Programme Review Report

Bachelor of Technology Honours in Engineering
Faculty of Engineering Technology
The Open University of Sri Lanka

Site Visit Dates: 31st March & 1st April 2023

Review Panel: Prof. (Mrs.) M. Senthilnanthanan (Chair)
Prof. K T M U Hemapala
Prof. (Mrs.) Subashi de Silva

The Quality Assurance Council
University Grants Commission, Sri Lanka

University: **The Open University of Sri Lanka**

Faculty: **Faculty of Engineering Technology**

Programme: **Bachelor of Technology Honours in Engineering**

Review Panel:

Name with Affiliation	Signature
Prof. Meena Senthilnanthanan University of Jaffna	
Prof. K T M U Hemapala University of Moratuwa	
Prof. Subashi de Silva University of Ruhuna	

Date: 28.08.2023

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Section 1: Brief Introduction to the Programme

The Bachelor of Technology Honours in Engineering, BTechHons (Engineering), is a five-year degree programme offered by the Faculty of Engineering Technology (FET), one of the six faculties of the Open University of Sri Lanka (OUSL). This engineering degree programme is unique because it is delivered through open and distance learning (ODL) mode. Since the students pursuing this study programme spread all over the country, they are served through nine Regional Centres (RCs) and 19 Study Centres (SCs) operated by the main campus of OUSL at Nawala.

Students are provided with different options to fulfill entry requirements for the study programme. Students who have obtained passes in Combined Mathematics, Physics and Chemistry at the General Certificate of Education (Advanced Level) Examination of Sri Lanka in one and the same sitting are eligible to apply to this study programme. Those who have obtained passes in the foundation courses (equivalent to the subjects Combined Mathematics, Physics and Chemistry) offered by the OUSL and the students who possess an equivalent or higher qualification acceptable to the Senate of OUSL are also eligible to apply to this study programme. Conforming to the SLQF guidelines, the FET facilitates lateral entry by recognizing prior learning. Those who aspire to enter the study programme at higher levels by virtue of higher qualifications through the exemption process should also fulfill the entry requirements at the lowest level. Exemption from courses, including industrial training, may be granted to the students after an evaluation of their pre-qualifications only.

The learning of registered students is facilitated with ODL methodology. The courses of the study programme are delivered with minimum and essential face-to-face activities required for an engineering degree and multitude of methods to learn according to individual preferences. After enrolling to the study programme, students will receive a set of self-study course materials developed by the academic staff. Also, a complete schedule of activities for the entire academic year, including deadlines for submission of continuous assessments and information on final examinations, is given to the students at the beginning of each academic year.

The structure of the study programme allows high flexibility in course selection. The curriculum is not fixed for each academic year, but courses are available according to the Levels from 3 to 7. The courses for which a student could register depend upon the fulfillment of prerequisites for such courses, time availability for studies while being employed, and perhaps affordability of tuition fee. In one academic year, a student can register for courses comprising of a maximum of 38 credits only. Therefore, a cohort of students who enrolls to the study programme in a particular academic year is diverse in many aspects and they progress through the study programme at different rates leading to

graduation in different academic years. The by-laws, developed at the university and faculty levels, assist in the proper conductance and monitoring of the study programme.

Further, students are provided with infrastructure and student support services which have been well designed for ODL. The laboratory and IT facilities are provided to the students in the main campus as well as at the selected Regional Centres depending upon the number of students. The FET supports establishment of student associations and facilitates their activities. The students are encouraged to participate in co-curricular and extra-curricular activities in view of developing their soft skills and positive attitudes. The academic staff and non-academic staff are provided with various types of training on design and development of instructional materials.

The BTechHons (Engineering) degree programme of OUSL received the recognition of the Institution of Engineers, Sri Lanka (IESL) in 2003. Since 2014, the FET has embarked on a complete curriculum revision of the said degree programme to fulfill the requirements of IESL and SLQF. The FET is committed to continuously review, revise, deliver and monitor the BTechHons (Engineering) study programme to ensure it is up-to-date and responsive to the needs of learners and society at large. Periodic curriculum revision of the said programme has ensured achieving international standards as well as standards set by the local accreditation body, IESL.

In general, the BTechHons (Engineering) study programme ensures and educates students to become intellectually, critically, analytically, and professionally sound graduands to be competitive in the job market. The faculty devotes itself to improve its academic, research, and industry collaborations. Moreover, the said degree programme is well-designed and constantly updated to meet the changing requirements of industries and also to satisfy the needs of major stakeholders.

