Programme Review Report

Programme Reviews - 2018

BA in Social Sciences Study Programme

Department of Social Studies

Faculty of Humanities and Social Sciences

Open University of Sri Lanka

15th to 18th October 2018

Dr. M.I.M. Jazeel

Prof. Sarath S. Kodithuwakku

Prof. S.C. Jayamanne

Quality Assurance Council

University Grants Commission

Table of Contents

Section 1 - A Brief Introduction to the Department and Programme

The Department of Social Studies (DSS) is established in 1990 as one of the five academic departments of the Faculty of Humanities and Social Sciences (FHSS) of the Open University of Sri Lanka (OUSL). The Bachelor of Arts in Social Sciences (BA in Social Sciences) is one of the study programmes offered by the DSS, and was commenced in 1995. Study programme was initially offered with 108 credits weightage, covering the areas of three disciplines: Economics, Sociology and Mass Communication. As a result of the periodic revisions undertaken, particularly substantial improvements in 2012, utilizing the Quality and Innovative Grant (QIG) funds received through the WB/HETC project, the BA in Social Sciences study programme was restructured to introduce stream-wise options to students with addition of two new disciplines, namely political science and international relations. And the present study programme, therefore consists of four streams of studies, namely, Economics and Development Studies, Communication Studies, Political and International Relations and Society and Cultural Studies, offered by the four academic units of the DSS.

The total number of academic, academic support, and non-academic staff belonging to the DSS is 28, and their distribution is shown in Table 1.1

Table 1.1 Number and Distribution of Academic, Academic Support and Non-academic Staff

Designation	Mass Communication	Economics	Sociology	Political Sciences & International Relation	Total
Professor	1	-	-	-	1
Senior Lecturer GI	1	3	2	-	6
Senior Lecturer GII	3	-	4	1	8
Lecturer	-	1	-	-	1
Lecturer Prob.	1	1	-	-	2
Temp. Lecturer	-	-	-	1	1

Senior Lecturer (Contract)	-	-	-	1	1
Lecturer (Contract)	-	-	-	1	1
Academic Coordinator	1	2	-	-	3
Project Assistant	1	1	1	1	4
Total	**8**	**8**	**7**	**5**	**28**

Number of Students following the BA in Social Sciences study programme by levels and by years is shown in the Table 1.2.

Table 1.2 Number of students following BA in Social Sciences – year and level-wise distribution

BA in Social Sciences	2014/15			2015/16			2016/17			2017/18		
	Level 3	Level 4	Level 5	Level 3	Level 4	Level 5	Level 3	Level 4	Level 5	Level 3	Level 4	Level 5
Total	822	-	-	767	380	-	838	339	255	1142	501	304

The students are directly enrolled by the Open University, and the number of students registered during the academic years from 2014 to 2018 are 668, 832, 1186, 1869 and 2424, respectively. Since its inception in 1995, 21 batches of students have graduated from the BA Programme in Social Sciences. The first batch of students of the revised BA Social Sciences study programme graduated in 2017.

Section 2 - Review Team's Observations on the Self-evaluation Report

According to the description of self-evaluation report (SER), it is an outcome of a collective effort taken by the writing team appointed on 1st August 2017 with the assistance of four working groups of each comprised of a chair and 2 or 3 members, assigned to work on allotted criteria. Main task of the working groups was to contribute in identifying, collecting and numbering of sources of evidence for the prescribed standards of the assigned criteria. Consequently, the SER writing team, through their constant interaction with all working groups and stakeholders was able to produce comprehensive SER.

The SER consists of required sections, which is prefaced mainly by the introduction to the study programme and summery of process of preparing the SER. Writing team has failed to adopt the table format prescribed by the "Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions" (PR Manual). However, the style of presentation and overall quality of the report are commendable. SER is substantiated with adequate sources of evidence to sustain their claims for the standards listed under the respective criteria. Documentary and other evidences cited in the report were verifiable as well as organized in a systematic way. Writing team considered the HETC/QIG proposal as one of the main sources of evidence for remedial measures undertaken, and implemented, which were based on the recommendations made by the subject review conducted previously by the Quality Assurance and Accreditation Council (QAAC) of the University Grants Commission (UGC) in 2009. Moreover, the report of the analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT), incorporated into the report was comprehensive to reflect the status and facts pertaining to the study programme under review.

