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SELF-EVALUATION REPORT

MARCH 2018

**DEPARTMENT OF LEGAL STUDIES
THE OPEN UNIVERSITY OF SRI LANKA**

SELF-EVALUATION REPORT

Programme Review

Bachelor of Laws Degree Programme

Department of Legal Studies

Faculty of Humanities & Social Sciences

The Open University of Sri Lanka

P.O. Box No 21, Nawala, Nugegoda



List of Abbreviations

AD	Assistant Director
AR	Assistant Registrar
AVR	Audio and Video Resource
BOS	Board of Survey
CAT	Continuous Assessment Test
CBT	Closed Book Test
CCTV	Closed Circuit Tele Vision
CETMe	Center for Educational Technology and Media
CTHE	Certificate in Teaching in Higher Education
DE	Distance Education
DLS	Department of Legal Studies
DSM	Department Staff Meeting
FE	Final Examination
EQA	External Quality Assurance
FBM	Faculty Board Meeting
GCE	General Certificate of Education
HEIs	Higher Education Institutions
HSS	Humanities and Social Sciences
HOD	Head of Department
HR	Human Rights
ICT	Information & Communication Technology
ICRC	International Committee of Red Cross
ILO	Intended Learning Outcome
IQA	Internal Quality Assurance
IQAC	Internal Quality Assurance Cells
IT	Information Technology

JC	Junior Coordinator
LL.B	Bachelor of Laws
LMS	Learning Management System
LO	Learning Outcome
MIS	Management Information System
MOODLE	Modular Object Oriented Dynamic Learning Environment
NAC	Nodes Access Centre
NBT	No Book Test
NLH	Notional Learning Hour
OBE	Outcome – Based Education
ODL	Open and Distance Learning
OER	Open Educational Resources
OHP	Over Head Projector
OMIS	Open Management Information System
OUSL	The Open University of Sri Lanka
PA	Project Assistant
PG	Post Graduate
PIO	Public Information Office
PPT	PowerPoint Presentation
PQP	Past Question Paper
QA	Quality Assurance
QAAC	Quality Assurance and Accreditation Council
R&D	Research and Development
RC	Regional Centre
SAR	Senior Assistant Registrar
SBS	Subject Benchmark Statement
SC	Senior Coordinator

SCL	Student – Centered Learning
SDC	Staff Development Centre
SER	Self – Evaluation Report
SGBV	Sexual and Gender – Based Violence
SLQF	Sri Lanka Qualifications Framework
SOP	Standard Operational Procedures
SMS	Short Message Service
TMA	Tutor Marked Assignment
TOR	Terms of Reference
TRF	Temporary Residential Facilities
TUA	Trade Union Actions
UGC	University Grants Commission
UN	United Nations
VC	Vice Chancellor
VLE	Virtual Learning Environment



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Chapter 1

Introduction to the Study Program

1.Overview of the Open University

The Open University of Sri Lanka (OUSL) was established in 1980 under the Universities Act No. 16 of 1978 and the Open University Ordinance No. 01 of 1990 as amended by No 12 of 1996.¹ It has the same legal and academic status as any other national university and thus comes under the purview of authority of the University Grants Commission.²

The distinctive feature of OUSL is that it is the only recognized tertiary educational institution in Sri Lanka that offers students the opportunities for pursuing higher studies through the Open and Distance Learning (ODL) methodology.³

OUSL has five (05) academic faculties, nine (09) regional centers and nineteen (19) study centers across the country. The Central Campus is located at Nawala, Nugegoda. The five faculties are; the Faculty of Humanities and Social Sciences, Faculty of Engineering Technology, Faculty of Education, Faculty of Natural Sciences and Faculty of Health Sciences.

One of main objectives in forming OUSL is to provide tertiary level educational opportunities to employed adult- citizens of the country.⁴ Hence, OUSL offers foundation programs for those who do not have any formal educational qualifications. Thus, OUSL provides a readily accessible and progressive ladder of opportunities to students to obtain higher education. The study programs cater to the national educational and training needs. On successful completion of studies at OUSL, students are able to obtain qualifications such as certificate, advanced certificate, diploma, first degree or post-graduate qualifications.

Also, OUSL is a member of the Asian Association of Open Universities and Association of Commonwealth Universities.

¹Gazette No. 591/18 of 5th January 1990.

²By Public Administration Circular No. 16/92 dated 13.03.92, the Ministry of Public Administration and Home Affairs has directed all Government institutions to confer equal status to OUSL qualifications on par with the qualifications of all national universities.

³ ODL is a mode of delivering knowledge, education at instructions to students who are not always physically present in a conventional setting such as classrooms.

⁴Under Sec. 2.1 of the General By-law No. 01 of 1993, any person who is above 18 years of age may enroll for any study program in the OUSL. No specific entry qualifications are required, except where specified. Exemptions are given to those who possess approved qualifications.

2. Faculty of Humanities and Social Sciences (HSS)

HSS is the largest academic faculty in the OUSL in terms of student population size, graduate output, income generation and more importantly, academic discipline-wise. HSS has four academic departments viz.

- (a) Department of Legal Studies,
- (b) Department of Language Studies,
- (c) Department of Management Studies and
- (d) Department of Social Studies.

3. Overview of the Department of Legal Studies (DLS)

DLS is one of the largest academic departments of HSS faculty in terms of student population, graduate output, income generation etc. DLS commenced her activities in 1984/1985 academic year. It is also the only higher education institution in Sri Lanka that offers Bachelor's Degree in Law (LL. B) using ODL methodology. DLS launched her first-ever post graduate program viz. LL. M in 2013. Other distinctive factor is that LL. B degree is one of the two professional qualifications amongst all 52 academic qualifications that OUSL offers via her five faculties.

3.1. Vision and Mission

The vision and mission statements given below have been formulated in keeping with the overall academic role of DLS, and it epitomizes her contribution and obligations in producing high quality law graduates in Sri Lanka. The vision and mission statements are conveyed to all stakeholders via Students' Guidebook.

Vision

- To impart knowledge in law, legal values and ethics to student population in particular and the public in general in order to be the vanguards and protectors of legal rights of the humankind and of the motherland.

Mission

- To create a knowledge-based society wherein the OUSL law graduates will be the engine and role-model to be emulated by others.

3.2 The objectives of LL. B Degree Program

The specific objectives and the co-related academic activities (examples for objective-oriented co-related activities are given in parenthesis) have been designed in consultation with the industry viz. Bench and Bar and they are as follows;

- Guide and assist students to acquire knowledge in core areas in law with the necessary academic orientation in ODL environment (e.g. 17 courses dealing with substantive aspects of theory in law supported by printed module for each course)
- Develop skills of intellectual reasoning, investigation and critical analysis (e.g. via compulsory project on Jurisprudence)
- Create an understanding of law in action and of the role of law in contemporary society (e.g. via compulsory project on Environmental Law)
- Cultivate the ability to analyze complex facts relating to modern issues and to apply law to contemporary realities (e.g. via Tutor Marked Assignments (TMA), Continuous Assessment Tests (CAT) and final examinations)
- Help students to develop advocacy skills, presentation and writing skills (e.g. *Viva-voce* /Oral Presentation on Land Law)
- Develop skills in legal research adopting multi-disciplinary approach (e.g. via course on Research Methodology, Dissertation, Project Reports).

4. Restructuring of the Program as per SLQF Standards

As per the directions of the University Grants Commission, OUSL decided to implement UGC-QAAC recommendations in Sri Lanka Qualifications Framework (SLQF) to all academic programs of the University. Due to the specific nature of the LL. B degree program, DLS decided to implement SLQF standards in **Two Phases** with effect from 2017/2018 and 2018/2019 academic years respectively.

- **Phase- I** (Effective from 2017/2018 academic year).
 - i. Reformulation of Course Codes (viz. existing 7-character course code comprising three alphabets and 4 digits were changed as per SLQF standards). See **Table: 1 below for details.**
 - ii. Adjustment of credit load (viz. current 144 credits load was readjusted to 120 credits limit required as per SLQF Level 6). See **Table: 2 below for details.**
 - iii. Restriction of total duration to complete the degree program to 12 years (viz. currently, no such restriction. As per SLQF standards, three times the minimum duration for the completion of degree program has been introduced via Interim Bylaws)

- **Phase- II** (Effective from 2018/2019 academic year)
 - i. Repositioning of LL. B degree program at SLQF Level 6 as an Honors Degree Program. See **Table: 2 below for details.**
 - ii. Introduction of Research Methodology as a non-credit course at Level 5
 - iii. Introduction of Dissertation as a 6-credit compulsory course at Level 6
 - iv. Introduction of two new courses on Law of Evidence and Interpretation of Statutes & Documents to the curriculum.

Table 1: Course Code and Credits Change

Level	Course Code		Course Title & Credit Load	Credit
	New	Old		
Level 3	LLU3901	LWU1201	Constitutional Law - I	Credit 9
Total Credits 30	LLU3502	LWU1202	Principles of Equity	Credit 5
	LLU3703	LWU1411	Introduction to the Laws of Sri Lanka	Credit 7
	LLU3904	LWU1412	Legal Method	Credit 9
Level 4	LLU4805	LWU2311	Law of Contracts	Credit 8
Total Credits 30	LLU4806	LWU2312	Criminal Law	Credit 8
	LLU4707	LWU2313	Family Law	Credit 7
	LLU4708	LWU2314	Constitutional Law II	Credit 7
Level 5	LLU5709	LWU3311	Administrative Law	Credit 7
Total Credits 30	LLU5810	LWU3312	Land Law	Credit 8
	LLU5811	LWU3314	Environmental Law	Credit 8
	LLU5712	LWU3315	Public International Law	Credit 7
	LLU5019	None	Research Methodology	Credit 0
Level 6	Compulsory			
	LLU6713	LWU4321	Jurisprudence	Credit 7
	LLU6714	LWU4326	Law of Delict	Credit 7
Total Credits 30	LLU6618	None	Dissertation	Credit 6
	Optional			
	LLU6515	LWU4323	Labour Law	Credit 5
	LLU6516	LWU4324	Commercial Law	Credit 5
	LLU6517	LWU4325	International Human Rights	Credit 5

Table 2: Comparison of SLQF and OUSL Minimum Total Credits for Qualifications and Level Requirements

SLQF Level	Qualification	Current Minimum Total OUSL Credits	Minimum Total SLQF Credits* to be adopted by OUSL from 2018
1	Certificate	18	30 credits [comparable to GCE (O/L) qualifications]
2	Advanced Certificate	36	30 credits [comparable to GCE (A/L) qualifications]
3	Diploma	36	30 credits after SLQL 2
4	Higher Diploma	72	60 credits after SLQL 2 of which 30 credits after SLQL 3
5	Bachelor's Degree	108	90 credits after SLQL 2 of which 60 credits after SLQL 3, of which 30 credits after SLQL 4
6	Bachelors (Honours) Degree	144	120 credits after SLQL 2 of which 90 credits after SLQL 3, of which 60 credits after SLQL 4, of which 30 credits after SLQL 5
7	Postgraduate Certificate	24	20 credits after SLQL 5 or SLQL 6
8	Postgraduate Diploma	30	25 credits after SLQL 5 or SLQL 6
9	Master's Degree with course work	36	30 credits after SLQL 5 or SLQL 6
10	Master's Degree with research	72	60 credits after SLQL 5 or SLQL 6 including a research component of minimum 15 credits
11	Master of Philosophy degree	Minimum of 2 years	Minimum of 2 years of fulltime or equivalent time of original research after SLQL 6 or above
12	Doctoral degree	Minimum of 3 years	Minimum of 3 years of fulltime or equivalent time of original research after SLQL 6 or above

* In general, 1 SLQF credit is equivalent to 1.2 OUSL credits. Thus, 36 OUSL credits are equivalent to 30 SLQF credits.

5. Program Management Structure

To ensure an efficient and quality service to all stakeholders, especially to students in terms of both academic standards and administrative convenience; management of all functions of the degree program was structured in a such a way, that a clear line of accountability exists in every sphere of functionality. This management structure consists of three layers of managers/coordinators.viz top, middle and lower level. The lower level coordinators are Project Assistants (PA) who are supported by clerks, data entry operators (DEO), and office assistants. The middle level coordinators are Junior Coordinators (JC) comprising probationary, temporary and contract-based lecturers and the top level consists Senior Coordinators (SC) comprising senior lecturers and confirmed lecturers. **(See diagram on next page for details)**

Another notable feature of this management structure is that it reckons the contribution of all staff such as clerks and office assistants (works aides) as important for the smooth functioning of the program

The allocation of responsibilities to those coordinators is bifurcated as

- (i) Subject Coordination and
- (ii) Level Coordination.