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

Observation on Section 1: Introduction to the Study Programme

The Section 1 of the Self Evaluation Report (SER) mainly focuses on the BTechHons (Engineering) study programme, offered by the Faculty of Engineering Technology, OUSL, with special emphasis on its' structure, graduate profile, PLOs, teaching-learning strategies, resources for learning, and student support systems.

The structure of the study programme describes the available course categories, entry qualifications and recognition of prior learning, study programme duration, assessment methods, requirements for the award of qualifications and rewards. PLOs are well explained. It was noted that various teaching-learning strategies, such as day schools, LMS, personal tutoring, peer learning and MyOUSL portal, are employed. Further, physical resources available in each contributing department, library facilities, profiles of academic, academic support and non-academic staff members are also listed. It was observed that student support systems, such as counselling, financial assistance, temporary residential facility, healthcare service, career guidance, faculty-industry linkage and student union, available in the faculty are shared with the Colombo Regional Centre that is located in the same premises; but, availability of similar student support facilities in the other Regional and Study Centres, which are located outside the Colombo district, is not stated anywhere in the SER. Students' enrollment, progression and graduate output during the past five academic years and major curriculum revisions held during the period from 1999 - 2018 are also mentioned in this section.

Furthermore, SWOT analysis of the faculty, recommendations from the previously held subject reviews and actions taken with respect to teaching-learning and assessment, postgraduate studies and peer review are also covered in this section.

Observation on Section 2: Process of preparing the SER

The Section 2 of the SER describes the appointment of various committees/teams with specific tasks and the SER writing process.

A steering committee had been appointed in August 2019 under the leadership of Dean of Faculty of Engineering Technology, OUSL. Subsequently, individual working groups for the six criteria, a SER writing team and an editorial team had been appointed. It was noticed that academic, administrative, academic support and non-academic staff members had

contributed to develop the SER; but Terms of Reference was issued to working groups only while appointment letters were given to all.

The preparation for external review of the study programme was initiated in August 2019 and discussed at the department level and Faculty Board meetings. The working groups had been involved in collating the evidence for respective standards under the assigned criteria, uploading the same to a shared folder in the Google drive and compiling the Section 3 of the SER. Subsequently, the SER writing team and the editorial team had jointly compiled the draft SER and proofread the factual and language errors therein. Then, it had been discussed at length at the meetings of the Faculty Board and the finalized SER was submitted to the QAC of UGC on 30.06.2020.

The review team recognizes that several awareness sessions and discussions were organized by the IQAC prior to and during the SER preparation process. Due to the Covid-19 pandemic situation prevailed in the country during that period, many of these discussions had been held through zoom meetings. Even though a well-organized SER preparation procedure had been employed, a few lapses have been identified in compiling precise evidences for individual standards. However, many of them were rectified during the scheduled zoom/in-person meetings, scrutinization of documentary evidence provided on request and with physical inspections.

Observation on Section 3: Compliance with the Criteria and Standards

The Section 3 of the SER explains the degree of internalization of best practices by the study programme and the level of achievement of standards set out under six criteria prescribed in the '*Manual for Review of Undergraduate Study Programmes of Sri Lankan Distance Higher Education Institutions'*. The claims made for specific standards under the following criteria are supported with documentary evidence shared in the Google drive:

Criterion 1: Programme Management with 38 standards

Criterion 2: Programme Design and Development with 24 standards

Criterion 3: Course Design and Development with 24 standards

Criterion 4: Learning Infrastructure, Resource and Learner Support with 20 standards

Criterion 5: Learner Assessment and Evaluation with 21 standards

Criterion 6: Innovative Initiatives and Good Practices with 14 standards

It is noteworthy to mention that a summary on compliance with the specific standards is written at the end of each criterion stated above. Further, many of the claims are supported with acceptable evidence though some claims are made without appropriate evidence. The

judgment of the review team on the level of attainment of quality by the study programme under each of the six criteria is given in Section 5 of this report.

Section 3: Brief Description of the Review Process

The review process encompasses of various stages such as individual desk evaluation of the SER, site visit and compilation of the review report through several online meetings. The review panel, appointed by the Quality Assurance Council (QAC) of the University Grants Commission (UGC), consisted of three members namely Prof. Meena Senthilnanthanan (University of Jaffna), Prof. K T M U Hemapala (University of Moratuwa) and Prof. Subashi de Silva (University of Ruhuna). The SER prepared by the Faculty of Engineering Technology, Open University of Sri Lanka was received by the review panel through the QAC of UGC for scrutinization.

