.1/PR/2 28.RC/007 6.RAD/006
4.12	Course content has adequate breadth, depth, rigour and balance and the teaching programme can be successfully completed within the planned time.	Aligned with SLQF Can be completed within the contact hours- For a core course 3 credits and a elective course 2 credits. Each course studio practice comprises 120 hours and each elective studio practice 90 hours.	SLQF Curriculum Handbook Timetable	DA/03.1/PR/2 9.RAD/009 28.RC/007 6.RAD/006
4.13	Course design, development and delivery incorporate appropriate media and technology.	ILO is achieved by the adequate tools, equipments and studio facilities.	Art works Site visit	1.RAD/001
4.14	The staff involved in instructional design and development have been trained for such purposes and undergo regular training.	The SDC and IDAS projects have provided training and necessary inputs to the staff involved in design and development of the courses; - Induction programme for the newly recruited staff;	SDC IDAS HETC IQAU website	DA/01.2/SD1 DA.03.1/PR4 DA/03.1/PR3 www.jfn.ac.lk

4.15	Appropriate and adequate resources for course design, approval, monitoring and review processes are made available by the Faculty/Institute.	- FQAC, IQAU are functioning well. - Faculty conducted a special one day workshop in March 2013 with the support of the experts of the HETC.	IQAU website Curriculum design workshop	www.jfn.ac.lk DA/ST/01.1/SD1.1
4.16	Course approval decisions are taken after full consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specification.	- The present curriculum was introduced before the existence of the curriculum evaluation committee. - The course structure, academic standards and specifications were sent for approval of the FB and Senate.	FB minutes Senate minutes Curriculum Curriculum evaluation committee	S/ 351 FB/197 DA/ST/01.1/SD1 DA/03.3/M5
4.17	Relevant staff are made aware of the criteria against which the course specifications are assessed in the course approval process.	- Relevant staff were made aware through a special notification from the Dean	Dean's letter on course specifications	DA/ST/01.1/SD1.1
4.18	The Faculty's/Institute's IQAC adopts internal monitoring strategies and effective processes to evaluate, review, and improve the course and development, and course approval processes.	- The IQAC has already adopted policies and by-laws undertake these activities.	IQAU policy document and IQA by-laws	DA/03.1/PR2
4.19	Courses/modules are evaluated at the end of each course/module with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback used for further improvement of	The unit adopted suitable mechanism particularly the suitable examiners including external examiner.	Curriculum List of examiner Detail mark sheet External examiners profile	9.RAD/009 47.RAD/039 29.RAD/024 48.RAD/040

the course.			

Summary:

Participatory approach: Physically all the academic including the Assistant Lecturers (recent graduates) were involved and also over the phone, via mails and browsing we expanded our stakeholder during designing the course guides.

Adoption of SLQF, ILOs, OBE, and Graduate Profile: Course guides included ILOs, has been developed.

Logical Structure & Progress in Knowledge: Both have been adequately addressed and had been concerned during curriculum development.

Evaluation, Monitoring and Reviewing via IQAC: This does not take place.

Vocational & Professional Training: The syllabus included a professional placement and it is in practice

Criterion 5: Teaching and Learning				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
5.1	Teaching and learning strategies are based on the Faculty's/Institute's mission, and curriculum requirements.	Teaching and learning strategies are based on the curriculum requirement and fulfills the mission of the Faculty.	Handbook

Curriculum | 28.RC/007

9.RAD/009 |
| 5.2 | The Faculty/Institute provides course specifications and timetables before the commencement of the course. | The course Units are available in the students hand book, and time table of the subjects is given before the commencement of the particular unit.
Students' feedback is taken. | Handbook

Time table'