Under subject-coordination, each academic has been assigned one or two subjects (courses) depending on their research and teaching interests. They are mainly responsible for the improvement of the subjects assigned to them in terms of revising the current printed course material (books), teaching materials, and online supplementary material i.e. updating of the MOODLE webpage etc. **See Table: 3 & 4 below for details of level and course coordinators**

In level-coordination, all coordinators in the lower, middle and top levels are responsible for ensuring smooth functioning of the activities of levels assigned to them. The main functions of the coordinators are scheduling of time tables/schedules for lectures (day-schools), oral presentations, special seminars, CA tests, distribution and collections of answers scripts, project reports, all documentations work relating to those activities (i.e. preparation of list of examiners, memos) replying to students quarries over the phone and in writing, counseling students (only junior and senior lecturers), etc. In general, each and every managerial function of day-today concerns should be attended by lower and middle level coordinators in consultation with senior level coordinators and HOD.

Table: 3: Level Coordinators

Level	Senior Coordinators	Junior Coordinators	Project Assistant
3	Ms. Sandya Hewameealla	Mr. Ruchira Rosa	Vacant
4	Ms. Sunethra Goonetilleke Ms. Wasana Panditharatne	Ms. Geethani Jeewanthi Mr. P.B. Herath	Ms. Shirani Rajakaruna
5	Ms. Niluka Gamalath	Ms. Janaka Selvaras	Ms. Waruni Priyanga
6	Ms. Niluka Damayanthi	Ms. K.N. Sanjeevani	Ms. Nadeeshika de Silva

Table: 4 Subject Coordinators

Details of Level	Name of Subject/Course	Name(s) of the Coordinating Academic
Level-3	Principles of Equity	Vacant
	Constitutional Law I	Vacant
	Introduction to the Laws of Sri Lanka	Mr. Ruchira Rosa- Lecturer (Probationary)
	Legal Method	Mr. P.B Herath - Lecturer (on Contract)
Level 4	Criminal Law	Mr. Raja Goonaratne- Senior Lecturer/Head of the Department Ms. Wasana Panditharathna- Lecturer
	Family Law	Ms. Sunetra Gunetilleke- Lecturer

	Constitutional Law II	Ms. Niluka Gamalath- Senior Lecturer
	Law of Contract	Ms. Sunetra Gunetilleke- Lecturer
Level 5	Environmental Law	Prof. Ms. C. Guneratne- Ms. Janaka Selvaras - Lecturer (Probationary)
	International Law	Ms. Sandya Hewameella- Senior Lecturer
	Land Law	Ms. Ayodya Ratnayake- Lecturer (on Contract)
	Administrative Law	Vacant
Level 6	Law of Delict	Prof. Ms. C. Guneratne- Ms. K. N. Sanjeevani- Lecturer (on Contract)
	Commercial Law	Mr. Raja Goonaratne- Senior Lecturer/Head of the Department
	International Human Rights Law	Mr. Raja Goonaratne- Senior Lecturer/Head of the Department
	Jurisprudence	Ms. Niluka Damayanthi- Senior Lecturer
	Labour Law	K.N. Sanjeevani- Lecturer (on Contract)

6. Student Profile

Student population of LL. B degree program comprises of students from all walks of life i.e. young students who have just left school education, adult students, retirees, top ranking government administrators, lower and middle level judicial officers and attorneys, members of tri forces and police service etc. This diversity makes both positive and negative impacts on the overall running of the program. Especially, the needs and demands of diverse student groups differ vastly causing huge administrative problems in scheduling timelines for various activities. Also, teaching to such hugely diversified group of students is challenging and it makes the teacher more conscious of educational needs of different groups.

Population analysis in the OUSL may focus on many different aspects of diversities such as, gender, medium, centre and level of study etc. Also, other factors such as age, civil, residential, employment status, ethnicity, religion may be used for population analysis. **Tables 5 and 6 below show of student population medium wise, gender and study level in 2017/2018.**

Table:5 Genders and Study- Level-wise Total Student Population

Level	Female	Male	Total
Level III	608	1134	1742
Level IV	589	774	1363
Level V	286	385	672
Level VI	382	440	822
Grand Total	1865	2733	4598

Table: 6 Medium-wise Student Populations

Sinhala	Tamil	English	Total
3275	723	600	4598

7. Students'Workload

Workload of an undergraduate is stated in terms of a credit. A credit may be defined as a measure of the knowledge/skill gained by a student by engaging in the standard listed activities in a program. In the SLQF credit system, the student workload of a study program is defined in **Notional Learning Hours (NLH)**. In accordance with this definition, existing credit system of the LL.B degree program was adjusted to reflect the students' real workload. Some key indicators are as follows;

- i. The minimum number of credits per course is 1. The number of credits per course is indicated by whole numbers.
- ii. One OUSL credit is considered equivalent to 50 NLH for a taught course, laboratory studies course or field studies/clinical work which includes time spent for assessments. In case of industrial training, including time allocated for assessments and in case of research, including time allocated for literature

survey and assessment, one credit is considered equivalent to a minimum of 100 NLH. See **Table: 7 below for a comparison of NLH with OUSL credit system.**

- iii. OUSL law students are allowed to register at any level for a maximum of 30 credits of regular courses and minimum of 8 credits of continuing education courses in an academic year depending on the study activity involved. See **Table 7: below for a Description of Notional Learning Hours (NLH) at OUSL**

Table: 7 Comparison of NLH with OUSL Credit System

Type of course	Number of NLH per 1 OUSL/SLQF credit	Comments
Regular course with printed lesson materials as the major component and other study activities	50	
Industrial training	100	Activities include training, writing any reports related to the training and assessments
Research	100	Activities include laboratory/field work, literature survey, writing of the dissertation and assessments

Table 8: Description of Notional Learning Hours (NLH) at OUSL

Type of activity	OUSL defined / scheduled unit	Number of NLH	Comments
Studying of self-instructional materials which includes reading and understanding the session, completing the activities in the sessions, preparations for day schools and all other learning	One session	5 hours	

activities related to the printed session			
For practical work, including laboratory / field work/ clinical work / micro-teaching / teaching practicum	1 hour	1.5 hours	For each 1 hour of laboratory/ field/ clinical studies scheduled by OUSL, half an hour of independent studies are recommended. Notional learning hours include time allocated for conducting practical work, preparation, writing any reports and the time allotted for assessments
Day school	1 hour	1 hour	
Assessment/assignment	1 hour	1 hour	
On-line support	1 hour	1 hour	
Literature search	1 hour	1 hour	
Writing dissertation	1 hour	1 hour	

8. Graduate Output

The pie chart below shows graduate output in the last five years of the degree program. Accordingly, a total of 1,156 graduates have been produced during the period under review with an average of 231 graduates per year.

Also, **Table: 9** below shows the classes obtained by graduates during this period. A total of 31 classes have been earned by graduates during this period comprising of 4 upper second classes, and 27 lower second classes. However, none of the graduates have been able to earn a first class during the period under review.

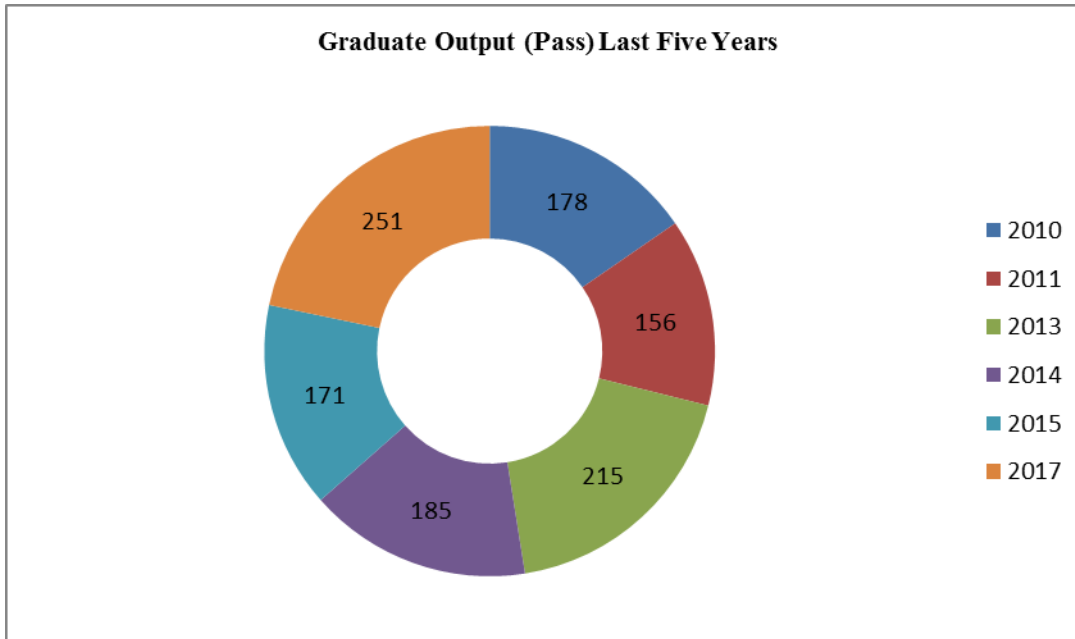


Table:9 List of Classes Obtained by Graduates

Year	2 nd Uppers	2 nd Lowers	Grand Total
2010	0	2	2
2011	0	1	1
2013*	0	5	5
2014	1	3	4
2015	0	4	4
2017**	3	12	15
Grand Total	4	27	31

*Convocation was not held in 2012 due to trade union action.

**2016 batch graduated in 2017.

9. Staff Profile (Academic)

Since the inception a major constraint is the shortage of academic staff to cater to a large number of undergraduates. Although the previous administrations took measures from time to time to address this issue, currently it has reached the maximum level. Tables: 10 & 11 below shows the total number of approved academic cadres of staff members on study leave.

Accordingly, the currently available actual number of academic staff members at DLS is 07 while 4 lecturers (on contract) assigned to 04 regional centres have been called into the DLS due to severe shortage of academic staff. This makes it ample clear that student-teacher ratio at DLS remains very low when compared with other departments in the faculty of HSS as well as other faculties of OUSL.

Table: 10 Approved Academic cadres to DLS

Se/ No	Designation	Service	Salary Code	DLS approved Cadres	Exiting Cadres	Vacancies
01	Professor	Academic	U-AC 5	1	0	1
02	Professor	Academic	U-AC 5		1	
03	Associate Professor	Academic	U-AC 4		0	
04	Senior Lect. Gr. I/	Academic	U-AC 3		1	
	Senior Lect. Gr. II/			20	4	3
	Lecturer/				2	
	Lecturer (Prob.)				9	
05	Lecturer*	Academic	U-AC 3	1	1	0
06	Temporary Lecturer				0	
07	Lecturer on Contract				5*	

Table: 11 Academics on Study Leave

Se/No	Name of the Academic	Period		Qualification to be obtained
		From	To	
01	Ms. Yashodra Kathiragamathamby	16.01.2017	31.12.2018	Ph.D
02	Ms. Nisanka Jayaratne	01.04.2017	01.09.2018	M.Phil
03	Mr. Nadeesh de Silva	03.08.2017	-	Ph.D

04	Ms. Niroshika Liyanamuhandiram	11.07.2016 – 11.07.2018	LL. M
05	Ms. Ruwanthika Ariyaratne	01.04.2017 – 01.09.2018	M.Phil
06	Mr. Ramindu Perera	13.08.2017 –	LL. M
07	Mr. Sanath Wijesinghe	10.02.2018- 10.02.2020	Ph.D
08	Ms. Geethani Jeewanthi	08.01.2018 - 08.06.2018	M.Phil
09	Ms. Sunethra Gunetilleke	Approval Pending	Ph.D

9.1 Staff Profile (Non- academic)

The contribution of non-academic staff for the program management is essential without which perhaps the entire program may be jeopardized. This category of staff includes clerical, computing and academic support staff such as Project Assistants (PA). Table 12 below shows non-academic staff available at DLS currently.

Table: 12 Approved Non-academic Cadres of DLS

Category	No. of Approved Cadres	No. of Existing Cadres
Senior Staff Assistant	01	01
Clark (Grade III)	01	01
Labourer / Work Aide (Grade III)	01	01
Office Assistant (On Contract)	01	01
Project Assistant (On Contract)	07	03

10. SWOT Analysis of DSL

Strength	Weaknesses	Opportunities	Threats
OUSL Central Campus is located at a thriving suburb of Colombo city with very convenient road network and transport facilities that attracts students for studies.	A large number of students per intake.	DLS is the only institute in Sri Lanka to obtain LL. B through ODL mode.	Mushrooming of private sector institutes threatening the quality of legal education.
Well-equipped library with audio-visual facilities at central and relatively good environment for research and reference studies.	Exceeding of student-teacher ratio.	The most favorite and high demanding degree programme of OUSL.	Insistence from higher administration to enroll a large number of students.
Student-oriented easily approachable academic, administrative and non-academic staff that are readily available for learner support services.	Inadequacy in allocating face to face teaching hours.	Stable and growing share in the higher education sector.	Insistence from higher education sector authorities to conduct the programme only in English medium.
Positive public perception about DLS and its quality education. DLS commands reputation among counterparts both in the state and private sectors.	Insufficiency of academic and non-academic staff to service large number of undergraduates.	More scope for developing related programmes.	Threat of losing the professional recognition.
ILOs and the overall objectives of the program are well defined and clearly related to the activities carried out under each course offered.	Only 7 months being allocated for teaching per course per academic year.	Availability of opportunities for furthering advanced studies in law.	Non-cooperative approach by the university administration to maintain quality.

