



**Programme Review Report**  
**Programme Reviews - 2018**  
**Bachelor of Arts Honours in English and**  
**English Language Teaching**  
**Faculty of Humanities and Social Sciences**  
**Open University of Sri Lanka**  
**25<sup>th</sup> to 29<sup>th</sup> November 2018**



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## Section 1: Brief introduction to the Programme

The Open University of Sri Lanka (OUSL) is one of the 15 State Universities of Sri Lanka and it has a mandate to promote the concept of lifelong learning and university education for all. It delivers all its academic programmes through Open and Distance Learning (ODL) mode. The OUSL consists of five faculties: Natural Sciences, Engineering Technology, Humanities and Social Sciences, Education, and Health Sciences. It also has nine regional centres and sixteen study centres around the country.

The Faculty of Humanities and Social Sciences is the largest Faculty of the OUSL and it has four academic Departments namely Department of Language Studies, Department of Legal Studies, Department of Management Studies, Department of Social Studies, and an academic unit namely the Information Studies Unit. The Faculty offers a wide range of programmes from Foundation level to Masters level. The Department of Language Studies is one of the academic departments in the Faculty of Humanities and Social Sciences which conducts support programme for all the Faculties of the university and offers its unique programme to students attached to the particular department.

The Bachelor of Arts Honours in English and English Language Teaching [BA (Hons) in English and ELT] is one of the distinct programmes of the Department of Language Studies. The particular programme was commenced as a single four years Honours Degree Programme in 2014. It is a 120-credit degree programme which includes the study of English Language, Applied Linguistics, Literature and some relevant areas of Education. The minimum duration required to complete the degree is four years. However, registered students are allowed a maximum period of twelve years to complete the programme.

BA (Hons) in English and ELT has been designed to develop academic and professional abilities, personal and transferable skills. The first year is referred to as Level 3, the second year is Level 4, the third year is Level 5 and the final year is referred as Level 6. Students have also the option to leave the programme after completing the first and second year. If students choose this option, they will be able to gain the Higher Diploma in English and English Language Teaching which consists of a total of sixty course credits (60).

A credit measures the volume of learning or the total work load in students' learning. The notional learning hours include direct contact hours with teachers and trainers, time spent on self-learning, preparation for assignment and assessments, and writing assignments and assessments. One credit is considered equal to 50 notional learning hours. The programme is offered in the ODL mode and consists of course material, reference material, online components and face to face contact sessions.

The reviewers are of the opinion that the above degree programme is conducted efficiently in terms of learning resources, student support system and qualified academic staff. During the observations, it was noted that the particular degree programme is being streamlined under Sri Lanka Qualification Framework (SLQF) standards conforming to the national benchmark. A teaching practicum component, programme learning outcomes (PLO) addressed by the course and course learning outcomes (CLO), teaching-learning method and assessment strategy are also clearly incorporated into the curriculum.

## *Section 2: Review team's observations on the Self-Evaluation Report*

The Self-Evaluation Report (SER) on the Bachelor of Arts Honours in English and English Language Teaching submitted by the Department of Language Studies of the Open University, Sri Lanka, has been written well, and it includes all required information. The SER provides a comprehensive view of the evolution of the degree programme, its vision and the mission with considerable information on Open and Distance Learning mode. The attributes the graduates are expected to develop during the course of the degree programme have been described in detail, and those make a striking section of the report. The writing process of the SER has included a series of meetings and discussions with several people contributing to its compilation. The SER is certainly a collective effort and it shows the programme is run by people with a great deal of collegiality.

Each standard of all criteria has been provided with several pieces of evidence. Only weakness of the SER is that much of the evidence given in it belongs to the period between 2016 and 2017. The standards, claims and evidence of the report, however had been organized in an accessible manner, and the reviewers found it easy to locate evidence that matched relevant claims. At the end of each criterion, there was a well-written summary which, at times, covered important elements the pre-given standards themselves had not covered.

During the site visit we made a considerable effort to see what was beyond 'documentary evidence' and we keenly listened to what people had to say of their degree program, faculty and the university. One of the most striking factors was that everyone was proud to be a part of the education provided by the OUSL.

At the desk evaluation the SER received an A grade from all three reviewers. That grade and the raw marks associated with it changed only slightly at the site visit.

### *Section 3: A Brief description of the review process*

The faculty Quality Assurance Cell (QAC) had organized the review visit (26<sup>th</sup> - 29<sup>th</sup> November 2018) in a manner that allowed us to observe all important aspects of the university and the faculty. Several meetings with important personnel had been interspersed in a schedule that included sessions of visiting faculties (Site visit schedule annexed). We will first comment on all meetings with people even though they had been evenly distributed in the four-day schedule (Annexure 1).

The review visit began with a meeting with the IQAU director who explained to us how the idea of quality is different in relation to Open and Distance Learning (ODL) which is the main mode of education at the Open University. According to the director, ODL programmes are by nature quality-conscious, and, therefore, Open University too had numerous mechanisms to assure quality and standards. The director, a professor with thirty five years of experience, provided the reviewers with an elaborate description of the measures taken to assure quality the OUSL. She maintained that quality assurance committee with representatives from all faculties and quality assurance cell (QAC) at each faculty are key mechanisms in sustaining standards. The excellent minutes of quality-related meetings in her office attested to the fact that maintaining standards has been a practice and a commitment at the university.