Students feedback | 28.RC/007

6.RAD/006

17.RAD/017 |

5.3	Teaching learning strategies, assessments and learning outcomes are closely aligned (constructive alignment).	The assessments of the individual course units are taken end of every session. The professional artist's report by the time of the end of profession placement.	Regular assessment includes the students centered actives & the study works. Professional placement report	11.RAD/011 12.RAD/012 10.RAD/10
5.4	Teaching learning strategies offered are also appropriate and accessible to differently-abled students if the programme caters for such students.	No such students		
5.5	The Faculty/Institute encourages blended learning (mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses.	Within the single unit of the study programme the course has been conducted by the different teachers to achieve the maximum output from the students. The students and the staff are Encouraged to use the multimedia projector for their presentations.	The time table of course Students'photography albums and the soft copies collected from the students. Students feedback	6.RAD/006 32.RAD/027 17.RAD/017
5.6	Teachers integrate into their teaching, appropriate research and scholarly activities of their own/others' and current knowledge in the public domain.	The staff of the art & design are involving in the studio practice as a part of their research such as sculpture painting, photography and printmaking.	The photographs of the public sculptures with the newspaper cutting and the printed incourse of the original art works.	33.RAD/28

5.7	Teachers engage students in self-directed learning, collaborative learning, relevant contexts, use of technology as an instructional aid while being flexible with regard to individual needs and differences.	The students are encouraged to study and work together while needed as group. Some time they asked to finish their works as a project. Also students are encouraged to self directed learning.	Students feedback Group activities Students sketch book study book and the report to the professional placement.	17.RAD/017 36.RAD/031 12.RAD/012 10.RAD/010
5.8	Teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to their programmes and the institutional mission.	Motivate the students to become as a professional by the exercise of the freedom to create the concept and work according the concept in the final year. Mean while presentation and the discussion were developed in the process of art work. The students involvement art competions. The students are involved professionaly.	Annual & individual exhibition catalogues. Welcome arch design for the annual conversation The dissertations Photograph evidence of the commissioned works of the students. Professional placement report	30.RAD/025 34.RAD/029 31RAD/026 35.RAD/030 10.RAD/10

5.9	Teaching learning strategies include providing opportunities for students to work in study groups to promote collaborative learning.	The students group activities in the art works and the students reports based on the research works.	Group assessments Welcome arch. Professional placement report	36.RAD/031 34.RAD/029 10.RAD/10
5.10	Teachers engage students in research as part of the teaching and learning strategy and encourage / support the students to publish their research giving due credit to the student.	Students engage with research through dissertation that carries 6 credits. As per the syllabus the students have to exhibit their research based arts works, and submit the dissertation and the report	Handbook Curriculum Exhibition catalogs Dissertation professional placement report.	28.RC/007 9.RAD/009 30.RAD/025 31.RAD/026 10.RAD/010
5.11	Teaching learning strategies ensure that they are not gender discriminative and abusive.	There won't be any restrictions to choose any course units in the study programme. other than that there is no gender discrimination in the teaching and learning environment	Students feedback Staff feedback	16.RAD/016 17.RAD/017
5.12	Teaching and learning activities are monitored routinely for their appropriateness and effectiveness.	Not monitored since the IQAC is in rudimentary stage.	Students feedback	16.RAD/016
5.13	The teachers adopt innovative pedagogy and appropriate technology into teaching learning	The students and the staff use multimedia projectors, computers, camera, internet,	The Various art works and the soft copies of project.	32.RAD/027

			Students' tools ,material and equipments.	38.RAD/33
	processes and monitor progress in the use of technology.	power tools, chemicals and machineries		
5.14	Teachers adopt both teacher directed and student-centered teaching-learning methodologies as specified in the course specifications.	Within the limits the staff have wide range of opportunity to conduct the course units as they want , mean while the students are encouraged to do their students centered activities.	Curriculum Students feed back Sketch, study books	09.RAD/009 17.RAD/017 12.RAD/012
5.15	Teaching learning strategies promote the use of appropriate facilities, amenities and activities to engage in active/deep learning, academic development and personal wellbeing.	Students are encouraged to use library , studio and the human models and still life object.	Students feedback Library records.	17.RAD/017 22.RC/005
5.16	The teachers use appropriate tools to obtain regular feedback on the effectiveness and quality of teaching from students, and peers through a coordinated mechanism for improvement of teaching learning.	Time to time feedback is given to the students by refer the students' sketch and study books along with the group discussion.	Students feedback Sketch & study book	17.RAD/017 12.RAD/012
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	Analysis of the students' assessment and final works in order to improve teaching and learning.	Assessment marks Final marks Sketch, study books.	11.RAD/11 29.RAD/024 12.RAD/12
5.18	Allocation of work for staff is fair and transparent, and equitable as far as possible.	Load of the staff is transparent	Works norms Staff work load Staff feed back	49.RC/012 17.RAD/017

			Time table	17.RAD/017
5.19	The Faculty/Institute uses a defined set of indicators of excellence in teaching to evaluate performance of teachers, identify champions of teaching excellence, and promote adoption of excellent practices.	No such mechanism in operation.		