Young, dynamic and well qualified academic staff equipped with ODL methodologies to impart knowledge and guide through during the entire student career at DLS-OUSL.	Lack of IT & library facilities in the university (especially at RCs).	Capacity to cater to the educational needs of wide-spectrum high caliber professionals.	
The essential skills such as advocacy, analytical, presentation etc. are imparted through core compulsory and elective courses and related activities such as Oral Test, TMAs, Projects Report etc.	Limitation of choice of courses.	Higher outreach capacity as the programme conducted in all RCs representing all provinces.	
All communications to students are provided via centralized information management system OMIS. So, students can apply, see results and student profile online.	Inequity in distribution of financial and other resources to the programme.	Well established academic and professional affiliation with Bench, Bar and academia.	
Almost all our graduates join private bar, and fewer number joins official bar and other state agencies to work as legal officers.	Imbalance in graduate output.		
DLS organizes proactive learner support in sport, cultural and community based programs.	Inadequacy of lecture halls and other seating facilities.		
Network of regional and study centres help			

students to get enrolled at any nearby centre and continue with studies at his own phase.			
Tutorial and lecturer panel consists of professionals drawn from the industry such as Bench and Bar. So that their exposure help students develop their practical skills.			
Diversified student population help peer learning more meaningful and productive.			
Availability of scholarship and Dean List schemes help needy and bright students to continue their studies despite financial constraints.			



Chapter 2

Process of Preparing the SER

2.1 Introduction

In compliance with the QAAC of UGC requirement, DLS took necessary steps to appoint the required working groups to prepare SER for degree Programme. Even though DLS was officially informed of QAAC evaluation quite recently, DLS staff agreed to participate in the evaluation process as a matter of good academic and administrative exercise¹. Accordingly, DLS took the following substantive steps to expedite and monitor the process.

Step 1-UGC QAAC evaluation was included as a standing item of the DLS Staff Meeting.

Step 2-Six working groups were appointed representing six criteria (See Table 13 below).

Step 3-An overall administrative committee was convened to raise awareness among all staff in administrative sector and to request their support and contribution.

Step 4-Constant monitoring of progress was carried out at Departmental Staff Meetings and Working Group Meetings.

Step 5-Meanwhile, working group members engaged in tedious task of searching for evidence and collecting documents for each criterion.

Step 6-Faculty organized a special workshop with the participation of Prof. Uma Coomaraswami to educate the faculty members on the writing of SER.

Step 7- Appointment of SER writing groups. (See Table 14).

After preliminary discussion, working group chairman advised the working group members to study the UGC-QACC Manual. Accordingly, a series of discussions were held and a special meeting to discuss Criteria 1 was held at the faculty level.

In the discussions, it was decided to prepare a work schedule and time frames for writing the SER (See the Table 2) Due to time constraints chairman of the SER committee instructed all working group members to make sure that the assigned works are carried out every day without any interruption.

¹ Dean of the Faculty of HSS officially informed DLS on UGC QAAC evaluation recently (See the relevant Annexure for detail)

Each working group submitted a brief report as to the quantum of work completed each day to the chairman. Team leaders and team members were assigned different tasks. Table 13 below shows the team members and the criterion assigned to each working group.

2.2 Working Groups Structure and the Roles.

As a necessary prerequisite of the SER process, working groups for each criterion was formed as shown in the table given below.

Table 13- Details of SER Working Groups

Working Group	Name of the Leader	Name(s) of Members	Assigned Criterion
	Mr. Raja Gooneratne		Chairperson
	Prof. C. Guneratne		Overlooking the SER
1	Ms. H.N. Damayanthi	Ms. Yashoda Thillekerathne	Programme Management
2	Ms. Sandya Hewameealla	Ms. Ayodya Ratnayake	Programme Design and Development
3	Ms. Janaha Selvaras	Mr. Sanath Wijesighe	Course Design and Development
4	Ms. Wasana Panditharatne	Ms. K.N. Sanjeevani	Learning Infrastructure Recourse and Learner Support
5	Ms. Sunetra Gunetillake	Mr. Ruhira Rosa	Learner Assessment and Evaluation
6	Ms. H.N.D. Gamalath	Mr. P.B. Herath	Innovative Initiative and Good Practices

2.3 Appointing of SER Writing Groups

The following members were appointed for writing SER.

Table 14: SER Writing Groups

S/No	Name of the Member	Assigned Chapter of the SER
01	Mr. Raja Gooneratne (Chair of SER writing team) Ms. K.N.Sanjeewani Mr. P.B Herath	Introduction to the Programme - Chapter 1
02	Ms. Niluka Damayanthi (Leader) Ms. Wasana Panditharatne	Process of Writing SER - Chapter 2
03	All working groups members	Compliance with the Standards. Chapter 3
04	Ms. Sandya Hewameealla (Leader) Ms. Ayaddya Ratnayake	Summary- Chapter 4

2.4 Collection & Analysis of Data and Compilation of SER Draft Report.

Each working group collected the relevant evidence and analyzed them independently. They reported back their information to the SER chair. Finally, all working groups members met together to compile the final version.

2.5 Timeline for Preparation of SER

Table 15 below describes the timeline that was adhered by the DLS in the preparation of the SER.

Table 15: Timeline for Preparation of SER

No	Date	Task	Time- Bound
01	18/12/2017	Preliminary discussion	-
02	18/01/2018	Sending Letters to all divisions requesting support for Programme review work	-
03	23/01/2018	Meeting with all administrative staff for collecting information for SER	-

04	02/01/2018	Setting of working groups	-
05	03/01/2018	Preparation of files for each criterion	03/01/2018 to 05/01/2018
06	08/01/2018	Searching of evidence for each criterion	08/01/2018 to 19/01/2018
07	22/01/2018	Gathering and filing	22/01/2018 to 24/01/2018
08	25/01/2018	Writing of the Self Evaluation Reports	25/01/2018 to 31/01/2018
09		Discussing the SER draft report	28/02/2018 to 06/03/2018
10		Finalizing the SER report and submission	04/04/2018

2.6 Finalizing and submission of SER

Submission deadline was 04th March 2018. However, the Federation of the Non-academic Staff declared a Trade Union Action (TUA) on 28th February 2018. Accordingly, Dean of the Faculty informed DLS that the deadline had been extended up to 16th of March 2018. However, TUA actions continues, submission deadline remains extended. Despite the tremendous difficulties due to this trade union action, DLS staff worked hard to finalize the SER.



Chapter 3

Compliance with Standards

Criterion 1 - Programme Management

Criterion 2 - Programme Design and Development

Criterion 3 - Course Design and Development

Criterion 4 - Learning Infrastructure & Resources and Learner Support

Criterion 5 - Learner Assessment and Evaluation

Criterion 6 - Innovative Initiatives and Good Practices

Criterion 1 - Programme Management

	Standard	Claim of the degree of internalization of best practices and level of achievement of standards	Documentary Evidence to Support the Claim	Code No. of the Document
1.1	The faculty offering programmes has a mission statement that is relevant to its operational context adhering to ODL mode of delivery and is supported by clearly defined goals and objectives.	DLS has its mission statement which defines its goals and objectives.	Student Guidebook	STDNT.G.BK-1
1.2	The faculty organizational structure is adequate for effective management and execution of its core functions with respect to programme management	Existing administrative structure of DLS functions effectively.	University Act Student Guidebook Faculty Board Minutes Faculty Sub committees, Ad-hoc committees Faculty Memos DLS Staff Meeting Minutes Annual Report	UNI.ACT/OU.Ord.-1 STDNT.G.BK-2 FB.MTG.Min-3 FAC.Sub/Adhc.Cmte-4 FAC.Memos-5 DLS.Stf.Mtg.Min-6 Uni.Annl.RPT-7

1.3	The faculty action plan with respect to programmes of study are up to date and aligned with the university'sHEP' s Strategic plain and demonstrates readiness to adopt new trends in higher education and ODL.	OU strategic plan for 2015-2020/ 2016-2020 stipulates the strategies/Goals. DLS internalizes those strategies and goals through its actions. Introducing new evaluation method comes. i.e.Dissertation and Research Methodology, Selection Test criteria, online supplementary courses.	OU Strategic Plan Registration Package Operational Committee Minutes Faculty Board Memo MOODLE Page	OU.Strategic.PLN- 1 Reg.Pkg- 2 Ops.Cmte.Min- 3 FB. Memos- 4 MOODLE.ScrnSht- 5
1.4	The faculty adopts management procedures that are in compliance with national and institutional Standard Operational Procedures (SOPs) and they are documented and widely circulated.	Appropriate management procedures in compliance with UGC, OUSL, National SOPs are complied.	Internal Audit Procedures. UGC Circulars on procurement, recruitment, promotions etc. University Act/OUSL Ordinance Registration Package Stock Clearance Procedures	Intl.Adt.Prcls- 1 UGC.Cirs- 2 UNI.ACT/OU.Ord- 3 Reg.Pkg- 4 Stck.Clrnc.Prds- 5
1.5	The faculty adopts a participatory approach in its governance and management and accommodates external academics/relevant stakeholder's relevant field/s of study and student representation on faculty boards.	Teaching panel consists of professionals from private and official bar and adopts a network of internalized consultative meetings. Students representation legalized under by-laws. FB consists of members from relevant field and industry.	FB Minutes List of visiting staff panel (Knowledge transfer and management) Student FeedbackForms Minutes Faculty Advisory Committee DLS Staff Meeting Minutes Student Union By-laws	FB.MTG.Min- 1 Lst.Vtng.Stf.Pnl- 2 STDNT.Fdbck.Frms- 3 Adv.Cmte.Min- 4 DLS.Stf.Mtg.Min- 5 STDNT.UNION.Byls- 6

1.6	The faculty has sub committee's ad hoc committees to coordinate implementation of all functions of programme management.	<p>The Faculty Sub committees and Ad hoc committees.</p> <p>DLS Sub committees and Ad hoc Committees</p> <p>Level and Course Coordination Committees.</p> <p>Ad hoc committee on LL. B Admission Test Review.</p> <p>Guidebook Committee.</p> <p>Orientation Standing Committee.</p> <p>Staff Motivational Committee.</p> <p>Department By-law Committee</p>	<p>FB Minutes</p> <p>List of Sub-committees and Ad hoc Committees</p> <p>DLS TOR on Ad hoc Committees</p> <p>Course Development Sub- Committee Minutes</p>	<p>FB.MTG.Min-1</p> <p>FAC.Sub/Adhc.Cmte-2</p> <p>DLS.TOR.Adhc.Com-3</p> <p>Crse.Devel.Sub.Cmte.Min-4</p>
1.7	The faculty adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	Conduct activities as per the activity schedule and University Year Plan.	<p>Registration Package</p> <p>Examination Panel Meetings</p> <p>Final Award Meeting</p> <p>Convocation Schedule</p> <p>Correspondence-Examination Division</p>	<p>Reg.Pkg-1</p> <p>Exm.Pnl.Mtg-2</p> <p>Fnl.Awds.Mtg-3</p> <p>Convo.Schdl-4</p> <p>Corr.Ex.Div-5</p>
1.8	Pre-planned annual operational cycle for the programmes of study	Plan operation cycle annually in line with the University Master Activity Plan.	<p>Activity Schedule Plan</p> <p>Electronic (www.ou.ac.lk) and News Paper Advertisement for applications of LL. B.</p> <p>Course Materials Printing orders</p> <p>Registration Package</p>	<p>Acty.Scdl.Pln-1</p> <p>Advert.Elc./Ppr-2</p> <p>Crse.Mtls.PRINTING.Ords-3</p> <p>Reg.Pkg-4</p>

1.9	The faculty has mechanisms in place to ensure effective communication and coordination among different institutional constituencies to conduct academic activities of the programme of study	Obtain reporting from RCs representatives, Progress Reports from RC ADs, Correspondence with relevant SAR/ AR, Bursar, Printer, Dispatch Division.	Miscellaneous Correspondence Progress Reports from RC ADs Status Reports from RC Representatives Letters of Appointments of RC Representatives	MISCELLANEOUS.Corr-1 Prgss.RPT.RC.AD 2 STATUS.RPT.RC.Rep-3 Lts.Appts.RC.Rep.-4
1.10	The faculty makes available a handbook to all prospective students.	DLS uploads brochure in to OUSL web site, and deliver Guidebook at registration.	Previous Brochures (2013-14 to 2017-2018) Correspondence with Director-IT Director-ISM Student Guidebook	BROCHURES-1 Corr.IT.Dir-2 Corr.ISM.Dir-3 STDNT.G.BK-4
1.11	The faculty makes available a study programme prospectus to all incoming students enrolling in the programme of study	DLS issues a detailed Student Guidebook.	Students' Guidebook Attendance Sheets of new entrants collecting Guidebooks at orientation.	STDNT.G.BK-1 Attn.STDNT.Orientation-2
1.12	The faculty web site is up to date with current information and provides links to all publications such as hand books/prospectus special notices announcements, etc...	Updates its web page (www.ou.ac.lk) periodically. All special notices sent to students via My OUSL and DLS web notice board.	Correspondence with Director-IT Director ISM MOODLE Coordinator, Staff Members Websites	Corr.IT.Dir-1 Corr.ISM.Dir-2 Corr.CETMe-3 www.ou.ac.lk/Scrn.Sht-4 ums.omis.ousl.lk/Scrn.Sht-5