The purpose of review visit was to observe the available physical facilities, meet the stakeholders, and verify the documentary evidence of a few standards. During the two-day site visit held on the 31st of March & 1st of April 2023 according to the schedule in annexure, the review panel had formal meetings / discussions with several groups and persons who are directly or indirectly involved in the conduct of the BTechHons (Engineering) study programme or providing support in one way or another.

The participation of stakeholders at many of the discussions was satisfactory. The said discussions were interactive, and each category of stakeholders was met separately to provide them an opportunity to freely express their thoughts and concerns. All the soft copies of documentary evidence uploaded in the Google drive were examined during the online desk evaluation and any concerns regarding the provided evidence were validated with the available hard copies in the FET during the site visit. Additional information was promptly provided by the staff of FET, when requested by the review panel, to verify certain processes and practices. The review panel was very satisfied and highly impressed with the way the review process was facilitated and the hospitality extended by the staff members of FET. Further, the active participation of the staff members from the departments, units and centres which support the study programme was commendable.

In addition to the meetings with the stakeholders, the review panel visited several facilities at the FET and the adjoining Colombo Regional Centre for physical verification. All members of the review panel were present at the stakeholder discussions and participated in the physical verification process.

Finally, the site visit was concluded with a wrap-up and debriefing session which was attended by the Dean of the Faculty, Heads of Departments, Coordinator of FQAC and many academic staff members. At this session, the review panel debriefed the key findings with respect to the strengths of the programme and also the areas to be improved in the said programme.

Section 4: Overview of the Faculty's Approach to Quality and Standards

The Open University of Sri Lanka possesses a well-established and institutionalized procedure for designing, delivering and reviewing the degree programmes in compliance with the Universities Act and the OUSL Ordinance. The structure of the BTechHons (Engineering) study programme, offered by the Faculty of Engineering Technology, is designed to suit ODL methodology and allows flexibility in course selection. The study programme runs over five academic years with courses listed according to the levels from 3 to 7. The curriculum has been revised periodically and the latest curriculum revision complies to the SLQF with appropriate strategies for teaching, learning and assessment and the academic standards are maintained through Faculty Curriculum Development Committee (FCDC) and Curriculum and Programme Development Committee (CPDC). However, a cohort of students who enters the study programme in a particular academic year progress at different rates leading to graduation in different academic years, which is unique for ODL. In order to serve the students spread over the country, the Regional Educational Services (RES) Division of the OUSL operates through a network of nine Regional Centres and 19 Study Centres across the country.

Since the study programme is delivered in ODL mode, the relevant self-instructional materials for courses are developed with the support of the Centre for Educational Technology and Media (CETMe) and monitored by the Faculty Course Development Committee (FCoDC). The BTechHons (Engineering) degree is awarded on successful completion of compulsory courses in the selected engineering specialization (90-95 credits), related courses (40-55 credits), project (09-14 credits) and industrial training (08 credits). Attainment of skills by students is ensured through diverse means, such as oral presentations, group discussions, workshop practice, industrial training, and independent research. The student performance is assessed by Continuous Assessment Tests (CATs), assignments, laboratory classes, final examinations, etc. The minimum requirement for the award of degree is 152 credits. However, a student gets qualified for Higher Diploma in Technology as an interim qualification after successfully completing 74 credits at levels 3 and 4.

The FQAC of Faculty of Engineering Technology is internally monitoring the continuous quality enhancement of the study programme and the IQAU of OUSL plays a major role in QA activities of the University. The review team noted that the FQAC contributes towards ensuring transparency, consistency and impartiality in assessments and moderation of CAT and Final Examination papers by internal/external academics, conducting supplementary or blended online classes for majority of courses and developing course materials with integrated Open Educational Resources (OER) or in the OER format. It is of concern that though the FQAC obtains student feedback on courses, there is no evidence for addressing

the issues stated therein. Further, it was observed that there are inequalities in the quality of learning experience provided by the Regional Centres and Study Centres located outside the Colombo district which needs immediate attention. Moreover, student support mechanisms at the centres situated outside the Colombo district and overall monitoring of student progression are also inadequate. The recent initiative on developing an online platform for monitoring the student progression is appreciated.

Subject reviews at five Departments (except the Department of Agricultural & Plantation Engineering) had been conducted during the period from 2007 - 2008 and the given recommendations have been reasonably addressed.