The faculty's Quality Assurance Cell (QAC) is also led by an able scholar in Social Sciences, and the QAC, though a relatively new entity is performing its duties in an admirable manner. The review visit had been organized and administered by the QAC staff who were extremely corporative and effective during the site visit.

Our second meeting was with the Vice Chancellor, who explained how the OUSL was different from conventional universities in three aspects: (1) student selection (2) funding and (3) teaching methodology.

At the OUSL, students are selected by the university itself. All other expenses except the salaries of the permanent staff are borne by the university itself. The course content is delivered through the ODL method and lectures are conducted only on weekends. The university, however, offers day school programmes for selected courses, and there are lab facilities for some subjects. The

Vice Chancellor highly appreciated the programme under review and he considered the faculty of the humanities and social sciences an important part of his university.

The meeting with the Dean and the academic staff turned out to be a rich dialogue on education in Social Sciences and the Humanities (Annexure 2). The Dean eloquently explained what his faculty does and the significance of those activities in the larger frame of work of university education in Sri Lanka. In Sri Lanka, G. C.E. (A.L) exam is the only entry point to university education, and the UGC is the only authority granting university admission. The Open University, in contrast, has open doors for the adult population to enter or re-enter university education. In that regard, the Dean stated that the OUSL aspires “to be the premier Open and Distance Learning Institution in Asia through excellence, efficiency and equity in lifelong learning.” The Dean explained that the Department of Language Studies conducts several other certificate and diploma programmes in addition to the degree programme under review. This aspect of the department was explained by the head of the department as well. The reviewers thought that it was extremely admirable that the department has programmes in order to enhance English, Sinhala, Tamil and Korean language skills in a diverse group of students.

Dean’s presentation was followed by another one by the Head of the Department which further elaborated on the aspects relevant to the review. The Head demonstrated how the staff at the department contributes to the functioning of the whole university. In addition to teaching and developing course materials, the staff has to take up considerable amount of editorial work in numerous publications ranging from newsletters to research journals at the university. Since English language skills are often required in nearly all activities in a typical university, it is not surprising that the staff members at the department are sought after, and, at times, they are overburdened with work beyond their call of duty. The Head also made it clear that the staff at the department was well-qualified with PhDs from reputed international universities. The staff includes nationally and internationally known writers, poets and researchers. The Head mentioned a number of national and international awards won by the staff. The reviewers were able to see their publications among documentary evidence. Recently recruited academics staff members also looked to be extremely promising. During the discussion, the reviewers were able to see that all staff members were aware of the unique contribution a degree programme in the humanities can make for the development of human resources in a country. Attributes the

programme aspires to develop in a graduate revealed a broader vision on education- something we will comment on later in the present report.

Working with a diverse group of students, the staff faces considerable challenges in pedagogy. For example, even though the students are selected on the basis of their performance at a selection test, they are still diverse in their educational backgrounds. Therefore, the staff has to utilize diverse methods to bring all students into comparable level within a couple of terms. Current students and the alumni the reviewers met attested that they never felt being left behind.

At all these meetings, the regional centers were also brought into attention. Though Colombo regional center, located in the university premises, is the most active among such centers, several people stated the importance developing other regional centers. The reviewers too felt that the regional centers need to develop further.

The meetings with the current students and alumni were the most engaging (Annexure 3). They all were very articulate and praised the ‘second chance’ they were given in their lives. The phrase ‘second chance’ is revealing, and it captures an essence of ODL education: many of them had done their G.C.E. (A/L) exam in sciences because of the pressure from family and peers. By entering this degree programme they have re-discovered their true passion. Some other students had failed to enter conventional universities, and after some years in various professions, they have returned to education. Some others have come back to the university after their retirement. It was truly encouraging to see such students and graduates, and to hear them appreciating what they have received from the programme. Both students and alumni, when asked, enthusiastically named inspirational teachers from the academic staff members. Some names were mentioned more than once.

In between these meetings, we were able to visit facilities and to check documentary evidence. At all those facilities, there were relevant personnel prepared to show us around to answer all our questions. The professionalism seen at those places was extremely remarkable, and we will have more to report on that aspect later in the report.

Even the non-academic staff at the Dean’s office and the department thought they were contributing to something important. One clerk went on to say, “perhaps because of the merit we collect by helping these students to gain education, my own children easily found schools...” We



cite this example to suggest that even non-academic staff believe that they are fulfilling a mission.

The review team spends considerable amount of time to go through the evidence files and publications. The academic staff members and other supporting staff were always there to assist the team. All activities during the visit had been excellently coordinated and each section had been assigned to the most suitable person.

## **Section 4: Overview of the Faculty's approach to Quality and Standards**

The Open University of Sri Lanka has five faculties including the Faculty of Humanities and Social Sciences to which the reviewed Degree Program belongs. The quality assurance aspects of the university and its programmes have been evaluated so far by several review teams, the latest being the subject review which took place in 2010.