Section 3 -Brief Description of the Review Process

Pre-Site Visit Evaluation

The members of the SER writing team had participated in a training workshop organized by the QAAC/UGC in April 2017 and in a similar workshop conducted by an external resource person, organized by the Dean of the Faculty. SER was initially submitted to the QAAC/UGC, meeting the given deadline for submission. Subsequently, the SER was handed over to the individual members of the review team well before the site visit that allowed sufficient time for them to perform the desk-evaluation of the SER prior to the site visit. Reviewers were given 5 weeks for the desk-evaluation. Members of the review team conducted the desk-evaluation independently and the individual desk review reports were submitted to the QAAC/UGC. After completion of above step, the review team had a meeting, organized by the QAAC on the 21st of June, 2018 at the UGC, to discuss the outcomes of the desk evaluation and to reach consensus. Having prepared a tentative programme agenda for the 4-day site visit, according to the guidelines provided by the QAAC, the chair of the review team through communications with the Dean of the FHSS and Head of DSS, had finalized the agenda. Some adjustments were made according to the requirements of both parties during the site visit. Programme of the site visit is given in Annex 01.

Site Visit

Site visit was conducted over 4 days from 15th to 18th of October 2018. As indicated in the schedule of the programme given in Annex 01, reviewers had scrutinized the documentary evidences cited as claims and submitted for each standard of the respective criteria, held meetings with persons involved directly and indirectly with the study programmes under review, visited to all Centres and Units cited in the SER, observed the facilities provided for staff and students, and assessed the learning environment prevailed within the University. Finally, the reviewers held the final wrap up meeting with higher management and academic staff to present the key findings of the review.

Meetings with Key Stakeholders

Review team held interactive sessions with the key stakeholders of the study programme under review. Day 1 of the site visit commenced with a meeting and discussion with the Director of the Internal Quality Assurance Unit (IQAU) of the University on the commitment of the University, and its initiatives to improve quality and standards of academic offerings and to internalize quality culture within the University and faculties. This was followed by the meeting with the Vice-Chancellor, along with the Dean of the FHSS, Head of the DSS and Director of the IQAU.

Next meeting was held with the Dean of the FHSS, Head of the DSS, SER writers and academics of the study programme concerned. Meeting was started with two presentations in which the Dean of the Faculty briefed on the key features of the study programme and the Head of the Department explained the process of SER preparation, and how the evidences for the claims made for each standard of the respective criteria are arranged and presented. Academic staff explained the details of the open and distance learning (ODL) methods adopted at the Open University and shared their personal experiences in application of ODL methods. Rest of the day was mostly devoted for scrutinizing documentary evidences provided.

Day 2 and 3 were devoted for meetings/discussions with the Assistant Registrar of the Faculty and his staff, academic support and non-academic staff involved with the study programme, Director of the RES and Assistant Directors of the Regional Centers (through video conferencing), Director of the Staff Development Centre, students of the study programme, and the Alumni of the study programme. In addition, the review team visited key centres and facilities related to programme such as Colombo Regional Centre, Library, Student Counselling Unit, Health Center, IT/NODES Center and Center for Educational Technology and Media (CETMe), lecture halls and student hostels. Further, the scrutiny of documentary evidences was continued as well.

On the day 4 of the site visit, the review team held meetings with the Head of Department of Language Studies and administrative and operations teams, visited the examination unit and had internal meeting of the reviewers to prepare the notes for the final wrap of meeting.

Finally, the wrap up meeting was held with the higher management of the Faculty and academic staff of the study programme to present the key findings of the review.

The meeting held with considerable number of students of the study programme and Alumni were very fruitful. A significant number of the students representing the study programme under review including the representatives of undergraduates registered at Regional Centers of the OUSL participated in the discussion. Through discussion with them, the review team got a clear picture of the process in operation and the areas of their satisfaction and dissatisfaction regarding the study programme. Administrative and academic support staff explained the assistance extended by them for both in teaching and academic administration. Evidence gathered from the meetings held with various stakeholders had indeed enabled the review team to clarify and validate the findings that they derived from the SER and the documentary evidence cited therein.