Section 5: Judgment on the Six Criteria of Programme Review

The review team's judgment on the level of attainment of quality by the study programme under each of the six criteria is described below.

5.1. Criterion 1: Programme Management

The FET possesses an appropriate organizational structure for effective management and execution of its core functions such as programme design, development and delivery, student support, research and outreach activities in accordance with the vision and mission of the university to engage in ODL. The FET complies to a certain extent with national and institutional administrative and financial regulations in carrying out general administration and financial management. Appropriate mechanisms are in place to ensure functional integration and comparable educational quality at the nine Regional Centres and 19 Study Centres across the country. The presence of a clear admission criteria, an online application system, a compulsory StART@OUSL programme for orienting students to ODL system and a well-established OMIS to manage all actions from student registration up to graduation are commendable. Since the study programme is offered in ODL mode, it requires self-instructional materials, both printed and electronic versions. The design and development of such materials are assisted and uploading of e-resources is administered effectively by a well-equipped Centre for Educational Technology and Media (CETMe) consisting of two units, namely Academic & Research Unit and Production Unit. A policy on intellectual property rights for learning materials is available. Further, the engagement of CETMe in capacity building activities is appreciated. The human resources profile of the faculty is comparable with national norms. The faculty implements a performance appraisal system for permanent staff and the outcomes are considered for their annual increments and promotions. Further, the review team noted that a university approved grievance redress mechanism was practiced until 2010 and restructuring of the said mechanism is underway. Academic and research partnerships / collaborations with institutions abroad have been established through the International Relations Unit and student-staff mobility is facilitated. The review team noted that IQAC functions satisfactorily.

Areas for Improvement:

Rigorous monitoring on the quality of teaching-learning process and adequacy of welfare mechanisms and disciplinary procedures at the Regional Centres and Study Centres located outside the Colombo district needs to be introduced. Further, compulsory training on ODL methodologies should be provided to visiting academic staff at all Centres of programme delivery and a performance appraisal system for them needs to be introduced. Even though

the faculty has adopted the student charter prescribed by the university, codes of conduct for different staff categories are not available. It was also noticed that relevant policy and by-laws to deter sexual and gender-based harassment approved by the University Council are not available although initiatives have been taken to promote gender equity and equality in the FET. Moreover, attainment of outcomes and sustainability of the initiatives taken by the International Relations Unit should be scrutinized carefully. The FQAC should conduct the internal programme reviews which could be facilitated by the faculty and the IQAU. More powers should be given to the IQAC and its Coordinator to improve the quality of education in the faculty.

5.2. Criterion 2: Programme Design and Development

The study programme adopts a participatory approach at key stages of design and approval of the degree programme. It aligns with the mission and goals of the university. Further, the degree programme is designed to meet the needs of the key stakeholders, at national, regional and global levels. The degree programme complies with the SLQF with respect to the title of the award and level and qualification descriptors. The programme design and development integrate appropriate learning strategies into the individual course modules for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication skills and teamwork ability. The curriculum of the degree programme is enriched with professional, interdisciplinary and multidisciplinary contents in core and optional course modules. The feedback of employers / professionals obtained during the meetings of the Department and Industrial Consultative Board (DICB) is considered when revising the curriculum of BTechHons (Engineering) degree programme. The self-learning materials are designed to be learner-friendly, self-explanatory and self-contained, that motivate students towards self-directed learning and help in self-evaluation.

Areas for Improvement:

A periodic review (5-year cycle) of the study programme with formal feedback of all stakeholders and regular validation of the curriculum are needed. The criteria for skills assessment are not specified in the curriculum of BTechHons (Engineering) degree programme implemented during the period of review (2016-2020). The minimum requirement for the award of BTechHons (Engineering) degree at present is 152 credits, which is well above the minimum requirement for attainment of SLQF level 6 qualification and needs re-consideration. In order to facilitate mobility of the learners, a clear policy on transfer of credits and a well-structured mechanism for its' implementation need to be developed. Although environmental sustainability is addressed in the design and development of the degree programme, other aspects such as gender equity,

multiculturalism, social justice and cohesion, ethical values, *etc.* also need to be considered, as far as possible.

5.3. Criterion 3: Course Design and Development

The study programme addresses the current national needs by catering persons from industries on one side and students who could not get admission to any of the universities in Sri Lanka due to the restrictions on university admission imposed by the UGC on the other side. The study programme has been developed using a participatory approach and in consultation with industry experts and complies with the SLQF guidelines and the IESL requirements. The study programme possesses Higher Diploma in Technology as an interim qualification which is considered as an exit point / fallback option. Course modules are designed according to the policies and procedures approved by the Senate and in consistent with the objectives of the study programme to facilitate student attainment of ILOs of the respective course modules. All course modules possess clear course specifications that are accessible to students.