Summary:
Teaching-learning strategies, outcome alignment, blended learning: has been concerned enough
Learning via research: In-course assessments adequately address
Self-directed learning connecting theory and practice: Library research, Sketch , Study works and professional placement report connect both.
Collaborative learning: : In-course assessments adequately address
Students publication: have to be improved
Monitoring in Teaching and learning: needs to be done via given tools
Student feedback and Peer review: needs to be done systematically
Assessing Teaching excellence via indicators: have to be developed and implemented.

Criterion 6: Learning Environment, Student support and Progression

No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
6.1	The Faculty adopts a student friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff.	Interaction among students and staff is satisfactorily maintained through: Availability of needed information in the website Conveying up to date information through notices; allowing two	Faculty Website Notice board Minutes of the faculty board Kavinkalai mantram	www.jfn.ac.lk DA/02.2/GNI DA/ST/ 01.1/SD4 2.RC/002

			student representatives to attend the meeting of the faculty board	Art & Design Notice board	50.RAD/041
			Department societies /Union	Art works	1.RAD/001
			Since the discipline of art and design is more practical based subject it is obviously there is a greater interaction between the students and the staff.	Exhibition Catalogue Welcome arch	30.RAD/025 34.RAD/029
6.2	The Faculty/Institute identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment through appropriate services and training programmes.		Library, ICT labs, Lecture rooms with multimedia, healthcare and security services is provided for the students to improve their learning. Effective learning is ensured through : Training the students Guest lecturers to students Staff training	Library Health Centre Student Feedback Training workshop (HETC) Guest lecture file Staff training detail with letters of evidence.	DA/02.2/GL3 DA/02.1/GH1 17.RAD/017 DA/03.1/PR3 43.RAD/036 51.RC/013
6.3	The Faculty/Institute offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centered learning, outcome based education and technology based learning.		The orientation programme for new comers is obligatory. Rules and regulations of the University, SCL,OBE and TBE are addressed at the orientation programme	Orientation Programme Handbook	DA/02.2/GO1 28.RC/007
6.4	The Faculty guides the students to comply with the Code of conduct for students (Student Charter),		Code of conduct for students is ready, but waiting for council approval.	University calendar 2016	DA/04.1/GN1.3

	discharge their rights and responsibilities and utilize services available in a prudent manner.	However the student charter is communicated through orientation programme	Schedule of the Orientation programme	DA/02.2/GO1
6.5	The Faculty/Institute guides the students to optimally use the available student support services and empower learners to take personal control of their own development (self-directed learning).	Guidance given the students to utilize the available student support services through : Orientation programme Student centred learning Co curricular activities	Orientation programme Sketch, Study books Group activities Exhibition catalogue Welcome arch	DA/02.2/GO1 12.RAD/012 36.RAD/031 30.RAD/025 34.RAD/029
6.6	The Faculty/Institute monitors/ evaluates student support services and use the information as a basis for improvement.	Institute monitors student support services	Health Centre	DA/02.1/GH1
6.7	The Faculty/Institute provides ongoing training for users (students and staff) of common learning resources such as library, ICT, and language laboratories.	Training provided for the students and staff on ICT and Library. For students ESL-lab.	SDC attendance IDAS workshop Library work shop ELTC	DA/01.2/SD1 DA/02.2/GL3 DA/03.1/PR4 DA/03.2/CD17
6.8	The Faculty/Institute which offers professional/science based programmes, provides ongoing training for users (students and staff) of specialized learning resources such as clinical facilities, science based laboratories, engineering workshops etc.	The Unit offers professional based programmes.	Professional placement report Exhibition catalogue Art workshops	10.RAD/010 30.RAD/025 52.RAD/042
6.9	The Faculty/Institute has appropriate infrastructure, delivery strategies, academic support services and guidance to meet the	Faculty has infrastructure facilities at moderate level. No appropriate delivery strategies. Special arrangements are in place	Capital works Senate minutes	DA/02.1/GC5 DA/3.3/M5;