The Review team met with the following persons during the four days of the site visit:
- Vice Chancellor of the OUSL,
- Director of the IQAU
- Dean of the Faculty of HSS
- Librarian and other officials of the library
- Executive Officers including the Register and the Bursar
- Heads of the Departments -Social Studies and Language Studies
- Directors of the Centers -SDC, CETMe and RES
- Coordinator of IQAC of the Faculty
- Academic staff of the Department
- Assistant Directors of the Regional Centers (Video Conferencing)
- Administrative and non-academic staff of the Faculty
- Students of the study programme under the review
- Alumni of the BA Social Sciences study programme

Observation of Documentary Evidences and Facilities

Documents relating to the evidence of the claims cited in the SER were made available to the review team in the Seminar Room – SSD (Ground floor of Building No 14). Documents were

labelled, filed, and arranged according to the standards of respective criteria. Review team inspected each file to scrutinize the evidence cited with each claim made in the SER and cross checked with the information mentioned in the examples provided in the PR Manual. The adjustments were made to the marks given during the desk evaluation, as when and where necessary. Any issues arising from this exercise were noted for further discussion at the end of each day.

In addition to the above, the review team also visited the following places:
- IQAU office
- University Library
- Centre for Educational Technology and Media (CETMe)
- Staff Development Centre
- Colombo Regional Centre
- IQAC office
- University Printing Facility

Observation of Processes and Debriefing

Review team had the opportunity to made direct observations of common facilities and student support systems at the University for implementing the ODL methods. Review team also held internal meetings at the end of the first three days to summarise the review activities, discuss issues, if any, and to plan for the following day. On the fourth day, the team had another internal meeting to prepare for the notes for the debriefing session. At the interactive wrap up meeting held with the Dean of the Faculty, Head of the Department, Director of IQAU, Coordinator of IQAC, academic staff, and with other relevant members department, the review team highlighted key findings of the review and exchange views on the review findings.

Review team is indeed pleased with the arrangements made by the Department, Faculty and the University to facilitate the review process, and the way in which the documentary evidences were organised and presented, and the hospitality extended. For this, the team would like to commend FHSS, IQAC, and especially the staff members who were assigned to assist the review team.

Section 4 - Overview of the Faculty Approach to Quality and Standards

Quality assurance (QA) at the University has been in operation since the Senate appointed a QA committee in 2004 to facilitate external review process conducted by the UGC. It is commendable that the QA committee has initiated the process of drafting the quality assurance framework for open and distance mode of university education, and the UGC-approved QA framework has been internalized since 2009. Subsequently, in 2012, the University has increased its membership, extended the scope and initiated activities to ensure quality in all spheres of activities of the institution. Currently, these activities are taken over by the IQAU of the University, and it is headed by a director and guided through a management committee. And the management committee meetings are convened every two months.

Commitment of the University towards quality and the steps taken to internalise quality culture have made profound impact on the FHSS to engage in quality enhancement in its all-academic and operational activities. Faculty has established an internal quality assurance cell (IQAC), and it is headed by an able and committed academic staff member functioning as the coordinator, and functions with its own office and supporting staff. Faculty-level IQAC liaises with the university IQAU in carrying out the prescribed activities for quality enhancement. Moreover, the IQAC has initiated progressive and commendable efforts towards quality enhancement, and it has framed an activity plan with many initiatives to enhance the quality and standards of academic and allied activities of the Faculty. According to the coordinator of the IQAC, faculty members are very positive towards quality improvement, and they have indeed extended their fullest cooperation in adopting necessary steps to internalize the best practices prescribed. In addition, the Faculty has taken into consideration of the SLQF guidelines and relevant Subject Benchmark Statement (SBS) as reference points in academic development and planning and delivery. In addition, the University is providing the continuous professional development training for the staff on ODL mode of programme and course design and development and delivery, which is very necessary in programme administration at the OUSL. Nonetheless, there is further scope for the FHSS to make progressive changes and improvements, particularly by taking into consideration of the findings of stakeholder feedback surveys, especially from students and

the Alumni, for continuous improvement of the quality and standards of its educational provisions to meet the local and global demands in higher education.