The IQAU of the University is well established and headed by a qualified and able senior academic member. Quality assurance policy framework and by laws have been developed and have received the approval from the Senate and the Council of the university. A well-functioning FQAC is operating in a separately allocated space. IQAU has facilitated the preparation of the SER with the support of the FQAC and the academic members of the program concerned. IQAU has already been preparing for the IR to be conducted in 2019.

In maintaining the quality of education, the Program has taken steps to revise their syllabi to incorporate learning outcomes, and course objectives, etc., moving with SLQF guidelines. The dedication of the faculty to establish a student-centered teaching and learning environment was obvious during the visit of the review team. International collaboration has not been established and need to establish such links to assure quality.

In addition these institutional mechanisms, the general consciousness of quality among the academic staff members at the department was quite visible, and they were passionate about what they do. A certain pride about what they do was noticed in nearly everyone, and it is a clear sign that they are concerned about the quality of their activities.

## Section 5: Judgment on the Six Criteria of Programme Review

### *5.1 Programme Management*

The Faculty has a clear mission statement reflecting the principles of ODL. The Department of Language Studies has also designed its mission statement in order to achieve Faculty goals. The student guide book clearly indicates mission statements of the Faculty and the Department. It is observed that the Faculty organizational structure is highly conducive for the effective management of the particular degree programme. The University has recently developed a strategic management plan and the Faculty has also designed its action plan aligned with the above strategic management plan. The Faculty has also adopted proper management procedures to conduct the above programme.

The Faculty follows an annual intake process, and it also has an activity schedule to conduct the degree programme. The Faculty has made available the handbook to all prospective students to be familiar with the details of the programme. The Faculty and Department maintain a regularly updated website which contains relevant information for the prospective students. The Department conducts the orientation programme to the registered students. The student handbook includes the code of conduct and it is distributed among students at their first enrollment to the programme. The Faculty has also adopted a policy of zero tolerance to ragging and policy measures to prevent other forms of violence.

The Faculty has established the Internal Quality Assurance Cell (IQAC) to ensure the effective management of the programme and developed rules and regulations to conduct the programme. The mentoring of students is carried out at Department and Faculty level. The review team observed that the Faculty adopts and practices approved by-laws with regard to examinations and student discipline and it has adopted a policy to ensure the needs of differently abled students. Library is in a good standard and it has a separate leaflet consisting necessary information in terms of accessing library resources including audio-video facilities.

The Faculty has well-trained human resources to effectively conduct the programme. The Staff Development Centre conducts training programmes for both academic and non-academic staff. It is further observed that the Faculty follows proper financial procedures to ensure better

financial administration in the University. The University has the Centre for Educational Technology and Media (CETMe) which deals with training and research, editorial work, visual art, online deals, photo mementos and so on. All documentary evidence shows that the programme is effectively managed by the department, faculty and university.

The review team noted that there are no professors in the department although many of them are qualified to apply for the post of Professor. Evidence for the Internal Quality Assurance Cell has recently been collected and documented. There is no evidence, however, of external stakeholder participation in designing curriculum. The evidence shows that the department utilizes a considerable amount of external experts for the marking process.

The review team could not find evidence of advisory committee and a sub-committee on curriculum revision. Although the faculty has a good graduate profile, it is not properly printed in the handbook. It was also observed that evidences for the mechanism to ensure effective management and communication are very recent. It was further noted that there are lack of documentary evidence for students' feedback and collaborative partnerships with universities and other institutions.

## *5.2 Programme Design and Development*

The effective programme design and development is a continuous process that includes several interconnected components such as learning objectives, instructional materials, learning activity, interaction with relevant stakeholders, feedback, etc. It is noted that the B.A. in English and ELT degree programme has been designed aligned with the mission, goals and objectives of the Faculty. The programme design accommodates a range of core subjects from diverse areas relating to literature, linguistics, ELT and education.

The above degree programme is rationally structured and consists of various entry qualifications. It was learnt that a candidate who so desires, may exit from the programme with a Higher Diploma in English and ELT. The Faculty has also adopted approved institutional policies, rules, regulations and processes for the programme design and development. The meeting with students revealed that the Faculty adhered to the needs of students and paid attention to gender equity, multiculturalism, social justice and cohesion, ethical values and environmental sustainability.

The programme design process at the Faculty of Humanities and Social Science generally has started with analyzing and identifying desired, measureable learning outcomes that support programme objectives. The deliberate design of learning experiences along with the assessment help to shape the optimal learning environment. The Faculty has regularly measured learning outcomes and accordingly, the programme is being revised in the interest of achieving the optimal experiences for students.

A team-based approach has been employed in the programme design at the Faculty. The programme has also been revised in line with SLQF/OUSL guidelines recently and it has also been informed by a systematic instructional design approach and the pedagogical expertise of instructional designer. The programme design and analysis process have been developed on agreed-upon timelines for the completion of work. In this stage, the Faculty has carried out several activities such as commencement of the course design process, preparing a schedule, conducting needs assessment, creativity discussion, etc. This procedure normally occurs at the meetings of the Faculty board and other sub-committees. In this respect, the assistance from the respective departments have been received for the easy access of the programme designing process.

The programme design process of the Faculty has included several activities such as writing the course outcomes, defining the course structure, determining the evaluation strategies, writing the unit outcomes, and defining the unit structure. The Faculty has strictly followed the outcome based educational strategies to improve the students' productivity. The Faculty practices outcome based education approach in the teaching and learning activities and strategies are aligned with the intended learning outcomes of the entire curriculum at the Faculty.