Areas for Improvement:

A proper mechanism to measure the progression of students is needed as the students are enrolling to and terminating from their studies at different levels of the study programme. External stakeholders' surveys should be conducted and feedback from employers should be considered during the course design and development process. Evidence on incorporating the inputs of students, alumni, industries and external reviewers when revising the curriculum is lacking. A proper mechanism should be developed for incorporating the inputs of national and international agencies in course design and development and responding them promptly.

5.4. Criterion 4: Learning Infrastructure, Resources and Learner Support

In the existing curriculum of the BTechHons (Engineering) degree programme, many of the course modules possess objectives, intended learning outcomes, course content and recommended learning materials. The faculty is trying to enhance the learning outcomes and achievements of students through regular monitoring and review processes.

Areas for Improvement:

Although student feedback is obtained, there is no clear evidence on how they are being utilized for the improvement of the existing course modules. Regular training for technical staff is identified as another area to be improved. Also, it is recommended to organize more

training programmes on curriculum development for academic staff and establish an effective mechanism for communication between the learners and the lecturers concerned. More activities in the form of formative assessments need to be introduced to encourage the students to do self-study and get feedback from instructors. The goal of formative assessment is to monitor student learning and provide ongoing feedback that can be used by instructors and students to improve the teaching and learning processes respectively. To deliver the course content satisfactorily and assess the student progression, the number of instructors needs to be increased to assist the lecturers and students. Moreover, it should be noted that use of more collaborative activities and provision of required online tools (*eg*. virtual laboratory) for such activities are needed to meet the required standards. It is recommended to appoint a mentor for each student from his/her enrolment up to graduation. Industrial training engineers are unaware of the intended learning outcomes of the relevant course module. It is recommended to perform on-site inspection by the academics of the relevant departments during the industrial training period.

5.5. Criterion 5: Learner Assessment and Evaluation

An effective mechanism to provide scheduled activities, study materials, and course module information to the students is available. The by-laws, rules and regulations related to assessment and evaluation of learners are available to ensure the qualification awarded meets the national and international academic standards. Further, the faculty adheres to the policies and procedures, approved by the Council, when designing, approving, implementing and reviewing assessment strategies for the study programme and individual course modules and the same are effectively communicated to students and examiners. The study programme includes formative and summative assessments. While conducting the assessments, security/confidentiality and integrity are ensured by the faculty. Also, appropriate measures are in place to ensure the integrity of work (assignments, reports, *etc*.) submitted by the students for evaluation. The faculty ensures that staff undertaking work related to assessment are competent to perform their assigned roles and responsibilities and possess no conflict of interest. Further, the faculty reviews and amends assessment regulations periodically as appropriate, to assure that the regulations are current and fit for the purpose.

Areas for Improvement:

The review team noted that the assessment strategies are not aligned to the relevant level descriptors of the SLQF, and ILOs and teaching-learning strategies of the study programme/course modules and also not clearly stated in the programme/course module specifications. The faculty should appoint independent second examiners / external examiners for examinations, where relevant, as part of quality control and assurance of academic standards.

5.6. Criterion 6: Innovative Initiatives and Good Practices

The FET maintains an up-to-date website, which provides information about the faculty, study programmes offered and available support services and links to OUSL publications. Virtual learning environment has been well-established and adequate training on its usage has been given to both academic staff and students. Staff and students are encouraged to use Open Educational Resources (OER) and databases to complement teaching and learning resources. The basic skills in research, innovation and research communication are imparted to undergraduates through a compulsory research component in the curriculum. Conducting undergraduate research symposia and publishing the *Journal of Engineering Technology* foster research culture among students and give them the opportunity to disseminate their research findings / innovations. The review team appreciates the involvement of students and staff in innovative product development using technological advancements and the promotion initiatives taken by the Industry Liaison Centre to commercialize such products.

Areas for Improvement:

Institutional mechanisms to support social and cultural activities / co-curricular activities are vital to improve social harmony. The review team noticed that such a mechanism does not exist in the faculty, but financial support is provided for such events occasionally. It is recommended to develop a mechanism to organize social and cultural activities / co-curricular activities on a regular basis. Further, the UGC recommends transfer of credits between study programmes which promotes student mobility and enables better attainments of qualified students. Hence, it is recommended to develop a well disseminated institutional policy on credit transfer with clear objectives, scope and mechanisms/processes.