1.13	Faculty offers an introduction programme for all new students to facilitate students' transition from 'school' to university' environment and transition from face to face to ODL environment.	Annual orientation programmes (2013-2014 to 2016-2017), Start @ OUSL- 2014-2015.	Student Guidebook Correspondence with VC office CETMe calling VCD on ODL, VCD on ODL Orientation Agenda and Attendance Sheets	STDNT.G.BK-1 Corr.VC.Off-2 Corr.CETMe-3 AV.MTL-4 Orien.AGENDA-5
1.14	The faculty securely maintains updates and ensures confidentiality of permanent records of all students accessible only to authorized with provision for secure backups of all files.	Access these documents allowed only through approved protocol. Requiring to declare relationships of employee-students.	Sample evidence of screen shots on the OMIS Warrant of authority / Duty list of relevant officers for access to confidential information of students. Manual of Examination Procedures. Relationship Declaration Form Requesting HOD from VC the list of employee students of LL. B Degree Programme.	Ums.omis.ousl.lk/S crn.Sht-1 Corr.IT.Dir-2 Mnl.Ex.Prcds-3 Reship.Dcl.Frm-4 Corr.VC.Off-5
1.15	The faculty uses an ICT platform and applications for all its key functions and maintains an updated data base which is linked to the university management information system.	OUSL ICT platform; OMIS maintains university-wide database linked to all department key functions.	ums.omis.ousl.lk MOODLE page Correspondence with Director-IT, Director ISM, requesting updating of DLS related information Correspondence with CETMe, MOODLE coordinator to update	Ums.omis.ousl.lk/S crn.Sht-1 MOODLE.Scrn.Sht-2 Corr.IT.Dir-3 Corr.ISM.Dir-4 Corr.CETMe-5 MOODLE-6

			the information CETMe Reports to Senate on usage of MOODLE by DLS students	Corr.CETMe-7
1.16	The faculty issues a copy of the code of conduct/student charter prescribed by the university to each and every incoming student; it is communicated to all students and student's adherence to the prescribed code of conduct is closely monitored and promoted.	Available code of conduct under General By-laws, Disciplinary By-laws, examination rules and regulations Anti-ragging Task Force and Squad.	General By-law Students Guidebook Guidelines on anti-ragging task force Senate Reports on punishments given to students. HOD DLS is a permanent member of the University Board of Discipline DSL staff members as panel members of the Disciplinary Inquiry Committee	GEN.Byls-1 STDNT.G.BK-2 Gdl.Anti.Rag.Tsk.Frc-3 SENATE.Min-4 OUSL.BOD.Min-5 Appt.Lts-6
1.17	The faculty implements duty lists, work norms and code of conduct for all categories of staff, communicates those to all and monitors regularly.	Obtained Duty-statement from all staff. (2013-2014) Available Work Norm Document linked Annual Increment Form.	Duty statement of the academic, Non-academic staff Appointment letters of the staff University Establishment Code Increment Form	Dty.Lst/(AC/NAC)-2 Appt.Lts-3 UNI.Estb.Cde-4 INCREMENT.Frm-5

1.18	The faculty implements the performance appraisal system prescribed by the university HEI; performance of staff is enhanced through training and rewarding high performers.	Salary increment a nomination for training higher studies. Long Service Award in 25 /30 /35 years.	Norms Document Increment Form Training Workshops Programme Schedule of the CTHE programme Long Service Award Certificates. List of Staff Members completing CTHE.	NORMS.Doc-1 INCREMENT.Frm-2 Trng.WKSH-3 CTHE.Schdle-4 Lg.Ser.Awd.Cfts-5 CTHE.Schdle-6
1.19	The faculty has established an internal Quality Assurance Cell with well-defined functions and operational procedures; it works in liaison with the internal Quality Assurance Unit of the University/HEI and implements internal quality enhancement system.	University Quality Assurance Committee and HSS Quality Assurance Cell. Reporting to the FB monthly DLS representatives in Faculty Quality Cell.	FB, Senate, Faculty Quality Assurance Cell and University Quality Assurance Committee Minutes Students Feedback Forms	FB.MTG.Min-1 SENATE.Min-2 FAC.QAC.Min-3 UNI.QAC.Min-4 STDNT.Fdbck.Frm-5
1.21	The faculty adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled into the programme will complete their education without any disruption.	Observes procedural steps and predetermined procedure for all those actions. DLS educate students about them.	Interim and SLQF By-laws DLS Staff Minutes FB Minutes & Memos Senate Minutes Correspondence to students	INTERIM-1 SLQF.Byls-2 DLS.Stf.Mtg.Min-3 FB.MTG.Min-4 SENATE.Min-5 Corr.Stds-6
1.22	The faculty monitors the implementation of the curriculum and	HOD reports to FB re changes of curriculum. Reviewing of	SLQF and Interim By-laws of LL. B Degree Programme.	Intrm.SLQF.Byls-1

	the quality of education provision through multiple measures, the finding of which are used for continuous improvement of learning provisions.	<p>performance of visiting academics.</p> <p>Calling reports from RC representatives on completion of activities.</p> <p>Conducting workshops for visiting academics</p> <p>CETMe evaluate feedback forms of prepares Graduate Satisfaction Reports.</p> <p>Learner Support workshop for all academic staff</p>	<p>Student Feedback Form</p> <p>Correspondence for conducting workshops</p> <p>Correspondence for conducting workshop on Learner Support and visiting academics</p> <p>Graduate Satisfaction Report</p> <p>Learner Support Programme</p>	<p>STDNT.Fdbck.Frm -2</p> <p>Corr.Wkshp-3</p> <p>Corr.wkshp.Lnr.Sprt/ Vstng.Acads-4</p> <p>GSR-5</p> <p>Corr.FAC.Lrn.Supt.Wkshp-6</p>
1.23	The faculty has established collaborative partnerships with national and foreign universities/HEIs/ organizations for academic and research cooperation	Participates in collaborative training workshops and research programmes.	<p>National Teacher Training Programme on International Humanitarian Law conducted by ICRC</p> <p>‘Human Rights Day’ funded by Ministry of Rehabilitation and UN</p> <p>Student Research Symposium funded by Asia Foundation</p>	<p>Corr.Natnl.Teach.Tran.ICRC-1</p> <p>Corr.HR.Day-2</p> <p>Corr.STDNT.Rch.SYMPOSIUM-3</p>
1.24	Faculty operates academic mentoring, student counseling and welfare mechanism and procedures and ensures that the personnel responsible for the tasks are adequately trained to fulfill their roles.	University Student Welfare Division, Chief Student Counsellor and Faculty Student Counsellors.	<p>TORs of Student Counselors</p> <p>Minutes of the Students’ Counselors’ Meetings</p> <p>Mahapola and Bursary scholarships criteria</p> <p>Workshops for Student Counsellors</p> <p>Mahapola and</p>	<p>TOR.STDNT.Conslr-1</p> <p>STDNT.Cnls.Mtg.Min-2</p> <p>Corr.MAHAPOLA/BURSARY-3</p> <p>WKSH.STDNT.Conslr-4</p> <p>MAHAPOLA/</p>

			University Bursary	BURSARY-5
1.25	Faculty assures that all its students have access to health care services, cultural and aesthetic activities; recreational and sport facilities.	DLS conducts extra-curricular activities. Medical Centre provides health care. Students welfare division provides facilities for students' extra-curricular activities.	University approach. DLS Staff Meeting Minutes. Photographs / Videos Documentary evidence for sports events. Extra-curricular activities list. Screen shots of University Web page	Aprls.OU.Auty-1 DLS.Stf.Mtg.Min-2 PHOTOS/Vds-3 Corr.Spt.Evts-4 Corr.ONETIME.Actvt-5 www.ou.ac.lk/Scrn.Sht-6
1.26	Faculty implements measures to ensure the safety and security of students and staff.	Emergency exists indicated in the faculty. Time limitation for Female Residential Students in the TRF. Available chief wardens / sub wardens of TRF. Fire hydrant system in the Faculty Security officers available at the entrance of the Faculty, all gates of the university and TRF. University maintains a CCTV system at central campus.	Photographs of Faculty premises. FB Minutes Advisory Committee Minutes TRF Student's Rules Appointment Letters Photos	PHOTOS-1 FB.MTG.Min-2 Adv.Com.MTG.Min-3 TRF.STDNT.Rls-4 Appt.lts-5 PHOTOS-6
1.27	The faculty adopts and practices university/HEI approved by-laws pertaining to examinations, examination offences, student discipline and student unions;	Faculty approval for By-laws on examination. Student Disciplinary Union by-laws. By-laws are available in the library	Students Guidebook By-laws of Board of Discipline Examination Manual Rules Displaying Notice Boards with Rules of	STDNT.G.BK-1 BOD-2 EXAM.MANUAL-3

	the adopted by-laws are made widely available to both staff and students.	and Student Guidebook, Examination Manual, Student Declaration Forms. SAR/Examination, AR/HSS are communicated to Supervisors, Invigilators and students re Examination rules.	Conduct at the main entrances and examination halls General By-laws Student's Union By-laws	Gen.Byls-4 Byls.STDNT.ELECTIONS-5
1.28	The faculty offers special support and assistance for students with special needs or differently-abled students	Available wheel chair access at the faculty entrance. Availability of special sanitary facility at the CRC. Provision of facilities i.e. invigilators at examinations for students with difficulties in vision and writing.	Photos of faculty entrance / CRC Request Letters Examination Manual Approval Letters	PHOTOS-1 Rqst.Lts-2 EXAM.MANUAL-3 Apprl.Lts-4
1.29	The faculty practices measure to ensure gender equity and equality and deter any form of sexual and gender based violence amongst of staff and students.	University Gender Committee preparing a policy document. Faculty Gender Cell UGC workshop on gender based violence.	General By-laws Minutes of Senate Sub Committee Appointment Letters of faculty representatives to Gender Cell Faculty Report on Gender Equality and the Appointment of DLS Staff Members for Ad-hoc Committee Invitation to workshop	Gen.Byls-1 SENATE.Sb.Cmte.Min-2 Appt.Lts.FAC.Rps.Gdr.Cll.-3 FAC.Rpt.Gdr.Eqty-4 Appt.Lts-5 Invt.WKSH-6

1.30	The faculty practices the policy of zero tolerance to ragging; it adopts strategies and implement preventive and deterrent measures through coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation.	University conducts disciplinary actions on ragging. University Anti-Ragging Task Force.	General By-laws Board of Disciplinary By-laws Anti-ragging Task Force Guidelines Minutes of FB	Gen. Byls-1 BOD.Byls-2 Antrg.Tskfs.Gdls-3 FB.MTN.Min-4
1.31	The academic staff possess appropriate qualifications, skills and expertise for their positions, including those related to Open and Distance learning (ODL)	Follow UGC circulars for recruitment etc. Completion of CTHE programme is compulsory for confirmation and promotion.	UGC Circulars Appointment Letter of the Academic Staff	UGC.Clr-1 Appt.Lts.Acdms-2
1.32	The Faculty has adequate visiting academic staff with appropriate qualification, recruited, trained in disciplines of the programme of study and ODL methodologies to provide academic support to students at all centers of programme delivery.	Appoint qualified visiting staff. Training workshops for necessary guidance.	Appointment Letters of Visiting Academics Prior Approval letters for payments Faculty Board Memos	Appt.Lts.Vtng.Acds-1 Pr.Apprl.Lts.Pymts.-2 FB.Memo-3
1.33	The administrative staff possess appropriate qualifications and experience for their positions and roles.	UGC circulars re administrative staff qualifications.	UGC Circulars Training Programmes List of Administrative Staff of DLS	UGC.Crls-1 Trn.Pgms-2 Lst.Ad.DLS-3
1.34	There are clear lines of responsibility and accountability within	Guidelines on level-wise responsibilities.	Student Guidebook, Organizational chart in the Student	STDNT.G.BK-1

	the faculty and the role of staff are clearly spelt out.	Memos on academic functions i.e. setting, translation and moderation course coordination.	Guidebook Duty list Increment Form Norms Document Faculty Memos and Correspondence	Dty.Lst- 2 Incmt.Frm- 3 Norm.Doc- 4 FAC.Memo.Corr- 5
1.35	Appropriate trainings provided to staff of the faculty on the use and maintenance of new technology equipment facilities and communication and information systems available/deployed in the institution	CETMe and Library train staff on new IT technology. e.g. MOODLE. SDC Training.	E-mails from CETMe and Library Correspondence OER Google Drive workshops OMIS training	Emails.CETMe/Library- 1 Corr.OER- 2 Ggle.Drv.WKSH- 3 OMIS- 4
1.36	The faculty adheres to clear transparent financial procedure in implementing all its activities	Follow University Finance Committee approved guidelines.	Correspondence with financecommittee, VC Final Budgets Fund Approval Limits FB Minutes	Corr.Finc.Com/VC- 1 Finl.Bdgt- 2 Fnd.Apprl.Limits- 3 FB.Min- 4
1.37	Provision is made in the faculty annual budget to promote and enable constructive experimentation in the design of courses and delivery methods, institutional and disciplinary research.	Faculty allocation to DLS for course designing, revision.	Minutes of Faculty Research Committee, Faculty Course Development University Annual Budget 2013 to 2017	FAC.Rch.Com.Mts- 1 Flty.Crs.Dev.Min- 2 UNI.Anl.Bgt- 3