The programme has also been developed with required course specification including the intended learning outcomes and the programme information is included in the students' handbook which is made available in print and online. It is indeed a comprehensive piece of document explaining necessary information including entry requirements, course code, course title, credit hours, course contents, etc. The programme is regularly monitored, evaluated and reviewed by the internal quality assurance cell as a part of process to ensure the quality of the programme.

The Faculty has successfully carried out the subject review in 2010 and the findings of the review have been incorporated in to the particular programme. It is noteworthy to mention that the Faculty collects and keeps the records of the information about students and utilizes the retrieved information for the continuous improvement of the programme and the Faculty. It was further noted that staff and students maintains good rapport in terms of academic activities.

However, the review team could learn that there are no evidences for gender equity and equality (GEE) and sexual and gender-based violence (SGBV). It is noteworthy to mention that there are no complaints from students on the above types of violence. It was further informed that there is no complains received from students although there is a lack of institutional mechanism to deal with the ragging activities. Further, the report has included the grievance committee meeting as evidence. However, it was not observed as documentary evidence in our visit.

### *5.3 Course / Module Design and Development*

The program under purview has a considerably long history of administering BA Hons (English and English Language Teaching) and has produced a considerable number of graduates who have made significant contributions to numerous fields of expertise.

The national guidelines/ SLQF and other criteria have been taken into consideration in designing The Degree programme under review. The regular curriculum revisions have taken place and the last being the subject review on 2010. The course has been assessed by the University Course Development Committee (UCDC). Learning materials are developed by a team of experts and available for students.

The relevant course specifications have been made available to students through an efficient electronic system “My OUSL”. The handbook/prospectus pertaining to the programme is attractively designed and includes basic information about the course. However, the reviewers found that this book was not distributed among students.

Peer teaching, field work (“Teaching practicum”) and participation in national seminars in the area of justice etc., have helped students to gain self-confidence and academic esteem.

Student centered teaching methods are utilized by the programme; independent research projects undertaken by students are impressive, and a considerable effort has gone into planning those projects. The staff has received required training regarding curriculum, teaching and learning processes.

The reviewers noted the following as weaknesses in this criterion: The student evaluations have not been carried out regularly and the student satisfaction reports are rather inadequate. The elective courses/ modules were not available for the students to master in a quantum of the discipline. This was highlighted by the students during the discussion with them.

Not many MOUs with other leading academic bodies have been signed in a manner that can incorporate such external expertise and knowledge.

#### *5.4 Learner Assessment and Evaluation*

Assessment is an essential part of pedagogy, and it is an even more crucial element in Open and Distance Learning (ODL) mode as maintained by relevant personnel at the meetings with the reviewers. The programme being reviewed is conscious that assessment should be a major part of their education process.

The programme is guided by national and international benchmarks and standards in conceptualizing every aspect of its activities. More importantly, these regulations have been recently adjusted to match the SLQF guidelines. Rules, regulations, laws and the like related to assessment had been documented in an admirable manner. All documents related to assessment and evaluation are processed through several boards that can assure their quality. There was sufficient evidence indicating that those rules and regulations are distributed among students. The marked answer scripts demonstrated that the students are provided with elaborate feedback. The feedback, however, was in hand-written form. The reviewers felt that a structured feedback form in which the teacher can provide clear and consistent comments would be appropriate. Several lecturers use e-mail to provide feedback on the student's work, and the reviewers saw such printed e-mails among evidence files. A structured form shall be developed even to be used via e-mail. The programme has an excellent mechanism to send marked-assignments back to the students.

From the handbook and other documents the students are able to gain a clear understanding of the ways by which to progress between courses or levels. The reviewers were able to meet students and graduates who have actually progressed from lower levels to higher ones.

The students are allowed to appeal if they are not happy about the grades their grades. Since there were not many such queries among the evidence files, one can assume that the quality of grading is not an issue.

One area the reviewers thought that may need some attention was the marking of papers by external/visiting lectures: the programme has numerous visiting lecturers who also mark papers in addition to teaching. The reviewers did not find any evidence of providing the visiting staff



with some training in marking/grading. The programme, however, has elaborate marking schemes.

Plagiarism is quite common among the students in the programme: we found evidence of lecturers detecting plagiarized writing. Perhaps, it is not unusual for a programme run in ODL method. There is a mechanism, however, to address the issues of plagiarism and the violations of exam rules. Disciplinary board meetings take place regularly. There is a formal method to deal with “conflict of interest” where the academic/non-academic staff that handle exam matters are required to sign a declaration form.

The office that handles the exam matters is organized excellently under an assistant registrar. The printing area of this exam branch is highly protected and even senior staff is not allowed to take electronic devices such as cell phones in side of this facility.

The students have diverse methods to access their results once they are released. The transcripts are quite detailed showing the progression of the student, and the students can easily request official transcripts.

One of the most admirable aspects of assessment the reviewers were able to discern by carefully reading a selection of marked scripts is that the attention given to improve critical and creative thinking of the student. When marking answer scripts in literature, for example, one has to pay close attention to uniquely personal skills in argument and expression in each student. It is extremely difficult to produce generic marking schemes for detecting such individual skills. The lecturers at the programme have paid considerable attention to recognize and reward unique talents in students. The reviewers would like the programme to improve further in this aspect and to formalize, if possible, mechanisms of rewarding special individual talents.