Section 5 - Judgement on the Six Criteria of Programme Review

Criteria 1: Programme Management

Review team noted that the Faculty and the Department have the organizational structures adequate for effective management of their core functions in consistence with the vision of the University. Faculty has established statutory and ad-hoc committees to coordinate, facilitate and implement the study programmes, and it is blessed with an energetic academic staff with a positive mindset to engage in curriculum design, development, delivery and review. It is also evident that the management of the programme is coordinated and implemented through numerous committees that have been functioning with clearly defined terms of references – such as Faculty Board, faculty advisory committee and departmental-level committees.

Reviewers also observed that the Faculty has published a comprehensive document of by-laws, an equally comprehensive examination manual and an undergraduate prospectus, which are very useful in dissemination of information among the new entrants, academic and non-academic staff. Availability of the undergraduate prospectus and student guidelines, both online and in print forms was evident. It is also evident that orientation programmes, pre-counselling sessions and academic counselling sessions are organized for facilitating the transition of students into ODL environment. Existence of adequate healthcare services and counselling mechanisms catering to the needs of students and staff was also noted. Regularly updated faculty Website and LMS ensure the communication of all relevant information and news and announcements to students, and facilitate online registration and applications for examinations. ICT platform of the Faculty is quite impressive and considered as a strength of the University.

Reviewers observed that the study programme has established collaborative partnerships with local and foreign institutes, and such partnerships are operationalized through duly signed MOUs to facilitate collaboration in academic and research activities. Conducting overseas

study visits and exchange programmes with foreign universities were also evident. However, there were no evidence for published documents on Faculty's mission, goals, objectives and action plans. Student representation in the decision-making process is also weak and by-laws were not available for handling grievances of students and staff. Use of students feedback on course offerings and study programme and learning experience provided for continuous improvement of the programme was not evident.

Criteria 2: Programme Design and Development

It was observed that the University Web site and accompanied Web pages of the Faculty and other applications such as MyOUSL, OMIS, Nenasa, etc., are regularly updated and provide up to date information to all stakeholders. Curriculum of the study programme was revised in 2014, based on the recommendations of the subject review held in 2010 and with inputs from expertise from outside. However, there was no documentary evidence to support the extent of stakeholder involvement in the revision process. Revised curriculum, approved by the Faculty Board, Senate and the Council of the University was made available to the reviewers, and it was noted that the curriculum is designed in alignment with the SLQF guidelines, and offers greater flexibility to students. Further, it provides different entry and exit points, credit transfer/exemption mechanism, and fallback options. Nonetheless, the reviewers observed that the Faculty is yet to adopt a policy and accompanied by-laws to facilitate credit transfer and /exemption.

Criteria 3: Course Design and Development

Faculty adopts an efficient mechanism for production and distribution of course materials to students. Courses are structured to achieve the intended learning outcomes (ILO) of the courses and programme learning outcomes. However, but the workload of the courses and programme is defined in contact hours instead of notional hours. Course design has considered the diversity of learners and provided opportunities for students to get engaged in self-directed learning. A myriad of multimode delivery methods has been adopted in the teaching and learning process.

Faculty was unable to provide adequate documentary evidence to show that national and international trends in ODL methods are taken into account in course design and

development. There was also no documentary evidence on written policy on design, development, monitoring and review of courses. Lack of evidence on taking regular feedbacks from stakeholders on the courses and programme, and incorporating the outcomes of such feedbacks in the course design and development was another weakness observed.

Criteria 4: Learning Infrastructure and Resources and Learner Support

Faculty has provided a conducive learning environment to students, and there are adequate resources to support effective delivery of learning material in ODL mode. Course materials are provided to students and they are required to be updated annually. A well-equipped Center for Educational Technology and Media (CETMe) with capable and dedicated staff is available for this purpose. Video conferencing facility for communication with regional centres is also available, but the teleconferencing facility is poorly equipped and runs with outdated technology and poor internet connectivity (e.g. open source software utilization is not very effective). Adoption of latest technology for teleconferencing will undoubtedly offer an efficient and effective communication between regional centres and the main University. The facilities at regional centres appear to be not in satisfactory level and are in need of improvement.