1.38	There is provision for financial assistance for needy learners.	Mahapola Scholarship, University Bursary. Extension of payment deadlines.	Student Guidebook Correspondence with Bursar List of Awardees	www.ou.ac.lk/Scrn.Sht-1 STDNT.G.BK-2 Corr.Bursar-3 Lst.Arwds-4
1.39	There are effective channels for communication with potential, current and past student, with key external organizations, and with all staff and tutors involved in the learning- teaching process.	DLS correspond with all stakeholders using multiple modes.	My OUSL, MOODLE E-mail communication Letters; students Attorneys re Jurisprudence project report Central Bank internship PIO's system of informing potential students Advertisements	www.ou.ac.lk/Scrn.Shts-1 Corr.email-2 Lts.STDNT-3 Lts.Attys-4 CB.Intnshp.STDN T-5 PIO.Comm.Sytms-6 Appl.Advert.LLB-7
1.40	The faculty provide prompt response to the learners' needs for academic, administrative and personal support where relevant and complaints are dealt with quickly, fairly and efficiently.	Centre Change requests Helping students in disaster situations. Rescheduling of day-school deadlines. Conducting examinations at overseas exam centers.	Student Guide Book Student appeals and requests Senate Minutes Appointment letters of student counselors Re-securitization procedure Correspondence with SAR/ Exam, AR/HSS.	STDNT.G.BK-1 STDNT.Appls/Rqsts-2 SENATE.Min-3 Appt.Lts.Std.Cnslr-4 Re-securitization-5 Corr.SAR/AR/HSS-6

Summary

DLS's mission statement defines its goals and objectives. QA is a compulsory agenda item in the FB and Senate Meetings. DLS maintains standards which are aligned with OU Strategic Plan (2015-2020/ 2016-2020). All stakeholders are made aware of those procedures.

DLS consists of different staff categories and takes necessary steps to educate their responsibilities. University adopts UGC criteria regarding recruitment and, promotion of all staff. DLS appoints required number of visiting academics with appropriate qualifications and training workshops are conducted to education ODL methods.

DLS issues a detailed Student Guidebook containing all information and updates its web page (www.ou.ac.lk) periodically. University maintains updated database for all programmes. Personal information of each student is uploaded into OMIS and access is limited to authorized officers.

Knowledge transfer is done mainly through day-schools and MOODLE web portal. All information is sent to students via MyOUSL and DLS web notice board. Mechanisms for redressing are in operation.

DLS adopts a clear procedure re-programme approval, management and modification and are communicated to students.

University has a separate division for student's welfare, Chief Student Counselor, Faculty Student Counselors and Gender Equality Committee with two representatives from each faculty.

Students are aware of the disciplinary procedure via Code of Conduct. Students' representation is legalized under By-laws. Measures exist to prevent ragging and conduct disciplinary actions against those who violate those rules. DLS recognized importance of extra-curricular activities and students are motivated for them. University maintains a well-established security to maintain safety.



Criterion 2

Programme Design and Development

No	Standard	Claim of the degree of internalization of best practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the Document
2.1	The academic programme reflects the mission, goals and objectives of the faculty and is appropriate to higher education.	Compile with this standard via curricular, extra-curricular and co-curricular activities.	Student Guidebook. Registration Package	STDNT.G.BK-1 Reg.Pckg-2
2.2	Programme offers a mix of core and elective courses to allow greater flexibility to develop a range of skills to achieve ILOs.	Availability of 03 elective courses and 02 compulsory courses at Level 6. Research skills via project reports at Levels 5 and 6. Advocacy / presentation skills.	Students' Guidebook Level 6, Course Guide Project Report Guidelines Oral Presentation Guidelines	STDNT.G.BK-1 Crs.Gdl-2 PRJ.RPT.Gdl-3 Viva.Gdl-4
2.3	Access to programme is as open as possible with flexible entry and exit points where applicable.	Open Selection Test Flexible entry to attorneys.	Student Guidebook LL.B By-laws Advertisement calling for applications	STDNT.G.BK-1 LL.B.Byls-2 Advert.LL.B-3
2.4	The faculty adheres to institutional policies, rules, regulations and processes for the design, development, approval, monitoring, and review of the academic programmes and awards.	Available course development/ approval procedures. Carry out Student Feedback on day-schools. Faculty quality assurance cell review program quality.	Minutes of FB and Curriculum Development Committee Guidelines for awards	FB.Min-1 Curr.Devel.Cmte.Min-2 Gdl.Awrds-3

2.5	The policies, rules, regulations and processes for the design development, approval, monitoring, and review of academic programmes and awards are widely communicated to all stakeholders and implementation is ensured.	All stakeholders are educated on those procedures.	Students' Guidebook Minutes of Curriculum Development Committee, FB and Staff Meeting	STDNT.G.BK-1 Curr.Devel.Cmte.Min-2 FB.Min-3 Stf.Mtg.Min-4
2.6	The faculty has made available to its learners clearly stated transfer of credit/ exemptions policies in order to facilitate the mobility of learners and recognize prior learning and experience.	LL.B By-laws deal with credit exemptions policies.	Brochure (print and online) Students' Guidebook Senate Minutes	BROCHURE-1 STDNT.G.BK-2 SENATE. Min-3
2.7	Programmes are designed based on systemic need analysis to determine the learner needs and viability of the programme.	Need analysis has been conducted when revising evaluation methods of introducing new courses.	Guidelines on Environmental law group project Reports to Council of Legal Education	Gdl.ENV.PRJ.RPT-1 RPT.Counc.LGL.Ed-2
2.8	Programme design and development pay attention, as far as possible, to gender equity, multiculturalism, social justice and cohesion, ethical values and environmental sustainability.	DLS conducts all academic activities in all three mediums. Students choose language as per their choice. Different modules have lessons on those things.	Students' Guidebook Sample lesson on Environmental Law Block 1, FR	STDNT.G.BK-1 BLOCK 1.ENVIR-2 BLOCK1.CON.LAW-3

2.9	The faculty ensures the stakeholder participation at all key stages of programme planning, design, development, monitoring and review.	Stakeholder participation is encouraged in multiple ways.	Minutes of FB, Curriculum Committee, Operational Review Com., Faculty Advisory Com/Heads Com. Minutes	FB Min-1 Curr.Devel.Cmte.Min-2 Oprnl.RvwCmte.Min-3 FAC.Adv.Cmte.Min/H D.Cmte.Min-4
2.10	Programme design and development are carried out through a programme development team which includes expertise from within and outside the institution.	Course Development committee with the external experts.	Minutes of Course Development Committee Course Development Team Lists	Crse.Devel.Cmte.Min-1 Crse.Devel.TM.Lst-2
2.11	Programmes comply with SLQF and are guided by other reference points such as subject Benchmark statements (SBS), and requirements of professional/ statutory bodies.	Restructured LL. B By-laws as per SLQF standards.	FB minutes Revised By-laws	FB.Min-1 SLQF.Byls-2
2.12	The faculty ensures that appropriate learning outcomes are clearly identified in the programme for work- based placement/ industrial training/internship and for students and the external organizations of their specific responsibilities.	Compulsory courses, at Levels 5 and 6 students conduct research in collaboration with external institutes on current issues.	Project Report Guidelines Letters to Lawyers Registration Package	PJT.RPT.Gdl-1 Lts.Attnys-2 Reg.Pckg-3

2.13	The programme curriculum encourages development of knowledge, skills and attitudes.	Evaluation activities, oral presentations, project reports, TMA.	Students' Guidebook Oral Presentation Guidelines TMA Guidelines	STDNT.G.BK-1 ORAL.Gdl-2 TMA Gdl-3
2.14	For each academic programme, there is a comprehensive blueprint of the programme. (Programme specification), which adopts an Outcome Based Education (OBE) where programme outcomes are clearly aligned with the course/module outcomes; and the teaching and learning activities and assessment strategy are aligned with the learning outcomes of each course (Constructive alignment).	Curriculum designed with OBE viz core courses -impart theoretical knowledge. Field visits/project reports – Practical Knowledge. Skill Enhancement-IT, Presentations. Printed modules with self- assessment assignments.	Registration Package Jurisprudence / Environmental Law project reports Guidelines Oral Presentation Guidelines Printed Module Sessions / Lessons	Reg.Pckg-1 PRJ.RPT.Gdl/JUR/EN V-2 ORAL.Lnd.Lw.Gdl-3 Pntd.MODULE.Session s-4
2.15	The blueprint of the programme is communicated to prospective students, learners, staff and public, through print and electronic media.	Course specifications, evaluation methods available to all stakeholders.	Correspondence with Dispatch Unit - reissuing modules to internal/visiting academics Guidebooks to all learners and prospective learns via library By-laws of the degree available at all libraries and online	Corr.Diptch.Unt-1 STDNT.G.BK-2 Corr.AD/RC-3

2.16	The faculty periodically reviews and revises the academic programmes (5-year cycle) with relevant stakeholders for continuing validity, in relation to external quality Assurance (EQA) FRAMEWORKS.	Revision of curriculum, By-laws, teaching materials, evaluation methods from time to time. Submit reports annually to Council on Legal Education. Submit Annual Progress Report to Senate.	Guidelines Group work evaluation for Environmental Project Report Correspondence with Council of Legal education Correspondence with AR/HSS re Annual Report	Gdl.ENV.PJT.RPT-1 Corr.COUNC.LGL.Ed-2 Corr.AR/HSS-3
2.17	The programme evaluation process is an on-going process of the faculty, informed by current research and needs and incorporated to the planning process of the course design and development.	Curriculum revised incorporating current needs of updates teaching materials evaluations tools from time to time.	Interviews SLQF By-laws with Research Methodology and Dissertation as new courses Updated Teaching materials/lessons/revisd course material	Inter/SLQF.Byls.Schedule-1 Rvsd.Crse.MTLS-2
2.18	The faculty regularly collects and records information from prospective learners, learners, graduates, employers and other relevant stakeholders and thereafter uses these for the planning and improvement of the programme.	Seeking comments from all stakeholders re programme running, quality, timing, planning etc. DLS conducts students' feedback survey.	Student Feedback Form CETMe Report on Student Satisfaction Correspondence with learners, external staff etc. Students' Feedback Form	STDNT.Fdbck.Frm-1 CETMe.RPT-2 Corr.Lrns/Vtng.Acads-3 STDNT.Fdbck.Frm-4

2.19	Learner satisfaction of the programme is regularly evaluated.	Encourage learners to discuss administrative, academic and welfare matters with staff.	Correspondence by students	Corr.STDNT-5
2.20	When academic programmes are discontinued /suspended or programme requirements are significantly changed, the faculty implements appropriate arrangements to ensure enrolled students complete their education with minimum disruption and phasing out plans are communicated to relevant students in advance.	Review of existing program by allowing current students adequate time to complete courses.	LL.B Interim By-laws Letter to all students informing revision Students' Guidebook	Intrm.Byls-1 SLQF.Byls-2 STDNT.G.BK-3
2.21	Programme design and development procedures include specific details relating to entry and exit pathways including fallback options, intended learning outcomes, qualification levels criteria and qualification type descriptors: teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission	Design courses being mindful of entry criteria, exist pathways, ILOs etc.	Students' Guidebook News Paper Advertisement calling applications Brochure LL.B. By-laws Registration Package Interim and SLQF By-laws	STDNT.G.BK-1 Advert.LL.B-2 BROCHURE-2013-2017)-3 Byls-4 Reg.Pckg-5 Intrm/SLQF Byls-6

	and goals: alignment with external reference points such as SLQF.			
2.22	The faculty uses graduate profile as the foundation for developing learning outcomes at the levels of programme, course/ modules.	Has a unique graduate profile of students with varying backgrounds. These variables are considered for developing ILO.	Students' Guidebook (programme objectives) Correspondence with students re specific needs of students	STDNT.G.BK-1 Corr.STDNT-2
2.23	The academic standards of the programme with respect to its awards and qualifications are appropriate to the level and nature of the award and are aligned with the SLQF and where available SBS.	The qualifications considered for awards are aligned with SLQF.	Students' Guidebook. SLQF Bylaws	STDNT.G.BK-1 SLFQ.Byls-2
2.24	Programme design and development integrates appropriate learning strategies for the development of self- directed learning, collaborative learning, creative and critical thinking, life- long learning, interpersonal communication and teamwork into the courses.	These are completed through TMA, Oral presentation, Environmental Law Group Assignments, practical training, Project Reports writing.	Guidelines on Jurisprudence, Environmental Law and Land Law Students' Guidebook Internships at State Institutions (e.g. Central Bank) ICRC Moot Court Competition	Gdl/JUR/ENV/ORAL. LND.Lw-1 STDNT.G.BK-2 Corr.CBL-3 Corr.ICRC-4