Only major weakness in this criterion is the fact that there was very little feedback from students about assessment methods, and even less evidence showing that such feedback has been taken into account at relevant bodies such as the staff meetings. Even positive feedback related to this aspect of the programme needs to be documented and addressed. In addition, there should be a mechanism to circulate assessment-related feedback among students.

### *5.5 Learning Environment, Student Support and Progression*

Reasonable learning environment is available enabling students to successfully achieve the ILOs.

The reviewers were highly impressed with the library facilities and it can be considered a great resource for the learning process of the students. The video collection relevant to the Programme is a great asset for the students, if they make use of it, and the contribution of the academic members on this task is commendable. The “mini theatre” is available for the students’ use on a prior notice. Student counselling is available but supporting needy students in academic issues falls on the teaching staff.

At the beginning of the academic year, the faculty conducts an orientation programme for the newly admitted students. The staff members are facilitated by the staff development center to acquire competency in teaching and learning. Career Guidance Unit of the university organizes a variety of activities to enhance the productivity of students.

Course books are available as learning materials for students, and at the registration, the resource books are distributed among the students. Most of the staff members are cordial and helpful in their dealings with students, and much has been done in this regard by way of discussions.

Student hostel facilities were in satisfactory condition. The reviewers would like to propose some facilities to provide food for the hostellers since there is no such facility in the vicinity. Since health care facilities are available only on week days, the reviewers like the University to consider opening the medical center during the weekend. Participation of students in co-curricular activities such as multi-cultural activities, field trips and other social activities were minimal. It is an area that be developed further.

### *5.6. Innovative and Healthy Practices*

Open University of Sri Lanka in general and this programme in particular are ‘innovative’ compared to many conventional universities. “Conventional” is the adjective often used within the Open University to designate other universities, and it indicates the fact that the OUSL sees itself being ‘radical’ in its teaching activities. The reviewers were able to see some of those radical/innovative teaching and learning methods during the review process. However, because of the very unconventionality of the university, the reviewers did not have an opportunity to

observe in class teaching. As it was stated earlier in the present report, the review happened during week days and OUSL teaching takes place during weekends. Thus, the reviewers did not see how ‘innovative’ activities worked. In addition, the students often mentioned a few names of lecturers as innovative teachers. The reviewers also were able to see that some lecturers were enthusiastically seeking innovative ways to make students learn better.

The programme, however, has many aspects that are innovative and healthy. The use of ICT platforms to deliver course materials and other aspects related to learning is commendable, and it was admired by students. The programme has apparently invested considerable amount of time and resources on this aspect. Beyond the programme, the faculty and the university have been encouraging and assisting such innovations. For example, there is a section in the library specially dedicated to the activities of the programme. The library staff too seemed totally dedicated to any activity conducted by the programme. That library facility functions as an audio-visual resource center and a mini theater. Such facilities are introduced to students during their orientation activities.

The CETMe is a great facility equipped to produce nearly all audio-visual materials for the programme. The state-of-the-art facilities and able personnel there seemed perfect resources to run an innovative programme. With its tremendous equipment, The CETMe could produce more educational resources for the programme, and students could be involved in production teams.

Open Educational Resources (OER) is also used to an admirable extent, and SDC has conducted workshops to train people in using OER.

At the programme, the students are provided with opportunities to train as teachers (“teaching practicum”), and the alumni and current students were very happy about that aspect.

Some lecturers at the programme seem to follow unconventional methods of teaching by taking students to certain places and by coupling teaching with outdoor activities and so on. The reviewers, however, were not able to see these activities.

In giving assignments, some teachers were quite innovative. For example, students are asked to conduct ‘small scale’ research related to national issues currently being debated in public. Such

activities, the reviewers felt, give a certain sense of urgency and relevance to assignments, and it is a very good practice.

The programme encourages students to take part in research symposia organized by the university. There were some publications among evidence files that included students' papers.

The programme is somewhat weak in getting students to take part in 'inter-university' competitions' or national competitions related to their fields. This weakness stems largely from the fact that the students are not present at campus during week days.

The best students are rewarded by including them in the Dean's list.

In terms of innovative activities, the programme is commendable while it is relatively weak in having some co-curricular activities at campus. An annual talent show or an annual literary competition will give students an extra opportunity to develop their skills.

## Section 6: Grading on Overall Performance of the Programme

No	Accreditation Criteria	Weighted minimum score	Actual criteria-wise score
1.	Programme Management	75	130
2.	Programme Design and Development	75	122
3.	Course Design and Development	100	188
4.	Learning Infrastructure, Resources and Learner Support	150	285
5.	Learner Assessment and Evaluation	75	128
6.	Innovative Initiatives and Good Practices	25	42
	Total on a thousand scale		895
	%		<b>89.5</b>

The undergraduate Degree Programme in B.A. in English and English Language Teaching has obtained a **‘A’ grade** and the performance descriptor is **“Very good”**. The overall performance of the Degree Program is commendable, but it is important to note that the **there is considerable room to improve to achieve excellence**.