	needs of differently- abled students.	for examination		
6.10	The Faculty/Institute's library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning and gainful employment.	Library has Automatized LIBSYS cataloguing system	Library ICT Library records	DA/02.2/GL3 22.RC/005
6.11	The teachers in partnership with library and information resources personnel ensure that the use of library and information resources are integrated into the learning process.	Students are motivated to use the library for the information retrieval, literature review and reference Some specific course unit have inbuilt assessment strategy to motivate students to review library material.	It is in practice. Students feedback	17.RAD/017
6.12	The Faculty/Institute maintains up-to-date records on student progress throughout programme of study and provides prompt and constructive feedback about their performance.	Study programme maintains update records of student's performance. Throughout the study but not provide feedback on their performance.	Students records of performance examinations. Students records in in-course assessment.	29.RAD/024 11.RAD/011
6.13	The Faculty/Institute promotes active academic/social interaction between the faculty and students.	The unit encourage kavinkalai mantram activities Annual exhibition	kavinkalai mantram exhibition catalogue	2.RAD/002 30.RAD/025
6.14	The Faculty/Institute recognizes and facilitates academic interaction between the peer helpers/ mentors/senior guides and students.	Senior guides involve in Student research project.	Dissertation Student Feedback forms	31.RAD/026 17.RAD/017
6.15	Co-curricular activities such as sports and aesthetic programmes conform to the mission of the	Annually at the Faculty level colours nite and arts week were conducted with the full support of	Colours nite Arts week	DA/03.2/CD9 DA/04.1/GN/1.4

	Faculty, and contribute to social and cultural dimensions of the educational experience.	entire faculty		
6.16	Students are equipped with career management skills along with soft skills empowering them to make informed career choices through the CGU.	Students participated in the career guidance programmes. Knowledge and training on soft skills were provided through workshop.	Career guidance workshop CGU annual report	DA/02.1/GC3
6.17	Learning experience is enhanced through opportunities such as industrial placement/internships/ work based placements.	Finding placement for professional placement and writing Professional placement report in the process.	Professional placement report	10.RAD/010
6.18	The Faculty/Institute has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sex discrimination/harassment.	Policy and by laws for GEE were prepared in 2016 and waiting for council approval	Minutes of Senate Minutes of Council University calendar 2016	DA/04.1/GN1.3
6.19	The Faculty/Institute regularly and systematically gathers relevant information about the satisfaction of students with the teaching programmes/courses offered and support services and the information is used in improvement.	Usually on each Friday the progress of each student was discussed by the display and the group discussion and information used in improvement.	Students feedback forms	17.RAD/017
6.20	The Faculty/Institute is proactive in counseling the students to facilitate their progression from one level of a programme to another and for qualifying for an award and employment/advanced study.	Academic counselling is provided at the faculty level in the first year orientation programme. Student handbook provides necessary information. Department staff provide academic	Orientation programme Handbook Students feedback	DA/02.2/GO1 28.RC/007 17.RAD/017

		counselling whenever needed.		
6.21	The Faculty/ Institute facilitate the students who do not complete the programme successfully to settle with the fall back options available.	Limited Fallback options are available in the faculty. Complete the programme without class eligibility.	Handbook	28.RC/007
6.22	The Faculty/Institute regularly monitors retention, progression, completion/graduation rates, employment rates and per student cost in relation to national targets where available, and remedial measures taken where necessary.	Fall-back options of students due to some personal reasons are brought up to senate via head and dean decided accordingly students also can appeal for their grievances.	students request letters	13.RAD/013
6.23	Faculty/institute promptly deals with students' complaints and grievances, and delivers timely responses.	Faculty has student appeal in the agenda item.	Faculty board minutes	DA/ST/01.1/SD4
6.24	The Faculty networks with alumnus and encourage alumnus to assist students in preparing for their professional future.	Art and design maintain contacts with alumnus and received their exposure for the students when the professional placement time.	professional placement	10.RAD/010