SUMMARY

DLS adopts participatory approach inclusive of all academics and visiting academics at the key stages of programme design and development. Curriculum revision committee is formed with the internal expertise and external expertise. LL. B (Honours) degree includes 120 total credits and conform SLQF Level 6 and other SLQF requirements. The students' feedback is used as the foundation to develop the teaching method and learning outcomes. The students are provided with the opportunity to select the courses from elective courses at Level 6. Among the two compulsory courses, 'Jurisprudence' is considered as a subject that gives exposure to industry during undergraduate career. DLS adopts outcome-based education system by providing theoretical knowledge via printed modules and practical knowledge and skill enhancement via field visits, project reports, oral presentations. The curriculum facilitates the diversity among the students by offering the programme in all three mediums and also giving printed course materials in the all three languages at level 3 and 4. Sessions (units) in the printed modules address social-cultural themes. The programme is logically structured from Level 3 to Level 6 in terms of progression of knowledge and skills.

The qualifications is aligned with the self-directed learning, collaborative learning, and creative and critical thinking, life-long learning, team work and inter personal communication via learning activities such as TMA, oral presentations, Environmental Law group assignments, practical trainings and other research assignments. DLS also adopts internal monitoring strategies to improve the quality of degree programme. The evaluation of Day-school academics is considered as an integral part of quality enhancement and as such DLS commenced it from 2017. HSS faculty formed IQAC to ensure the overall programme quality. University conducts the graduate feedback and maintain the database of graduate satisfaction.



Criterion 3

Course Design and Development

No	Standards	Claim of the Degree of Internalization of Best Practices and Level Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
3.1	Course design pays attention to national and international standards	<p>Review of existing course structure in conformity with the SLQF Standards.</p> <p>Printed material transformed into ODL standards using House Style.</p> <p>Printed modules in all three mediums at Levels 3& 4.</p>	<p>SLQF By-laws</p> <p>Criminal Law/Family Law House Style Manual</p> <p>Minutes of Department Course Development Committee, UGC Standing Committee on Legal Studies</p> <p>Correspondence with Council of Legal Education</p>	<p>SLQF.Byls-1</p> <p>Crse.MTLS-2</p> <p>Hse.Styl.Man-3</p> <p>DPT.Crse.Devel.Cmte.Min-4</p> <p>UGC.Stnd.Cmte.LGL.Study.Min-5</p> <p>Corr.COUNC.LGL.Ed-6</p>
3.2	The faculty has approved policies, rules, regulations and processes for the design, development, approval, monitoring and review of courses.	Available Structured Mechanism for this purpose viz. Curriculum Development Committee, Faculty Course Development Committee, Department Course Development Committee.	Minutes of FB, University Curriculum Development Committee, Faculty Course Development Committee, Department Course Development Committee	<p>FB.Min-1</p> <p>Uni.CURR.Devel.Min-2</p> <p>FAC.Crse.Devel.Cmte.Min-3</p> <p>DPT.Crse.Devel.Cmte.Min-4</p>

3.3	Policies, rules, regulations and processes for the design, development, approval, monitoring and review of courses are widely communicated to all stakeholders involved in course development and implementation is ensured.	House Style Manual is used and staff participates training workshops on course development. Courses are approved by Course Development Committee. Staff and stakeholders are educated on course designing policies, rules, regulations and processes.	Minutes of DLS Staff Meetings Minutes of Faculty Board Meetings Appointment Letters for external subject experts on editing, lesson writing and translation Course Development Workshop Agenda	DLS.Stf.MTG.Min- 1 FB.Min.- 2 Appt.Ltr.Extnl.Expt- 3 Crse.Devel.WKSH.Agen- 4
3.4	The courses are designed to meet the stated programme objectives and programme learning outcomes and reflect knowledge and current developments in the relevant subject areas.	Each course has objectives, LOs and included self-assessment questions of each lesson.	Registration Package Supplementary Materials SLQF Manual MOODLE Page	Reg.Pkg- 1 Supp.MTLS- 2 SLQF.Man- 3 MOODLE.Scrn.Sht- 4
3.5	The course curriculum encourages development of creative and critical thinking, independent and life-long learning and interpersonal communication and team work skills.	Assessment activities i.e. presentations, project reports enhance these skills.	Registration Package Oral Presentation Guidelines Project Reports Guidelines Sample Project Reports	Reg.Pkg- 1 ORAL.Gdl- 2 PRJ.RPT.Gd1- 3 SPL.PRJ.RPT- 4
3.6	Each course is designed in a manner that the contents, learning activities and assessment methods are systematically aligned with the course learning outcomes which in turn are aligned with the	Learning outcomes of the LL.B programme are aligned with learning activities.viz. LO-knowledge transfer in core legal areas/subjects via Day-schools; LO-develop skills of intellectual	Registration Package Jurisprudence Project Report Guidelines Environment Group Project Reports	Reg.Pkg- 1 JUR.PRJ.RPT.Gdl- 2 ENVIR.PRJ.RPT- 3

	programme learning outcomes (constructive alignment).	reasoning. etc. via project reports.	<p>Lessons in Course Material</p> <p>Environmental Group Project</p> <p>Tutor Marked assignments for level 5 & 6</p> <p>Sample marking schemes of CAT 1 & 2, final TMA, Project Reports, Oral Presentation Admission Tests</p> <p>Feedback Forms</p> <p>External examiners of project reports</p>	<p>Crse.MTLS.4</p> <p>ENVIR.GRP.PRJ-5</p> <p>TMA-6</p> <p>Mkg.SECEMS.JUR. PRJ.RPT-7</p> <p>STDNT.Fdbk.Frm-8 Corr.Extnl.Exmns-9</p>
3.7	Courses maintain an appropriate balance with respect to notional hours, among didactic, laboratory, outside work (field work, experimental/practical work) independent learning as applicable within the course specified in course profile (course specification).	<p>Conforms to SLQF Standards of notional hours and other related co-curricular activities.</p> <p>Course plan specifies credit allocation and notional hours.</p>	<p>OUSL Credit System conversion to the SLQF Credit System</p> <p>SLQF By-laws</p> <p>Registration Package 2013-2017</p> <p>Student Guidebook 2012- 2017</p> <p>Revised LL.B curriculum as per SLQF standards.</p>	<p>SLQF. Crdt.Sytm-1</p> <p>SLQF.Byls-2</p> <p>Reg.Pkg-3</p> <p>STDNT.G.BK-4</p> <p>SLQF.CURR-5</p>
3.8	Courses are designed and developed by a course team with the involvement of internal and external subject	Course team for each course consisting of internal and external experts and their responsibilities being	<p>List of Course Teams</p> <p>Minutes of DLS Staff Meetings,</p>	<p>Lst.Crse.Tms-2</p> <p>DLS.Stf.MTG.Min-1</p>

	experts together with the other relevant experts with each member being aware of his/her respective roles and responsibilities.	communicating to them.	Faculty Course Development Committee, Faculty Board Meetings Appointment letters for external subject experts on editing, lesson writing and translation	FAC.Crse.Devel.Cmte.Min-3 FB.MTG.Min-4 APPT.LTR-5
3.9	Mechanisms are established to encourage linkages with national and international agencies for course design and development.	Training workshops by CETMe in collaboration with SDC.	House Style for course development Invitation Letters of workshops Attendance Sheets	Hse.Styl.Man-1 INVIT.LTR.WKSH-2 Attd.Sh.WKSH-3
3.10	Mechanisms for course adoption and adaptation are established to encourage recent advances and trends for course design and development	DLS complies with course design and development policy.	University Course Revision Policy CETMe guidelines including House style, template for course development.	Uni.Crse.Rev.Poli-1 Hse.Styl.Man-2 CETMe.Gdl.Crse-3
3.11	The courses are designed in compliance with SLQF and is guided by other reference points such as SBS where available and requirements of professional/ statutory/ regulatory bodies	Courses comply with SLQF standards. DLS comply with the standards of statutory bodies.	Minutes of DLS staff, FB, UGC Legal Studies Standing Committee Correspondence with Council of Legal Education.	DLS. Stf.Mtg.Min-1 FB.Min-2 UGC.Stnd.Cmte.LGL.Study.Min-3 Corr.COUNC.LGL.Ed-4
3.12	Course design and development has integrated learner centered teaching strategies and appropriate media enabling students to be	All 17 courses in the LL. B curriculum integrates learner centered teaching strategies viz self-studies, peer learning, group works, online	PPT lecture Notes MOODLE Screen Shots of Google group interactions	PPT.Lect.Nts-1 MOODLE/Scrn.Sht-2 Scrn.Sht.Google.Grps-3

	actively engaged in their own learning guided by tutors/facilitators	discussion etc.	AV Supplementary materials Digital Library Seminars via NAC Centres	AV.MTLS-4 Scrn.Sht.Digit.Library-5 Corr.STDNT.Ads-6
3.13	Instructional design recognizes diversity of learners, learning contexts, learning styles and learning needs and integrates appropriate learner support into it.	All courses recognize this diversity in number of ways i.e. day-schools at weekends, course materials in all three languages, programme availability at RCs, access to supplementary materials via online.	Availability of modules three medium at Levels3& 4. StudentsGuidebook	Crse.MTLS-1 MOODLE.Scrn.Sht-2 STDNT.G.BK-3
3.14	Each course has a clear course profile that provides the credit value of the course, workload and notional hours as per SLQF, course LOs, content outline, teaching learning strategy, assessment strategy, appropriate learner support and learning resources	Review of existing course structure in two phases to be in conformity with SLQF standards.	Registration Package Student Guidebook Interim and SLQF By-laws	Reg.Pkge-1 STDNT.G.BK-2 Intrm.Byls- 3 SLQF.Byls-4
3.15	Course profiles are communicated to relevant learners and staff and are publicly available in print and digital formats	Available course profiles via online, via Guidebook, Registration package. Staff is given course profiles at the commencement of the academic activities.	Student Guide book Registration Package Correspondence with dispatch unit. Screen shot of MOODLE page.	STDNT.G.BK-1 Reg.Pkge-2 Corr.Dispch.Unt-3 MOODLE.Scrn.Sht-4
3.16	Faculty use approved standard formats/templates for	Adopt approved module design formats / templates to transform	FB Minutes on House Style	FB.Min-1

	course/module design and development are complied with during the design and development phases	existing course materials.	Workshop on course development Guideline to SLQF Sample course materials. Criminal Law / Family Law	WKSH.Crse.Devel- 2 Gdl.SLQF- 3 Crse.MTLS- 4
3.17	Appropriate and adequate resources are available and accessible for the faculty for effective course design and development	CETMe assists in course design and development. Training workshop on course design and CETMe Workshops.	List of DLS Course teams. Correspondence re workshops. List of computer facilities available to staff. Attendance sheet of workshops	DLS.Lst.Crse.Tms- 1 Corr.WKSH- 2 Lst.Cmptr.Facility.Stf- 3 Attdn.Sht.WKSH- 4
3.18	There are clear mechanisms to obtain copyright clearances where necessary	Copyrights policy is being developed by university.	IP Committee draft document	IP.Cmte.&Drft.Doc- 1
3.19	Appropriate procedures are in place to ensure the quality of the course design and development process at the following stages: during development; mid-life and at the end of course delivery	The quality assurance in all three stages is done as per SLQF standards and the university approved procedure i.e. House Style.	SLQF By-laws Minutes of curriculum development Course Development / By-laws House Style Manual Correspondence with editors, outside experts, translators. Feedback forms.	SLQF.Byls- 1 Uni.CURR.Devel.Min- 2 DPT.Crse.Devel.Min- 3 Hse.Styl.Man- 4 Corr.Edtrs/Out.Exprs/Trnsltrs- 5 Fdbck.Frm- 6
3.20	Faculty ensures that	Checking the	Operation	Op.Schdls- 1