Section 6: Grading of Overall Performance of the Programme

Table 6.1: Assessment Criteria and Score

No.	Criterion	Weighted Minimum Score*	Actual Criterion-wise Score
1	Programme Management	75	118
2	Programme Design and Development	75	133
3	Course Design and Development	100	192
4	Learning Infrastructure, Resources, and Learner Support	150	240
5	Learner Assessment and Evaluation	75	138
6	Innovative Initiatives and Good Practices	25	39
	Total Score (out of 1000)		860.8
	Total Score (out of 100)		**86.08**

The study programme under review has attained the high level of accomplishment of quality expected of an academic programme and should move towards excellence.

Thus, the Bachelor of Technology Honours in Engineering study programme is awarded

Grade A

Section 7: Commendations and Recommendations

7.1. Commendations on Excellence

a) Faculty possesses an appropriate organizational structure to engage in ODL effectively.

b) A unique Centre for Educational Technology and Media produces printed and electronic versions of self-instructional materials.

c) A well-established Management Information System, OMIS, is available.

d) Senior academics possessing very good industrial and academic experiences internationally and capabilities on taking responsibilities, together with junior academics who are willing to be exposed to the recent technological developments, contribute to the design and development of the degree programme.

e) The study programme is well-designed to develop knowledge, skills, attitudes and lifelong learning among the students in alignment with the mission of the faculty.

f) Programme design and development integrate appropriate learning strategies into the course modules for the development of self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication skills and teamwork ability.

g) The study programme possesses Higher Diploma in Technology as an interim qualification which is considered as an exit point / fallback option.

h) Course modules are designed according to the policies and procedures approved by the Senate and possess clear course specifications that are accessible to students.

i) An effective mechanism to provide scheduled activities, study materials, and course module information to the students is available.

j) The faculty ensures security/confidentiality and integrity when conducting the examinations.

k) Faculty maintains an up-to-date website, which provides all necessary information.

l) Virtual learning environment (VLE) is well-established and both academic staff and students are adequately trained on VLE.

m) Adequate services on e-resources, OER, and databases are provided.

n) Research culture among students is fostered through a compulsory research component in the curriculum, conducting UG research symposia and publishing a faculty level journal.

7.2. Recommendations for Quality Enhancement

a) Codes of conduct for different staff categories need to be developed.

b) Performance appraisal system for visiting academics must be established.

c) Adequacy of Welfare mechanisms and procedures at the Regional Centres and Study Centres should be ensured.

d) Restructuring of the grievance redress mechanism must be expedited.

e) Gender Equity and Equality policy and by-laws to deter sexual and gender-based harassment must be developed and implemented.

f) BTechHons (Engineering) study programme review needs to be conducted at least once in every five years and regular curriculum revision should be strictly adopted to keep in phase with the changes occurring in the discipline.

g) A well-established formal procedure for obtaining regular feedback from all stakeholders including students and alumni with respect to the programme design and development is needed.

h) Design and development of the degree programme should consider, as far as possible, gender equity, multiculturalism, social justice and cohesion, ethical values, *etc*.

i) A proper mechanism to measure the progression of students is needed as the students are enrolling and leaving at different stages of the programme.

j) It is recommended to appoint a mentor for each student from his/her enrolment up to graduation.

k) It is recommended to organize more training programmes on curriculum development for academic staff.

l) Assessment strategies need to be aligned to the relevant level descriptors of the SLQF, and ILOs and teaching-learning strategies of the study programme/course modules and clearly stated in the programme/course module specifications.

m) It is recommended to appoint independent second examiners /external examiners for examinations, where relevant, as part of quality control and assurance of academic standards.

n) A well disseminated credit transfer policy with clear scope, criteria, and processes needs to be developed and implemented.

o) Institutional mechanisms must be established to support social and cultural activities / co-curricular activities.

Section 8: Summary

The desk review on the SER submitted by the BTechHons (Engineering) study programme offered by the Faculty of Engineering Technology, Open University of Sri Lanka and scrutinization of the documentary evidence uploaded in the Google drive were completed and subsequently a two-day site visit was conducted on 31st of March & 1st of April 2023. During the site visit, the review team observed the facilities and held discussions with key stakeholders.