The library is an asset to the University and is up to date, highly automated and comprises of a good collection of books, and is manned by a capable and motivated staff. ICT facilities at the library are excellently and well maintained. There was no adequate documentary evidence or reports to support the assessment of students' satisfaction on the learning infrastructure and learner support services.

Criteria 5: Learners Assessment and Evaluation

The examination manual and examination by-laws of the University are commendable. Study programme ensures the confidentiality and integrity of conducting examinations by following the guidelines given in the examination manual. Reviewers observed that the study programme adopts different types of assessment techniques to assess students' performance. Marking schemes are prepared for each assessment tool to guide the examiners. However, it was noted that there is no involvement of second examiners and external examiners in

moderation of question papers and second marking. As communicated by the students, inappropriate practices also are adopted in conducting the examination; invigilation by non-academics, delay in receiving examination admission by the candidates, last minute changes in logistics/hall arrangements for the examination, etc., are some of such concerns communicated to the reviewers.

Criteria 6: Innovative initiatives and good practices

The study programme adopts innovative initiatives such as the use of an ICT platform and applications (OMIS and MYOUSL) and use of Open Education Resources (OER) for teaching and learning and assessment process. Academic staff is also encouraged to publish their research findings in indexed journals by provision of financial assistance. Collaborative linkages have been established with the outside organizations. Students expressed their gratitude to the University for provision of funds for their research projects.

Evidence of a reward system to encourage the academics in achieving excellence in research and outreach activities was lacking, and there is also limited evidence on outreach activities performed by the students and staff.

Section 6 - Gradings of Overall Performance of the Programmes

The assessment made by the review team, based on the criteria and standards prescribed by the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, on the level of accomplishment of the quality of the BA in Social Sciences study programme is given in the table below.

Table 6.1: Grading of Overall Performance of the Study Programme.

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	117.95
02	Programme Design and Development	75	129.17
03	Course Design and Development	100	152.77
04	Learning Infrastructure and Resources and Learner Support	150	235.00
05	Learners Assessment and Evaluation	75	128.57
06	Innovative initiatives and good practices	25	36.90
Total on a thousand scale			800.37
Total as a percentage			80.4%
Performance Descriptor			A
Interpretation of Performance Descriptor			
"High level of accomplishment of quality expected of a study programme; should move towards excellence"			

Based on the above evaluation made, the review team recommends that the BA in Social Sciences study programme of the Faculty of Humanities and Social Sciences of the Open University of Sri Lanka is awarded the grade of 'A', which is interpreted as *"high level of accomplishment of quality expected of a programme of study programme; should move towards excellence"*.

Section 7 - Commendations and Recommendations

Commendations

At the outset, the review team wishes to commend the dedication and commitment shown by the student-friendly and energetic academic staff who provides strengths to the Department, and are dedicated towards internalizing the quality culture within the Faculty. And the review team wishes to place on record their appreciation of those who were involved with the preparation of the SER and facilitating the review process.

Review team wishes to place on record the following commendations.

- Well formulated SER substantiated with appropriate documentary evidences that were organised and presented in a systematic manner.
- Commitment of the University and Faculties to internalize quality culture in most of their academic operations.
- Commitment of the academic staff, despite resource limitations to fulfil the quality requirements of the study programme as well as the myriad of demands made by a large number of students (giving individual attention to each of them) who are following the programme through ODL mode of delivery.
- Provision of necessary guidance and training to its staff to achieve efficient and effective ODL mode course delivery, which is an integral component of programme administration at the Open University of Sri Lanka.
- Up to date University Website with the necessary information and equipped with appropriate applications and mechanisms (MyOUSL, OMIS, Nenasa, etc.) provides a platform for effective course delivery and communication between the staff and students as well as among students.
- Adoption of a myriad of multimode delivery methods for enhancing the teaching and learning processes, and obtaining services of outside experts for programme and course curricula design and development.
- Mandatory requirement put in place for regularly updating the course materials provided to students.
- Well-equipped Centre for Educational Technology and Media (CETMe) with a highly capable and committed staff.