	appropriate and adequate personnel, resources and procedures are in place to ensure the timely production and distribution of course materials to learners	availability of course materials at Dispatch Unit, Operational Activity Schedules and sending instruction to the dispatch units for timely distribution.	Schedules Correspondence with Director Operation Dispatch Unit Advertisements Printing Orders Course material Balance RecordsActivity Schedule	Corr.Dir.Ops-2 Corr.Dir.Dispth.Unt-3 Advts.LL.B -4 Prtnng.Ords-5 Crse.MTLS.Bln.Rcds-6
3.21	Staff involved in instructional design and development have been trained for such purposes and are being regularly upgraded	SDC under CTHE train staff.	Appointment letters for Course Development Committee Editing policy Invitation Attendance Sheets of SDC workshops CETMe workshops Modules SDC Workshop Nominations	APPT.LTR. Crse.Devel.Cmte. Edt.Poli-1 INVIT.LTR.Attd.Sh .WKSH-2 CETMe.WKSH/No minations-3
3.22	Staff is provided with required training in outcome-based education and student-centered learning approach (OBE-SCL) and the staff is provided with teaching and training facilities to implement OBE-SCL.	Probationary, Senior Lecturers are trained in OBE-SCL via CTHE and other Programme by SDC.	MOODLE training Google Drive workshop SDC-CTHE - program attendance	MOODLE.Trn-1 Google.Drve.WKSH-2 SDC/CTHE.Attdn.Rcds-3
3.23	Teachers engage students in self-directed learning, collaborative learning, relevant	Students are encouraged for self-learning via assignments, group	MOODLE seminars via NAC, Oral presentation conducted online	Corr.MOODLE.Smnr-1 Lnd.Lw.Orl.Prnts

	contexts, use of technology as an instructional aid while being flexible with regard to individual needs and differences.	works using new technology. etc.	for overseas candidates.	Corr.SAR.Exms-2 Corr.STDNTS.OVERSEAS-3
3.24	Teachers adopt both teacher directed and student-centered teaching-learning methodologies as specified in the course specifications	Multiple methodologies are used for this.i.e. supervised group works, group projects, online discussions, PPT in Land Law.	Moodle-Google Group Screen shots Schedules/ Letters/ Emails relating to Supervision of Jurisprudence Project Reports	MOODEL.Scrn.Shts -1 GOOGLE.Scrn.Sht -2

SUMMARY

Faculty and DLS have developed a participatory decision-making approach for course design and development. All courses of LL.B degree programme have been designed to achieve program objectives and outcomes in compliance with the SLQF standards. It is also to be highlighted that the courses have been designed based on constructivist teaching and Open Distance Learning. A copy of registration package outlining the clear course specification and assessment methods given to each student at the commencement of academic year. Since, courses are offered in Sinhala, Tamil and English mediums, mode of delivery has been designed sufficiently representing all mediums. Appropriate assessment strategies and modes are integrated when necessary.

Currently, students from overseas can sit for exams upon their request. Required training on instructional design and development is given to the staff through SDC and faculty workshops. University provides physical resources but available human resources for course design and development are not adequate. The relevant staffs are made aware of the ODL criteria for course development. From academic year 2016/17 DLS introduced students' evaluation of teacher/ Day-school academics via feedback forms.



Criterion 4

Learning Infrastructure & Resources and Learner Support

No	Standard	Claim of the degree of internalization of best practices and level of achievement of standards	Documentary evidence to support the claim	Code No. of the document.
4.1	The Learners are provided with adequate resources and appropriate services to support learning built into the programme / course ensuring equity in access.	<p>All 17 courses are supported with printed modules, supplementary materials, AV resources, online resources with multimedia and OHPs.</p> <p>Library facilities at RCs.</p> <p>Conducting seminars / Examinations online.</p> <p>Computer facilities through NAC Centres.</p>	<p>List of Course Materials</p> <p>Supplementary materials</p> <p>AV resources</p> <p>Standard text books, Library Catalogue/ Online Journals</p> <p>Library Book Order Invoices</p> <p>MOODLE Activity Report</p> <p>Students Feedback Forms. Correspondence with students for online activities.</p>	<p>Lst.Crsc.MTRL-1</p> <p>Supl.MTRL-2</p> <p>AV.Resrc-3</p> <p>Stndrd.Txt.Book/Lbry. Ctlg/Online.Jrnls-4</p> <p>Lbry.Book.Odr.Inves-5</p> <p>MOODLE.Acty.RPT.-6</p> <p>STDNT.Fdbck.Frms-7</p> <p>Corr.STDNT.Online. ACTVT-8</p>
4.2	Adequate physical and technological infrastructure is available at centers to conduct of the programme.	<p>Some resources are available at all RCs but not sufficient.</p> <p>NAC centres and Library</p>	<p>Correspondence with RC ADs re. facilities. Requests to reserve hall and other facilities.</p> <p>Minutes of meeting with Visiting staff re facilities</p> <p>Students' Guidebook</p> <p>Online availability of Day-school schedules</p> <p>Students' feedback forms.</p>	<p>Corr.RC.ADs-1</p> <p>Vstng.Stf. Mtg.Min-2</p> <p>STDNT.G.BK-3</p> <p>Dy.schl.Shdl.Scrn.Shts-4</p> <p>STDNT.Fdbck.Frms-5</p>

4.3	Staff is aware of their responsibilities for provision of support to learners in the programme of study.	Raise awareness on Learner Support workshop for Staff. Students' letters requesting support.	Learner Support workshop RES Board Minutes Examination Manual Correspondence of students on centre change and other matters	Lnr.Supt.WKSH-1 RES.Min-2 EXAM.MANUAL-3 Corr.STDNT-4
4.4	Academic staff are accessible to the learners through a range of services.	Via Day-schools, Online Seminars, Oral Presentation, Counseling sessions, Project Supervision Extra-curricular and co-curricular activities. Availability during official hours MOODLE discussion forum.	Schedule of Day-schools Time Tables Correspondence with Students MYOUSL, MOODLE activity Report.	Shdl.Dy.Scl.Time.Tbls -1 Corr.STDNT-2 a) Day-schools b) Online Seminars C) Counselling d) Project Supervision e) Co-curricular Activities MYOUSL/MOODLE. Acty.RPT-3
4.5	Administrative staff is accessible to the learners through a range services.	Faculty AR is responsible for conducting CAT Examinations. RC ADs perform administrative functions of the programme. Exam Division/ Students Affairs/ Finance / Dispatch Units/TRF etc. preside various services.	Students Guidebook Students requests and queries DLS Web Notice Board Registration calling Letter SAR/Exam correspondence with students	STDNT.G.BK-1 STDNT.Rqst.Queries-2 DLS.Web.NB.Scrn.Sht-3 Reg.Calling.Ltr-4 SAR./Ex.Corr.STDN-5
4.6	Programme has provided learners the choice of using a wide range of technologies for learning to achieve the desired learning outcomes.	Technologies available for learning i.e. a) MOODLE b) Audio-visual Library c) OER d) E-Journals e) PPT	MOODLE web portal Video on Constitutional Law I / Criminal Law & audio on other courses Past papers available online	MOODLE.Scrn.Sht-1 AV.MTL-2 Scrn.Sht.Pst.pprs.onlin e-3

		f) Conducting Online Oral Presentations.	Correspondence with students re. video conference/ Oral Presentations	Corr.STDNT.V.Cnfrnc.Orl.Presentation-4
4.7	Programme utilizes appropriate methods to orient the student towards self-study and to provide sufficient assistance to serve the needs.	Restructuring LL. B programme Self-assessment in course materials Provisions of special hall facilities /discussion rooms for self-studying. Introducing the university, library, extra-curricular and co-curricular facilities at programme orientation. Project Report /TMA Writing	SLQF and Interim By-laws Printed Course Materials MOODLE Projects Report Writing Tutor Marked Assignments	SLQF.Intrm.Byls-1 Prntd.Crse.MTL-2 MOODLE.Scrn.Sht-3 JUR.PRJ.RPT-4 ENV.PRJ.RPT-5 TMA-6
4.8	Programme has ensured that the tutor (teacher)? learner ratio is optimal to enable the tutors to provide adequate support in educational activities of all courses of the Programme.	Although teacher-student ratio is very low, DLS attempts to comply with this criterion by enrolling a reasonable number of students per intake despite huge pressure from the administration to enroll large numbers.	Attendance sheets of day schools Appointment letters of visiting staff Availability of academic staff throughout the week for students counseling Statistics on total number of students and staff	Att.Shts.Dy.Schls-1 Appt.Lts.Vstng.Stf-2 STDNT.Coucl-3 Lst.STDNT/Staff-4
4.9	Appropriate training is provided for all relevant staff, to enable them to provide effective individual counseling and academic support for learners	SDC training addressing Learner needs. Counseling and Learner Support training workshop. Start @ OUSL Learner	ODL Modules on SDC Training and staff attendance Sheets Agenda of Learner Support Workshops Start @ OUSL Workshop	ODL.MODULE.SDC.Trn-1 Attd.Sheet-2 Lnr.Supt.WKSH-3 Start@OUSL/VCD-4

	in the Programme of study.	<p>Support Training.</p> <p>Training on Google Drive to DLS staff.</p> <p>Workshop on Sensitization of Gender Based Violence (SGBV).</p> <p>Individual counseling by staff.</p>	<p>VCD</p> <p>Records of staff training sessions</p> <p>Invitation of UGC for SGBV Workshop</p> <p>Documents relating to Individual counseling done at the registration</p> <p>Record Book extracts / Staff Meeting minutes and student counseling instruction sheet</p>	<p>Rec.Stf.Trn-5</p> <p>INVIT.UGC.SGBV.Wkshp-6</p> <p>Concl@Reg-7</p> <p>Rec.Bk.Exts./Stf.Mtg-8</p>
4.10	Mechanisms exist to regularly monitor and evaluate the quality adequacy, and accessibility of physical and technological resources, including facilities and equipment, including those of outreach Centers and appropriate remedial measures taken when needed.	<p>Comply with sending required quality specifications of physical resources.</p> <p>Rechecking of physical quality resources delivered to DLS.</p> <p>Monitoring physical resources available at RCs and provide them if necessary.</p> <p>Annual Board of Survey of physical resources. (BOS)</p>	<p>Requests letters / Faculty Procurement Plan</p> <p>Specification documents to the Supply Division</p> <p>PC and Laptop repairs / delivery sheets</p> <p>Correspondence with RC ADs re availability of physical resources</p> <p>Goods Acceptance Invoices.</p> <p>Board of Survey appointment letters and the final summery report.</p>	<p>FAC.Procment.Pln-1</p> <p>PC/Laptop.Specification.Doc./Sup.Div-2</p> <p>PC/Laptop.Rprs/Dlvy.Sheet-3</p> <p>Corr.RC.AD-4</p> <p>Goods.Acptnce.Invo-5</p> <p>BOS.Appt.Lts&Fnl.Summary.RPT-6</p>
4.11	The Faculty ensures staff and learners in the programme of study have sufficient and appropriate library facilities, services and accessibility for effective	<p>Reasonably adequate library facility with online service at central campus.</p> <p>Flexible library hours with borrowing and reference facilities for learners.</p>	<p>Photographs</p> <p>Documents on utilization library funds by DLS</p> <p>Library Information Booklet</p> <p>Student Guidebook</p>	<p>PHOTO-1</p> <p>Funds.UTILIZATION-1</p> <p>Lbry.Info.Bklt-3</p> <p>STDNT.G.BK-4</p>

	teaching and learning.	Annual budget allocations for purchasing of books Online catalogue, Book Reservation facility, Photocopy facility, E-journal facility.	Finance Committee approval letters Minutes of FB, Library Committee Summary Report on utilization of library funds OUSL website Annual Library Allocation m to DLS	Fince.Com.Apprvl.Lts-5 FB.Mtn-6 Lbry.Min.Cmte-7 Sum.RPT.Lbry.Funds-8 www.ou.ac.lk .Scrn.Sh t-9 Anl.Lbry.Allocat.DLS-10
4.12	The Faculty ensures staff and learners have sufficient and appropriate facilities for laboratory classes /clinical placements / teaching practice placements/ field studies for effective teaching and learning.	DLS encourage Learners for field visits.	HOD approval letters Permission letters from the external institutes. Request letters from learners Invitation letters from ICRC/ other institutions	HOD.Apprvl.Ltts-1 Permission.EXT.Ltts-2 Rqst.Ltts.Lnrns-3 INVIT.Ltts.ICRC.&C-4
4.13	The Faculty ensures staff and learners have sufficient and appropriate computer facilities for effective teaching and learning.	Allocating of IT facilities to staff. Library with above facilities to students	PC allocation book extracts Pen drive allocation book extracts Wi-Fi installation notifications Computer delivery invoices to DLS Minutes of Staff Meetings. Library at RCs and central campus	PC.Alloc.BK.Extracts-1 Pen.Drve.Alloc.Bk.Extracts-2 Wi-Fi./IT-3 PC.Dlvry.Invcs-4 DLS.Stf.Mtg.Min-5 PHOTOS-6