This great achievement is a combined effort of the scholars of the program, administrative staff of the Faculty of Humanities and Social Sciences, the supportive staff of the program concern and the university. This is an indication to show that the achievement of excellence cannot be achieved solely by the efforts of the academic staff of the programmes but also the faculty as well as the university in general.

## Section 7: Commendations and Recommendations

### *Commendations*

1. The programme under purview have a considerably long history of administering academic programmes, and have produced a number of graduates who have made significant contributions to many fields of expertise.
2. In terms of the courses offered, the department caters to diverse group of people. While the Bachelor of Arts Honours in English and English Language Teaching is the main programme, there are other programmes for students to improve their English knowledge.
3. The quality assurance centre is enthusiastically engaged in improving the quality of the degree programmes. As stated above, the programmes have undergone the subject review in 2010.
4. The finances are well managed.
5. The students have been provided with learning resources such library facilities and internet Facilities. The course books are written by experts and regularly updated.
6. Most of the academic members have obtained their post graduate qualifications from renowned International Universitites which is a great strength of the Programme.  
Regular training is offered to all members of the academic staff. All staff members have been publishing scholarly and creative work. Some academic members have received major national awards. The reviewers, however, did not see younger academic staff members engaging in creative writing, though some of them had impressive scholarly publications.
7. The commitment of the staff is commendable.
8. The national guidelines/ SLQF and other criteria have been taken into consideration designing the degree programme.

9. Participation in national seminars in the area of justice and so on has helped students to gain self-confidence and academic esteem.
10. The assessment criteria are given to the students at the beginning of each course, and well-defined examination By Laws exist. The examination procedures are well defined with specific components of formative and summative assessment.
11. Fallback options are worked out.
12. Most supporting centres have been established and promotional measures for strengthening student skills and abilities are in place though the students of this program are not benefited them selves.
13. The uniqueness and cultural richness of the programme with multicultural traits and the age diversity enrich the student body.

### ***Recommendations***

1. The majority of evidence is from the last two years (2016-18). Many pieces of evidence did not have dates on them- a weakness which stems from the lack of effective filing system. The better filing system must be followed.
2. There are several senior lecturers at the department who are eligible to apply for the post of professor. Such senior academics should be encouraged to apply for their promotions. It might give the programme better representation at the higher administrative bodies such as the Senate.

3. Student feedback: there was little evidence to show that the programme takes students’ feedback in teaching and learning. It is recommended to obtain regular feedback and to incorporate the suggestions when designing curriculum.
4. Given the fact that academic counselling is done by the teaching staff without any formal structure, it is recommended that a formal structure in this regard be established.
5. In addition to “practicum” there can be short term internships if needed. For example, students can be given short term training at media institutions.
6. A greater engagement with international universities and signing of MOUs with International academic bodies are recommended.
7. A few elective courses would allow students to choose at least some courses they prefer.
8. Academics should attempt to publish internationally. Majority of publications is local. However, some of those papers seemed good enough to be submitted to international journals.



## Section 8: Summary

Three members comprising the review team, one each from the University of Sri Jayewardenepura, University of Peradeniya and South Eastern University of Sri Lanka evaluated the B.A Honours in English and English language Teaching Degree Programme at OUSL.

The SER was compiled according to the Manual of Review published (draft) by the OUSL and the staff had taken great care to systematically present the documentation at the review visit. An induction programme is organized for the new entrants, providing them with a familiarization to the university. Students communicate effectively pertaining to the academic matters through “My OUSL”. The positive collaboration of the staff had made the evaluation process an experience of growth. The staff is aware of their strengths and weaknesses and are interested in improving the quality of their performance for their personal benefit as well as for the benefit of hundreds of students who place their confidence in the Sri Lankan university system for quality learning.

## Review Team

Dr. D I Uluwaduge (Chairperson)  
University of Sri Jayewardenepura



Prof. W A Liyanage  
University of Peradeniya



Prof. M A Mohamed Rameez  
South Eastern University of Sri Lanka



Submitted on 29<sup>th</sup> March 2019

## Annexure 1

**Final Agenda for OAC/UGC Programme Review**  
**Bachelor of Arts (Hons) in English and English Language Teaching**  
**Department of Language Studies**  
**Faculty of Humanities and Social Sciences (HSS)**  
**The Open University of Sri Lanka (OUSL)**