- Highly automated and up to date library which is manned by a capable and motivated staff who shows a higher tendency to innovate continuously.

- Active and sustainable links and collaborative partnerships with national and international institutions and organizations for academic and research cooperation.

- High preference given to the study programme by prospective students.

Recommendations

It is indeed imperative, that the Faculty and Department shall to make progressive enhancement of quality and standards of all its academic provisions, and therefore, the review team wishes to make the following recommendations for their consideration.

- Develop a comprehensive Strategic Plan for the University and Action Plan for the Faculty.

- Increase student representation in decision-making bodies.

- Conduct regular feedback surveys among various stakeholders and use the findings from such assessments for continuous improvement of the study programme and courses.

- Develop of by-laws and associated guidelines for handling staff and student grievances and also for operationalizing the credit transfer/exemption mechanism.

- Regularly update the curriculum of study programme and courses by taking into account the national and international trends.

- Equip the teleconferencing facility with latest technology (both hardware and software) and upgrade the internet connectivity which are mandatory requirements for efficient and effective ODL mode of course delivery

- Equip the Regional Centres with sufficient ICT and library facilities

- Introduce mechanisms to obtain services of external examiners for moderating examination papers and second marking of answer scripts

- Introduce policies and procedures to prevent the occurrence of inappropriate practices in conducting examinations; more specifically avoid the practice of employing non-academic members/non-employees of OUSL as invigilators for examinations.

- Faculty and the Department should make every attempt to diversify its income sources by encouraging the academic staff to engage in income generating and outreach activities.

- Faculty and the Department should promote academic staff engagement in thematic research on national issues.

- Faculty and the Department should introduce staff appraisal and reward systems to encourage the academic staff in achieving excellence in research and outreach activities.

- Faculty and the Department should introduce policies and programmes to enhance opportunities for students to actively participate in extracurricular activities.

Section 8 - Summary

The programme review of the BA in Social Sciences study programme offered by the Department of Social Studies of the Faculty of Humanities and Social Sciences of the Open University of Sri Lanka was consisted of a desk evaluation and a site visit. Site visit of the review provided opportunities for the reviewers to have interactive sessions with key stakeholders, scrutinize documentary evidences, observe teaching and learning facilities, and make evidence-based judgement and collusions.

Findings of the review have shown that the Department has already initiated quality enhancement for further enhancement of the quality and standards of its academic programmes and allied activities. Establishment and operation of Internal Quality Assurance Cell at the Faculty is considered as one of the key initiatives in this regard. Faculty complies with national and institutional administrative regulations and guidelines. Guidelines prescribed by the SLQF and relevant SBS are considered as reference points in design and development, delivery and assessment processes of the study programme. Availability of energetic and enthusiastic academic staff in the Department is a facilitating factor to maintain the quality of the curriculum, programme delivery and evaluation process. Facilities available and learner support services provided are appropriate to provide ODL mode programme and course delivery successfully.

Based on the evaluation made and overall score secured, the review team recommends that the BA in Social Sciences study programme of the Faculty of Humanities and Social Sciences of the Open University of Sri Lanka is awarded the grade of 'A', which is interpreted as *"high level of accomplishment of quality expected of a programme of study programme; should move towards excellence".*

Nonetheless, the review team wishes to draw the attention of the higher management and academic staff to the specific concerns listed under the recommendations. Review team earnestly hope that their recommendations will help to improve the study programme to a greater level that is nationally and internationally recognized. Finally, the review team wishes to express their appreciation of the excellent cooperation extended by the University, Faculty and Department during the entire review process.