The review team is satisfied with the evidence provided for all standards under the six criteria as per the PR manual. The staff of the Faculty of Engineering Technology should be commended and congratulated for their commitment in maintaining high quality and standards in delivering the study programme in ODL mode. A few recommendations are given under the Section 7 (Commendations and Recommendations) to further enhance the quality of delivery of the study programme. Thus, BTechHons (Engineering) study programme, offered by the Faculty of Engineering Technology, Open University of Sri Lanka, has earned **"A"** grade with an overall score of **86.08%** which means that the study programme is at high level of accomplishment of quality expected of an academic programme and should move towards excellence.

The review team wishes to thank the Vice Chancellor of the Open University of Sri Lanka, Dean of the Faculty of Engineering Technology, Director of IQAU, Coordinator of FQAC, and Heads and staff members of the contributing Departments for their hospitality and support rendered to the review team to make the review process a success and very pleasant.

We wish continued success in all the future endeavors of the Faculty of Engineering Technology, Open University of Sri Lanka.

Annexure: Schedule for PR Site Visit

PROGRAM REVIEW – Stakeholder Meeting

Bachelor of Technology Honours in Engineering

Faculty of Engineering Technology

The Open University of Sri Lanka

Site Visit – 31st March 2023

SN	Time	Duration	Meetings	Remarks
1	8.00 – 8.45 am	45 minutes	Meeting with the Vice Chancellor	VC office
2	8.30 – 9.15 am	30 minutes	Meeting with Director/CQA, AR/IQAU and Staff of Center for Quality Assurance. Coordinator/FQAC and FQAC members	Visit to CQA Boardroom/ FET
3	9.15 – 9.45 am	30 minutes	Meeting with the Dean and Academic Heads of Departments *(Behalf of the Dean, HoD/Civil Eng will make a brief presentation)* With Refreshments	Boardroom/ FET
4	09.45 – 10.30 am	45 minutes	Meeting with - Relevant Permanent Academic Staff, including FET Academic Staff of ICT skills, Communication skills and other common courses	Boardroom/ FET
5	10.30 – 11.00 am	30 minutes	Meeting with - Medical Officer, Psychological counsellor, PHI,	Medical Centre
6	11.00 – 11.30 am	30 minutes	Meeting with The English Language Teaching Department	DELT
7	11.30 – 12.00 noon	30 minutes	Meeting with SAR/Examination	Examination Division
8	12.00 -12.30 pm	30 minutes	- Meeting with Librarian, Library Staff and visiting the Library to see the facilities	Library (Providing refreshments)
9	12.30- 1.00 pm	30 minutes	Visiting Center of Educational Technology and Media (CETMe) - - Meeting with the Director and Staff	CETMe Facilities- Audiovisual theatres, recording Rooms, LMS Moodle Units, Editing studios etc
10	1.00 -2.00 pm	20 Minutes	Visit Staff Development Centre, Meeting Director/SDC	Staff Development Centre
		40 minutes	Lunch with Dean, HoDs and Director/SDC	
11	2.00 – 2.45 pm	45 minutes	Meeting with Directors of Centers/Units/Cells, - Research Unit - Information Technology Division (IT) - International Relations Unit (IRU) - Operations - Centre for Environmental Studies and Sustainable Development (CESSD)	Boardroom/ FET

			- Public Information Division (PID) - Industrial Liaison Centre (ILC/UBL) - Director/ Physical Education - Centre for Gender Equity & Equality (CGEE) - Centre for Information Technology Educational Services (CITES) - Carrier Guidance Unit (CGU) - Director Regional Educational Services (RES)	
12	2.45 – 3.05 pm	20 minutes	Visit the Technology Transfer Office, Meet the Director and Staff of the Industry Liaison Centre (ILC) /University Business Linkage (UBL)	ILC
13	3.05 – 3.25 pm	20 minutes	Visit Student Welfare Division - Director/ Student Welfare - SAR/Student welfare Meeting with Food Committee (PHI, SAR General Administration & other members)	Welfare Division and Boardroom/ FET
14	3.25 – 3.45 pm	20 minutes	Visit Carrier Guidance Unit (CGU) Meeting with the Director and Staff of the CGU	CGU
16	3.45 – 4.15 pm	30 minutes	Meeting with Technical Officers	Boardroom/ FET
17	4.15 – 5.30 pm	75 minutes	Observe teaching/learning facilities relevant to the seven BTech (Hons) degree programme specializations and visit the Labs of five departments. Meet Academic Coordinators/ Academic In charge of Laboratories and meet Academic Support Staff of the Faculty.	Visit facilities of the specializations of Civil Eng, Mechanical Eng, Mechatronics Eng, Electrical Eng, Computer Eng, Electronics and Telecommunication Eng, and Textile Eng.
	5.30 pm		Leave to Hotel	Pearl Grand Hotel, Colombo 03
	6.00-7.00 pm		Discussion among the review panel members	
	7.00 pm		Serving the Dinner	