<b>Day 1 – Monday, 26<sup>th</sup> November 2018</b>			
<b>Time</b>	<b>Activity</b>	<b>Participants with Review Team</b>	<b>Venue</b>
8.00 – 8.30 am	Meeting with IQAU Director – Professor H.T.R. Jayasooriya	Dean, HoD, Chair/IQAC	IQAU Office, 1 <sup>st</sup> floor, Senate House (Building No 15)
8.30 – 9.00 am	Meeting with Vice Chancellor & Deputy Vice-Chancellor	VC, DVC, Dean, HoD, Dir/IQAU	VC Office, Senate House (Building No. 15)
9.00 – 11.00 am	Meeting with Dean of the Faculty of HSS		HSS Faculty Board Room, Ground floor (Building No.14)
	Tea break		
	Meeting with Head and Academic Staff of Dept. of Language studies (LSD)	HoD & All academic staff of Dept. of Language Studies (LSD)	
11.00 – 11.30 am	Meeting with IQAC Chairperson	Chairperson/IQAC	IQAC Room
11.30 – 1.00 pm	Observing Documentation of evidence		Social Studies Conference Room, Ground Floor, Faculty of HSS
1.00 – 1.45 pm	Lunch		
1.45 – 4.00 pm	Observing documentation of evidence		
	Tea Break		
<b>Day 2 – Tuesday, 27<sup>th</sup> November 2018</b>			
8.00 – 8.45 am	Meeting with Non – academic staff of Dept. of Language Studies	All Non – academic staff of LSD	Faculty of HSS Board Room
8.45 – 9.45 am	Meeting with Assistant Registrar (AR) and the staff of the Dean's Office	AR (HSS), All staff of the AR's office	Dean's office, Ground floor (Building No.14)
	Tea Break		
10.00 – 10.30 am	Discussion with Director/RES and Assistant Directors (ADs) of Colombo Regional Center (CRC)	Director/RES Ads/CRC	Colombo Regional Center (CRC Building No 1)
10.30 – 12.30 pm	Observing facilities relevant to program at Colombo Regional Center (CRC), Dispatch, Press, Health Center, Counselling Unit of CRC, Lecture Halls, Career Guidance Unit		Building No. 1, 4a,4,7
12.30 – 1.00 pm	Lunch		Social Studies Conference Room, Ground Floor, Faculty of HSS

1.00 – 1.30 pm	Meeting with Director of Staff Development Center (SDC)	Dir/SDC	SDC, 2 <sup>nd</sup> floor (Building No 18)
1.30 – 2.30 pm	Meeting with students of BA degree programme in English and English Language Teaching	Students	HSS Faculty Board Room, Ground floor (Building No.14)
2.30	Tea Break <i>Break Centre</i>		
2.30 – 4.00 pm	Observing documentation of evidence		Social Studies Conference Room, Ground Floor, Faculty of HSS
<b>Day 3 – Wednesday, 28<sup>th</sup> November 2018</b>			
8.00 – 9.30 am	Observing documentation of evidence Tea Break		Social Studies Conference Room, Ground Floor, Faculty of HSS
9.30 – 10.30 am	Meeting and observing facilities relevant to program – CETMe	Dir/CETMe	CETMe (Building No 12)
10.30 – 11.30 am	Visiting Library & Temporary Residential Facilities (Hostel)		Library (Building No 13) & Hostel (Building No 24)
11.30 – 12.00 pm	Examinations Division		Building No 16
12.00 – 1.00 pm	Observing documentation of evidence		Social Studies Conference Room, Ground Floor, Faculty of HSS
1.00 – 1.30 pm	Lunch		
1.30 – 3.00pm	Meeting with Administrative and Operations Team	DVC, Registrar, Bursar, Dir/RES, Dir/IT, Dir/Operations, Dir/Welfare, SAR/Examinations, SAR/ Student Affairs and Deputy Registrar	Conference Room, Senate House, 2 <sup>nd</sup> floor (Building No 15)
3.00 – 4.00 pm	Observing Documentation of evidence Tea Break		

Day 4 – Thursday, 29 <sup>th</sup> November 2018			
8.00 – 10.30 am	Observing documentation of evidence		Social Studies Conference Room, Ground Floor, Faculty of HSS
	Tea Break		
10.30-12.00 pm	Meeting with Alumni of BA degree in English and English Language Teaching	Alumni	Faculty Board Room, HSS, Ground Floor (Building No.14)
12.00 – 1.30 pm	Debriefing	Dir/IQAU, Dean/HSS, Chairperson QAC/HSS, Head & staff of Language Studies Dept.	
1.30 pm	Lunch and departure of the team		Guest House – OUSL (Building No 20)

#### Contact Details

Director/IQAU	Prof. Thusitha Jayasooriya	0777375457
Dean/HSS	Dr. Shantha Abeysinghe	0779635556
IQAC/Chairperson	Dr. Sepalika Welikala	0779426402
Head/Dept. of Language Studies	Dr. Radhika De Silva	0777296647
For logistics	Ms. K. Sivashankary/Assistant Registrar	0712804986
	Ms. R. Hansi	0768979383
IQAC/Academic Coordinator	Ms. Raeesah Adjie	0776855620
Transport	Mr. R. Jagath	0783642221
	Mr. L.H.L. Geeganage	0714415082



## Annexure 2

### Programme Review – 2018

Bachelor of Arts (Hons) English and English Language Teaching

Department of Language Studies

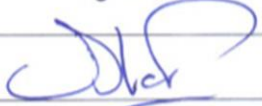







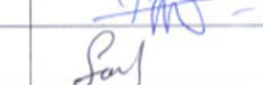



Faculty of Humanities and Social Sciences (HSS) / OUSL

### Attendance Sheet

Meeting Title: Presentation by Dean/HSS & HOD / Language Studies  
and Meeting with Head & Academic Staff of  
Language Studies Dept.