Appendix - Annex 01

Agenda for Site Visit of the Programme Review 2018
Bachelor of Arts in Social Sciences

Day 1 – Monday, 15th October 2018			
Time	**Activity**	**Participants with Review Team**	**Venue**
8.00 – 8.30 am	Meeting with IQAU Director – Professor H.T.R. Jayasooriya	Dean, HoD, Chair/IQAC	IQAU Office, 1St floor, Senate House (Building No 15)
8.30 – 9.00 am	Meeting with Vice Chancellor	VC, Dean, HoD, Dir/IQAU	VC Office, Senate House (Building No. 15)
9.00 – 11.00 am	Dean's Presentation		HSS Faculty Board Room, Ground floor (Building No.14)
	Head's Presentation		
	Tea break		
	Discussion with Head and Academic Staff of Dept. of Social studies (SSD)	HoD & All academic and academic support staff of Dept. of Social Studies (SSD)	
11.00 – 1.00 pm	Observing Documentation of evidence		Seminar Room - SSD, Ground floor (Building No 14)
1.00 – 1.45 pm	Lunch		IQAC Room, Ground Floor, HSS
1.45 – 4.00 pm	Observing documentation of evidence		Seminar Room - SSD, Ground floor (Building No 14)
	Tea Break		
Day 2 – Tuesday, 16th October 2018			
8.00 – 8.45 am	Meeting with Non – academic staff of Dept. of Social Studies	All Non – academic and Administrative Staff of SSD	Faculty Board Room, Ground floor (Building No 14)
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 – 11.00 am	Discussion with Dir/RES & Assistant Directors (ADs) of Regional Centers (Video Conferencing)	Dir/RES ADs	NAC Room, Colombo Regional Center (CRC Building No 1)
11.00 – 1.00 pm	Observing facilities relevant to programme at Colombo Regional Center (CRC), Dispatch, Press, Health Center, Counselling Unit of CRC, NODES/ IT, Lecture Halls.		Building No. 1, 4a,4,7
1.00 – 1.30 pm	Lunch		IQAC Room, Ground Floor, HSS
1.30 – 2.00 pm	Meeting with Director of Staff Development Center (SDC)	Dir/SDC	SDC, 2nd floor (Building No 18)
2.00 – 3.00 pm	Meeting with students of BA degree programme in Social Sciences	Students	HSS Faculty Board Room, Ground floor (Building No.14)
	Tea Break		
3.00 – 4.00 pm	Observing documentation of evidence		Seminar Room - SSD, Ground floor (Building No 14)
4.00 – 4.30pm	Internal meeting of the Review Team		
Day 3 – Wednesday, 17th October 2018			
8.00 – 9.30 am	Observing documentation of evidence		Seminar Room - SSD, Ground floor (Building No 14)
	Tea Break		
9.30 – 10.00 am	Meeting and observing facilities relevant to programme – CETMe	Dir/CETMe	CETMe (Building No 12)
10.00 – 11.30 am	Visiting Library & Temporary Residential Facilities (Hostel)	Librarian	Library (Building No 13) & Hostel (Building No 24)
11.30 – 1.15 pm	Observing documentation of evidence		Seminar Room - SSD, Ground floor (Building No 14)
1.15 – 2.00 pm	Lunch		IQAC Room, Ground Floor, HSS

2.00 – 3.00 pm	Meeting with Alumni of BA in Social Studies degree programme	Alumni	HSS Faculty Board Room (Building No 14)
3.00 – 4.00 pm	Observing Documentation of evidence		Seminar Room - SSD, Ground floor (Building No 14)
	Tea Break		
4.00 – 4.30 pm	Internal meeting of the Review Team		

Day 4 – Thursday, 18th October 2018

8.00 – 8.30 am	Meeting with Head of Department of Language Studies	Head/Language Studies	Seminar Room - SSD, Ground floor (Building No 14)
8.30 – 9.00 am	Visit to the Exams Division		Building No 15
9.00 – 10.30 am	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	Senate Room, Senate House,2nd floor (Building No 15)
	Tea Break		
10.30 – 12.30 pm	Internal Meeting of the Review Team and Preparation for final wrap up		
12.30 – 1.00 pm	Debriefing	Dir/IQAU, Dean/HSS, Chairperson IQAC/HSS, Head & staff of Social Studies Dept.	Faculty Board Room, HSS, Ground Floor (Building No.14)
1.00 pm	Lunch and departure of the team		Guest House – OUSL (Building No 20)