Summary:
Staff-Student Interaction: It is always better.
 Learning Support : done via various methods
.**Self-directed learning:** adequately addressed in all course units
Library link: in-course assessments motivates this
 Monitoring Student Progress: weakened assessments.
 Internship: in the process of finding placements
Gender equity & ragging: needs additional concern in terms of implementation. **Course Evaluation:** should be systematically done.
Fall-back option: have mechanism. **Student Grievances:** needs serious concern **Alumnus link:** needs to be developed

Criterion 7: Student Assessment and Award				
No	Standard	Claim of the Degree of Internalization of Best Practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
7.1	Assessment strategy of student learning is considered as an integral part of programme design, with a clear relation between assessment tasks and the programme outcomes.	The mode of assessment is integrated and the assessment tasks and the programme outcomes are aligned. Different type of assessments are used to focus on the development of skills in related to subject. 50% is ginned by student through the in – course assessment for each subject .	Handbook By-laws; examination rules and regulation Curriculum Course unit involve the design of assessment strategy and marks allocation mechanism	28.RC/007 DA/03.2/CD5 9.RAD/009
7.2	Assessment strategy is aligned to specified qualification/level descriptors of the SLQF and SBS and requirements of professional bodies.	The assessment strategy conforms as per the descriptors of the SLQF and SBS. Assessment strategies are linked to ILOs of each course guide not to SLQF	Curriculum of Programme/courses; Programme/course Specifications SLQF SBS Exit survey reports. Curriculum	DA/ST/01.1/SD1 DA/03.1/PR2 DA/ST/01.2/SC4 9.RAD/009
7.3	The Faculty/Institute has procedures for designing, approving, monitoring and reviewing the assessment	The system is in practice. Department adopted the norms and methods proposed by faculty in the	Curriculum evaluation committee minutes QA Policy and By-laws	DA/3.3/M5 (U) DA/ST/1.2/SC1 (F) DA/ST/01.2/SC4

	strategies for programmes (incorporating all aspects of training including industrial training, clinical training, etc) and awards.	curriculum development procedures.	Detailed curriculum Course specification	9.RAD/009
7.4	The Faculty/Institute reviews and amends assessment strategies and regulations periodically as appropriate and remains fit for purpose.	Curriculum revision is done in every five years.	Senate minutes; council minutes.	DA/ST/1.1/SD9 (S)) DA/3.4/M3 (C))
7.5	The Faculty/Institute ensures the weightage relating to different components of assessments are specified in the programme/ course specifications.	Faculty reviews the assessment strategies in every five years with curriculum revision. Allocation of for formative and summative assessment and the assessment methods are categorically stated	Curriculum Detailed curriculum, manual exam procedures	9.RAD/009 9.RAD/009
7.6	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear ToRs.	The weightage relating to different components of assessments are specified. The internal and external examiners are appointed by the low of examination and the both examiners are instructed about the marking system and they are given the scheme of making.	Handbook Appointment letters. Faculty minutes Senate minutes Marking scheme.	28.RC/007 37.RAD/032 29.RAD/024
7.7	The Faculty/Institute adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear TOR.	Faculty has regulations for appointing internal examiners and TOR available. The assessment criteria is in the course guide and is communicated	Policy documents on appointments of external examiners Manuel of Exam Procedures University Calendar (2016)	DA/03.2/CD5, 37.RAD/032 DA/03.2/CD5 DA/4.1/GN/1.3