Date : 26 / Nov / 2018

Time: 9:00 – 11:00

No	Name	Designation	Signature
1	Shanthi Abayasinghe	Dean HSS	
2	K.R.M. de Silva	Acad / LD	
3	P E Devenetra	Senior Lecturer	
4	V.V. Medawattagedara	Senior Lecturer	
5	N.K. Abaysekera	Senior Lecturer	
6	I.N.J. Bogemurwa	Senior Lecturer	
7	M.D. Kodithukk	Senior Lecturer	
8	Lat Medawattagedara	Snr. Lec	
9	Thilini NK Megasawalla	Lecturer (Prob.)	
10	Samadhi Dissanayake	Senior Lecturer	
11	Mayanthi Jayakody	Temporary Lecturer	
12	G.C.N. Pullenayegge	Senior Lec.	

Programme Review – 2018

Bachelor of Arts (Hons) English and English Language Teaching

Department of Language Studies

Faculty of Humanities and Social Sciences (HSS)

Attendance Sheet

Meeting Title:.....

Date : .....

Time:.....

No	Name	Designation	Signature
13	S.A.A.K Sathurasinghe	Lecturer	
14	N. Ranawana	Senior Lecturer (Gr II)	
15	K. Chandrasekhar	Senior Lecturer	
16	A. Vinothini	Lecturer. (prob)	
17	K.G.S.A. Wijesinghe	Lecturer	
18	M.P.M. Fernando	Lecturer	
19	S.A. Schubert	Senior Lecturer (Gr. II)	
20	S. Welikala	IQAC / Chairperson	
21	Raeesah Adjie	IQAC / Coordinator	
22	Dr. I. Uluwaduge	Chair / Review Team	
23	Prof. W.A. Liyanage		
24	Prof M.A.M. Raneez		

Programme Review – 2018

Bachelor of Arts (Hons) English and English Language Teaching

Department of Language Studies

Faculty of Humanities and Social Sciences (HSS)

Attendance Sheet

Meeting Title:.....

Date : .....

Time: .....

No	Name	Designation	Signature
13	S.A.A.K Sathkumary	Lecturer	
14	N. Ranawana	Senior Lecturer (Gr II)	
15	K. Chandrasekhar	Senior Lecturer	
16	A. Vinodhini	Lecturer. (prob)	
17	K.G.S.A. Wijesinghe	Lecturer	
18	M.P.M. Fernando	Lecturer	
19	S.A. Schubert	Senior Lecturer (Gr. II)	
20	S. Welikala	IQAC / Chairperson	
21	Raeesah Adjie	IQAC / Coordinator	
22	Dr. I. Uluwaduge	Chair / Review Team	
23	Prof. W.A. Liyanage		
24	Prof. M.A.M. Raneez		



# Annexure 3

## Programme Review – 2018

### Bachelor of Arts (Hons) English and English Language Teaching

#### Department of Language Studies

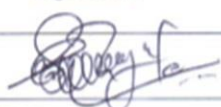
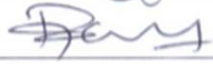









#### Faculty of Humanities and Social Sciences (HSS) / OUSL

#### Attendance Sheet

Meeting Title: Meeting with Students of B.A degree programme in English and English Language Teaching.

Date: 27/11/2018

Time: 1:45 - 3:00 pm





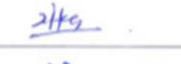




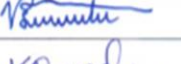
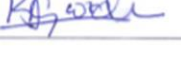
No	Name	Designation	Signature
01	Praveen Samarasinghe	Self-employed	
02	V.N.C. Naleen	Staff of University of Moratuwa	
03	Amali Botheju	Self employed	
04	A.S.P. Pavey	Teacher - Good Shepherd Convent, Kandy	
05	Y.G.O. Pusupawela	Education Teacher Self-employed	
06	Yasho Keerthisena	Teacher - Hilburn International College, Avissawella	
07	Ovini Amarasekera	Student Psychology & English	Ovini A
08	Nazmina Nazeer	Teacher - Lyceum Int. School	
09	Francis Perera	Teacher St. Peter's Col.	
10	Narini Rajakumar	Teacher	
11	Deontha Fernando	Teacher (Private)	
12	ven.P. Thilakasin	Buddhist monk	

Programme Review – 2018  
Bachelor of Arts (Hons) English and English Language Teaching  
Department of Language Studies  
Faculty of Humanities and Social Sciences (HSS)  
Attendance Sheet

Meeting Title: .....

Date : 27/11/2018 .....

Time: .....

No	Name	Designation	Signature
13.	K. B. Fernando	Managing Director Cayleisure Boat Services	
14.	F. A. YEHIA	SELF - EMPLOYED	
15.	R. N. A. Abeysekera	Planning to be self-employed	
16.	F. Z. Ameer	Confidential Secretary to CEO, Pershing Group.	
17.	J. G. L. JEFFREY Outechoom.	Teacher - of. English	
18.	A. C. Ranawera	Housewife	
19.	B. D. Senarathne.	Teacher of English from Trinity College Kandy.	
20.	A. F. Farah	Teacher of English from K/Hindu National College, Pussellawa.	
21.	Sumaiyah Ariff	English and Literature teacher at Springfield College - Colom.	
22.	Vidath Samararatne	Corporate Communicator The HR Consortium (Pvt) Ltd.	
23.	Kalpana Senarath	Teacher of English - Musaeus College - Col 7	

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