PROGRAM REVIEW – Stakeholder Meeting				
Bachelor of Technology Honours in Engineering Faculty of Engineering Technology				
The Open University of Sri Lanka				
01st April 2023 (Saturday)				
SN	**Time**	**Duration**	**Stakeholder Meeting**	**Zoom Link/meeting place**
18	08.00 – 08.30 am	30 Minutes	Meeting with CSO & Marshals	Boardroom/ RES
19	08.30 – 09.15 am	45 Minutes	Meeting with, - Director/ RES - Assistant Directors/Colombo - AR/NODES Visit to, - Colombo Regional Centre - Smart Lecture Theater - Registration Desk, Dispatch Unit - NODES, Computer facility	Boardroom/ RES
20	09.15 - 09.45 am	30 minutes	Meeting with Faculty Research Committee	Boardroom/ FET **(Hybrid)** *Join Zoom Meeting* *https://learn.zoom.us/j/69492403749?pwd=53FoVFJqRkVMMFNjWURDWEJxb1A3UT09* *Meeting ID: 694 9240 3749* *Passcode: keA0WM#S*
21	09.45 - 10.15 am	30 Minutes	Meeting with Training Engineers (Coordinators for Industrial Placement)	Boardroom/ FET
22	10.15 -10.30 am	15 Minutes	Refreshments	Boardroom/ FET
23	10.30 – 11.30 am	60 Minutes	Meeting with, - Students and Student Representatives of the Faculty	Boardroom/ FET ***(Hybrid)*** *Join Zoom Meeting* *https://learn.zoom.us/j/66991438975?pwd=UDMrK08za3c5dmVEUFcvYURvRmVUUT09* *Meeting ID: 669 9143 8975* *Passcode: ?Y3mdeBF*
24	11.30 – 12.00 noon		Meeting with, - Chief Student Counsellors - Departmental Student Counsellors - Director Learner support - Faculty Representative of Learner Support	Boardroom/ FET ***(Hybrid)*** *Join Zoom Meeting* *https://learn.zoom.us/j/62600728424?pwd=VmJhODNFS1pWVjQwTE1keFBqaWpzUT09*

			- Departmental Representatives of Learner Support	*Meeting ID: 626 0072 8424* *Passcode: Hq0HY&KY*
25	12.00 – 12.30 pm	30 minutes	Meeting with - Warden - Sub-Wardens of Temporary Residential Facilities (TRF)	Temporary Residential Facilities (TRF)
	12.30 -1.00 pm	30 Minutes	Lunch	FET
26	1.00 -1.30 pm	30 Minutes	Observing evidence and discussion among the review Panel	ECE Seminar room
26	1.30 – 2.15 pm	45 minutes	Meeting with, External Stakeholders Employers Industrial Advisory Board (IAB) members *(via Zoom)*	Boardroom/ FET ***(Hybrid)*** *Join Zoom Meeting* *https://learn.zoom.us/j/61344899206?pwd=QmhRRnRUL3U0WUI5dTNGQlU0T0d4QT09* *Meeting ID: 613 4489 9206* *Passcode: =b@UdbS8*
27	2.15 – 3.00 pm	45 minutes	Meeting with the Graduates of the Programme (Alumni Members/ Non-Members)	Boardroom/ FET ***(Zoom)*** *Join Zoom Meeting* *https://learn.zoom.us/j/69937358032?pwd=S0kwbENY5y9neGU3S1BhY0svR1ZjUT09* *Meeting ID: 699 3735 8032* *Passcode: Py9Lv5n!*
28	3.00 – 3.30 pm	30 minutes	Refreshments + discussion among the review panel	Boardroom/ FET
29	3.30 – 4.00 pm	30 minutes	Wrap up meeting with the Dean, Heads, all Academic Staff, and AR of the Faculty	Boardroom/ FET ***(Hybrid)*** *Join Zoom Meeting* *https://learn.zoom.us/j/66449251349?pwd=aTFISXlQUUxYd0lQL0pBMnpwS3FIUT09* *Meeting ID: 664 4925 1349* *Passcode: xE&7mT2x*