		to students.		
			Curriculum	9.RAD/009
			Students handbook	28.RAD/028
7.8	Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrollment /recruitment.	Examination by laws and regulations and rules are followed by the time of student enrolment	By-laws of Examinations	DA/03.2/CD5
			Examination by laws paper advertisements by time of admission procedure	39.RAD/039
7.9	The Faculty/Institute ensures that staff involved in assessing the students are competent to undertake their roles and responsibilities and have no conflict of interest.	The faculty staff are competed in assessing the students	Examiners List	47.RAD/039
			SDC's training programme schedule	51.RC/013
			Manual for conduct of examinations.	DA/03.2/CD5
			Examination by laws, rules and regulation.	DA/03.2/CD5
7.10	Appropriate arrangements/adjustments/facilities are made available by the Faculty/Institute regarding examination requirements for students with disabilities wherever relevant.	More time allocation for such students during the exam	Practice in Faculty level	DA/03.2/CD5
7.11	Students are provided with regular, appropriate and timely feedback on formative assessments to promote effective learning and support the academic development of students.	Timely feedback provided to students In the practical class time And during the submission time.	Students feedback	17.RAD/017

7.12	The Faculty/Institute adopts well defined marking scheme, various forms of internal second marking (open marking, blind marking) and procedures for recording and verifying marks etc, to ensure transparency, fairness and consistency.	The assessment criteria and modes of assessment are clearly spelt out in the Handbook and the Orientation. The syllabus of art and design adopts well defined marking scheme.	Students' Handbook Examination rules and regulations Staff feedback. Students feedback Sample mark sheet	28.RC/007 DA/03.2/CD5 18.RAD/018 17.RAD/017 20.RAD/024
7.13	Graduation requirements are ensured in the degree certification process and the transcript accurately reflects the stages of progression and student attainments.	The responsibility is on the hands of senior staff. Further, the staff bound by the professional ethics to ensure no conflict of interest in assessments. The transcript of the students reflect the stage of progression clearly	SDC Workshop on Exams Code of Ethics for Academic Staff Sample transcript Students feedback Examination by laws	DA/01.2/SD1 DA/4.1/GN/1.3 41.RAD/34 17.RAD/017 DA/03.2/CD5
7.14	A complete transcript indicating the courses followed, grades obtained and the aggregate GPA/grades, and class (where appropriate) is made available to all students at graduation.	The facilities made available on the students' requests. A transcript us made available to all students at graduation	Faculty Board Minutes Senate Minutes Sample transcript By-laws on examination	FB/223 Senate/391 41.RAD/034 DA/03.2/CD5
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	Examination result are documented and communicate to students	Manual of examination procedure by laws Results sheet	DA/03.2/CD5 29.RAD/024
7.16	The Faculty ensures that the degree awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements	Faculty follows UGC manual of examinations.	Manual of examination procedures; By-laws on examinations;	DA/03.2/CD5

	and competency levels (level descriptor) detailed in the SLQF.			
7.17	The Faculty/Institute ensures the implementation of examination by laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures, in a timely manner.	The degree certificates and the transcripts reflect the stages of progression and student attainments.	By-laws on examinations; Manual of procedures	DA/03.2/CD5

Summary:

Assessment Strategy: each course guide is designed taken into account of the OBE and SCL. **Monitoring and Reviewing**: This is not undertaken by the FoA. But should be done.

Internal and External Examiners: the combination of both internal and external examiners do the independant markings.

Regular & timely feedback: partly done but should be done to all in-course assessment.

Marking Scheme: There is a very clear marking scheme is maintained all over the marking.

Documentation/communication of results: done timely and regularly.

Criterion 8: Innovative and Healthy Practices				
No	**Standard**	**Claim of the Degree of Internalization of Best Practices and level of achievement of standards**	**Documentary evidence to support the claim**	**Code No. of the Document**
8.1	The Faculty/Institute has established and operates ICT based platform (i.e. VLE/LMS) to facilitate multi mode teaching delivery and learning.	Yet to be established at the faculty or study program level. According to strategic management plan, facilities would be available in 2017 Lecture halls are equipped with multimedia. Staff use as needed.	Strategic management plan Site visit/photo evidence soft copies. Students feedback	DA/02.1/GC4 38.RAD/033 17.RAD/017
8.2	The Faculty /Institute encourages the staff and students to use OER to	Students are encouraged to use open electronic, electrical resources as learning	In-course assessment models	11.RAD/011 12.RAD/012

			Sketch book	12.RAD/012
	supplement teaching and learning.	Staff also use OER for teaching.	Study book	
8.3	The Faculty/Institute recognizes complementarity between academic training, research and development (R&D), innovations, and industry engagement as core duties of academics.	The staff involved in practical based researches as a core part of their academic training.	The public sculpture done by the staff. Photographs news paper cutting	33.RAD/028 33.RAD/028
8.4	The Faculty/Institute has established coordinating and facilitating mechanisms for fostering research and innovation and promoting community and industry engagement.	University/faculty research committee monitor and facilitate research Publications of research journals at the faculty level in Tamil and English Faculty of post graduate studies having the possibilities to do M. Phil. and Ph. D. Research Departmental level and university level research conferences Faculty academic forum The unit of art and design encouraged the students to work with professional artist, craft industries, textile industries, ceramic industries	Research committee reports and minutes Faculty research journals FPGS handbook Research conference (JUICE) Faculty forum; Sri Lankan Journal of South Asian Studies; Cinthanai Professional placement reports	DA/ST/01.2/SC5 DA/03.3/M13 DA/02.1/GF1 DA/ST/01.2/SC6 DA/04.1/GN/1.5 DA/04.1/GN/1.7 DA/04.1/GN/1.6 10.RAD/010
8.5	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	No such system in place but research and outreach activities are considered for promotion confirmation and increment	UGC circular University promotion circular Increment sample form	DA/03.1/CL2 DA/04.1/GN/1.8

8.6	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.	Special degree students are required to complete research based dissertation as a partial fulfilment of their degree. 6 credits are allocated for dissertation Students are required to dissertation as partially full fill their degree moreover they have to exhibit their research based art works as part of the degree programme.	Curriculum Detailed curriculum Dissertation Exhibition catalogue	9.RAD/009 09.RAD/009 31.RAD/026 30.RAD/025
8.7	The study programme contains an 'industrial' attachment/training as a part of the teaching and learning strategy; it is operationalized through formal partnerships with 'industrial 'establishments/organizations.	The curriculum incooperate a professional training progamme, as a part of the industrial/ studio based practice.	Detailed curriculum Professional placement report	9.RAD/009 10.RAD/010
8.8	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the 'world of work' and to promote staff and student exchange.	To be established		
8.9	The Faculty/Institute has diversified its sources of income to complement the grants received through	----------		

	Government by engaging in income-generating activities.			
8.10	The Faculty/Institute practices a credit-transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/Institute or submit credits earned from another Institute to the Faculty concerned.	Not in practice		
8.11	The Faculty/Institute promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community and industry related activities, etc., and such pursuits are well supported with physical, financial and human resources.	RAFA organize a student based association namely kavinkalai mantram, it involves cultural and religious activities. The students of art and design involve designing arch for the annual convocations.	Kavin kalai mantram documents. Welcome arch Sports	2.RAD/002 34.RAD/029 14.RAD/014
8.12	Faculty/Institute encourages student participation at regional/national level competitions (such as IQ, innovation, sports, general knowledge, etc.) and rewards outstanding performers.	Institute encourages student participation at regional/national level competitions.	Rose villa art competition Sports	53.RAD/043 14.RAD/014
8.13	The academic standards of the study programme is assured through regular	Curriculum revision is happening in every five years cycles	Student Handbook Curriculum	28.RC/007 9.RAd/009

	revision of curriculum, close monitoring of its implementation and use of external examiners for moderation and second marking.	Art and design uses the external resource as external examination in marking through the approval of the faculty and senate	Examiner list approved by faculty and senate	47.RAD/039
8.14	The Faculty implements a mechanism for the students who do not complete the programme successfully to exit at a lower level with a diploma or certificate, depending on level of attainment (fallback option).	Not in practise		

Summary:

Link Academic training-Research development-innovation-industry: needs to strengthen more

Undergraduate Research: very well laboured material needs to be disseminated via channels.

 Internship: needs more regularity and organisation

 Link to national, international, non-govt: it is there, but be expanded more

Income generating activity: needs to find other avenues

Regular revision of curriculum: it is in process

Student's national & regional participation: talented participates and come out with colours.