4.14	The Faculty ensures there is adequate and appropriate technology systems and infrastructure for learner support services are available to effectively conduct the programme of study.	Available RCs and Central campus; (a) Multimedia and AC facilities at lecture halls. (b) Wi-Fi zones for learners. (c) Video conferencing, SMS services (d) MOODLE web portal, MyOUSL web portal (e) Using skype/ Google hangout facility for evaluations	Photos Notifications re availability of Wi-Fi facility Correspondence with ADs relating to Video conference facilities (NODES) SMS services - Screen Shots OUSL Official Web Site Screenshots of MOODLE / MyOUSL Letters of correspondence with students	PHOTOS-1 NOTIFITN.RE.Wi-Fi-2 Corr.ADs.V.Cnfrncs. NODES-3 SMS./Scrn.Shts-4 www.ou.ac.lk .Scrn.Sht-5 MOODLE./MyOUSL/Scrn.Shts-6 Corr.Lts.STDNT-7
4.15	The Faculty provides current and accurate information in an accessible manner through a variety of modes to all registered students of the programme.	Via OMIS, DLS web page, Letters. etc.	Students Guidebook Student web portal DLS web Notice Boards SMS screen shots Registration Package VC's letter to learners re. SLQF changes. Correspondence to students re selection for scholarships and bursaries	STDNT.G.BK-1 MYOUSL.Scrn.Sht-2 DLS.Web.NB.Scrn.Sht-3 SMS.Scrn.Shts-4 Reg.Pckg-5 VC.Lts.Lrnrs.SLQF.Chngs-6 Corr.STDNT.Schlrshps/BURSARY-7
4.16	The Faculty encourages the student unions/ associations to contribute to support student learning.	Student's unions & representations at FB meetings is legalized. Recognize voluntary association/ study circles/ encourage of social media voluntary groups.	Student Union By-laws Student Guidebook Screen Shots of Social media groups Minutes of Staff Meetings	STDNT.UNION.Byls-1 STDNT.G.BK-2 SOCIAL.MEDIA./Scrn.Shts-3 DLS.Stf.Mtg.Min-4

4.17	<p>Programme provide s co-curricular and extra-curricular activities to contribute to the social and cultural dimensions of the educational experience of learners.</p>	<p>Following activities have been conducted by DLS.</p> <p>(a) Alms giving and <i>Pirith</i> chanting -2013</p> <p>(b) Blood donation camps</p> <p>(c) Human Rights Day -Film festival</p> <p>(d) Open Day 2015 -Drama Competition -Debating competition -<i>Sramadana</i> campaigns</p> <p>(e) Student Research Symposium</p> <p>(f) Sports events- 2018</p> <p>(g) New year celebrations</p> <p>(h) Helping victims of natural disasters</p> <p>(i) Cricket Tournament</p> <p>(j) Get together 2017</p> <p>(k) Going down 2017</p> <p>(l) Leadership training programme</p> <p>(m) Annual trips</p>	<p>FB Minutes on Student Requests</p> <p>Photographs and videos of these events</p> <p>Approvals by relevant authorities</p> <p>Student Request letters</p> <p>Invitations</p> <p>Students Guidebook</p>	<p>FB.Min-1</p> <p>PHOTOS-2</p> <p>AV.MTL-3</p> <p>Apprvls.Athortis-4</p> <p>STDNT.Rqst.Lts-5</p> <p>INVIT-6</p> <p>STDNT.G.BK-7</p>
4.18	<p>The Faculty provide opportunities for peer interaction to empower learners to share knowledge</p>	<p>Comply with this in multiple ways.</p>	<p>Environmental Law Group project work guidelines</p> <p>Event Photos</p> <p>Screen shots of social media</p>	<p>ENV.GRP.PRJ.Gdl-1</p> <p>PHOTOS-2</p> <p>SOCIAL.MEDIA.Scrn .Shts-3</p>

	and information and develop interactive and collaborative learning skills.		groups. MOODLE Discussion Forum -screen shots Student Research Symposium Documents re moot competitions and Debating competitions	MOODLE.Dis.Scrn.Shts-4 STDNT.Rsh.Sympsm.Doc-5 MOOT.COURT.Doc-6 DEBATING.COMPETITIONS-7
4.19	Annual monitoring and evaluation of learner support services are implemented and outcomes are communicated to all relevant stakeholders.	Monitors learner support services and reports to respective authorities.	Annual Reports to UGC Reporting to the Council of Legal Education Reporting to the UGC Standing Committee on Legal Studies FB Minutes Reports from RC ADs RES Board Meeting Minutes	Anl.RPT.UGC-1 RPT.COUNC.LGL.Ed-2 RPT.UGC.Stndng.Com.LGL.Std-3 FB.Min-4 RPT.RC.ADs-5 RES.BD.Mtg.Min-6
4.20	The Faculty regularly monitors learner retention, progression, completion and graduation rates, in the context of learner support services and takes remedial measures deemed necessary.	Those things are done via respective divisions for activity planning. Remedies are provided when necessary, viz. (a)down signing of new intake (b) Offering programmes at new RCs	OMIS reports - admission and completion Tracer Studies Report Records - Graduate Output Records - admission each year. Selection Test Review Sub-Committee Report and TOR. Changing Selection Test Criteria changing Memo 2015-2016 Faculty Board Minutes learner retention workshop agenda and correspondence	OMIS.RPT.ADMSN.COMPLETION-1 TRACER.STUDIES.RPT-2 RCD.GRADUATE.OUTPUT-3 RCD.STDNT.ADMISION-4 SELECTION TEST.Sub.Cmte.RPT./TOR-5 Chng.SELECTION.Tst.Mem-6 FB.Min.wkshp.Lnr.Supt-7

Summary

Infrastructure, resources and learner support for the LL. B Degree Programme, are provided, maintained and monitored through a well-established mechanism by DLS and Faculty. Physical infrastructure facilities and technological resources are provided for teaching and learning processes.

DLS has taken necessary steps to equip students with research skills, knowledge sharing and interpersonal skills. It is important to note that the staff practices innovative methods in student centered learning environment and even though the infrastructure facilities provided are not adequate. DLS provides library facilities at the main campus and at regional centre levels. However, library facilities at regional centres are not up to the expected standard. ICT skills of the students are enhanced through Nodes Access Centres. Moreover, DLS ensures that the students are provided with adequate training on 'soft skills'/'life skills' through assigning them group projects and tailor-made programmes (e.g. Efil programme). DLS proactively engages in carrying out sports activities, welfare programmes and multicultural programs to promote harmony and cohesion among students Population.



Criterion 5

Learner Assessment and Evaluation

No	Standards	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
5.1	The Programme of study has By-laws, Rules and Regulations for assessment and evaluation of learners to ensure awards made meet the national and international academic standards	<p>LL.B. By-laws are aligned with SLQF guidelines.</p> <p>Council for Legal Education recognized the programme.</p>	<p>Interim SLQF By-laws</p> <p>SLQF Honours By-laws</p> <p>Gazette granting recognition by Council of Legal Education</p> <p>Correspondence with VC, Sri Lanka Law College, Council of Legal Education</p>	<p>Intrm.Byls-1</p> <p>SLQF.Byls-2</p> <p>GAZETTE553/5-1989-3</p> <p>Corr.VC.1987-4</p> <p>Corr.Law.Col.1988-5</p> <p>Corr.COUNC.LGL.Ed.2014-6</p> <p>RPT.DLS.HOD.2015-7</p> <p>RPT.DLS.HOD.2017-8</p>
5.2	The Faculty adheres to policies and procedures approved for the institution for designing, approving and monitoring assessment strategies for the programme and its courses are maintained.	<p>Comply with this standard as follows;</p> <p>(a) All exams are approved by FB /Senate /Council.</p> <p>(b) Course plans and assessment strategies are designed in collaboration with Curriculum Development Committee, Faculty Course Development Committee.</p>	<p>LL.B Interim and SLQF By-laws</p> <p>FB and Senate Minutes</p> <p>Procedural Manual provides procedure for all exams</p> <p>LL.B. Registration Package</p> <p>Minutes of the University Curriculum Development Committee</p> <p>Past question papers (2013-2017)</p>	<p>Intrm.Byls-1</p> <p>SLQF.Byls-2</p> <p>FB.Min-3</p> <p>SENATE.Min-4</p> <p>EXAM.MANUAL(2013)-5</p> <p>Reg.Pkg-6</p> <p>Uni.CURR.Devl.Cmte.Min-7</p> <p>PQP.CAT.1-8</p> <p>PQP.CAT.2-9</p>

			<p>Sample Answer scripts (2013-2017)</p> <p>Project Reports (2013-2017)</p> <p>Oral presentation in Land law</p> <p>Mark sheets- CAT, TMA, Oral Presentation, Project Reports, Final Examinations</p> <p>Correspondence regarding exams.</p> <p>Documents regarding exam matters</p>	<p>PQP.TMA-10</p> <p>PQP. FE-11</p> <p>PQP.Land.ORAL-12</p> <p>ANS.SRPT.CAT.1-13</p> <p>ANS.SRPT.CAT.2-14</p> <p>ANS.SRPT.TMA-15</p> <p>ANS.SRPT.FE-16</p> <p>ENVIR.PRJ.RPT.Gdl-17</p> <p>JUR.PRJ.RPT.Gdl-18</p> <p>PQP.LND.ORAL/Gdl-19</p> <p>Land.ORAL.PPT/Handouts-20</p> <p>Mrk.Sheet.CAT.1-21</p> <p>Mrk.Sheet.CAT.2-22</p> <p>Mrk.Sheet.TMA-23</p> <p>Mrk.Sheet.LND.ORAL-24</p> <p>Mrk.Sheet.ENV.PRG.RPT-25</p> <p>Mrk.Sheet.JUR.PRG.RPT-26</p> <p>Mrk.Sheet.FE-27</p> <p>Corr.AR/HSS-28</p> <p>Corr.SAR/EXAM-29</p> <p>Corr.VC-30</p> <p>ELGIBLTY.Lst-31</p> <p>Gdl.MEDALS.&.PRIZES-32</p>
5.3	The Faculty ensures the security, confidentiality and integrity of conducting the assessments.	<p>DLS comply with this standard as follows;</p> <p>(a) By following Exam Manual strictly.</p>	<p>Exam Manual</p> <p>Exam related documents</p>	<p>EXAM MANUAL(2013)-1</p> <p>Admission.Frm(2013-2017)-2</p> <p>Intrct.to.invigilators.doc-3</p> <p>Duties & Respon.supervisor.doc-4</p>

		<p>(b) Assigning index number to ensure anonymity.</p> <p>(c) Written Instructions to supervisors and invigilators.</p> <p>(d) Submission of Declaration Form annually and prior to Admission Test re relations in the programme.</p>	<p>Mark sheets (2013-2017)</p> <p>Correspondence regarding examinations (2013-2017)</p> <p>Relationship Declaration Form</p> <p>Senate Decision on declaring relationship</p>	<p>Exam.PPR.PKTS/labels-5</p> <p>Mrk.Sheets.CAT.1-6</p> <p>Mrk.Sheets.CAT.2-7</p> <p>Mrk.Sheets.TMA-8</p> <p>Mrk.Sheets.LND.ORAL-9</p> <p>Mrk.Sheets.ENV.PRG.RPT-10</p> <p>Mrk.Sheets.JUR.PRG.RPT-11</p> <p>Mrk.Sheets.FE-10</p> <p>Corr.AR/HSS-11</p> <p>Corr.SAR/EXAM-12</p> <p>Corr.VC-13</p> <p>Rlnshp.Dcl.Frm-14</p> <p>SENATE.Min-15</p>
5.4	<p>Assessment strategy is aligned to the relevant level descriptors of the SLQF, the LO's and teaching learning strategies of programme/ courses and clearly stated in the programme/ course specifications</p>	<p>Programmere structured to align with SLQF undertwo stages in 2017/ 18 as follows.</p> <p>(a) Renamed as LL.B. Honours Degree' under SLQF level 6.</p> <p>(b) Dissertation,Research Methodology introduced to curriculum.</p> <p>(c) programe duration is limited to 12 years.</p>	<p>Interim and SLQF By-laws</p> <p>Minutes of DLS Staff Meetings, FB, Senate, Council</p> <p>VC' letter to students informing SLQF changes</p> <p>Correspondence regarding Curriculum Development Workshop</p>	<p>Intrm.Byls-1</p> <p>SLQF.Byls-2</p> <p>DLS.Stf.Mtg.Min-3</p> <p>FB.Min-4</p> <p>SENATE.Min-5</p> <p>COUNCIL.Min-6</p> <p>SLQF.Lts.VC.STDNT-7</p> <p>Corr.SLQF.WKSH-8</p> <p>CURR.Devel.WKSH/(2016)-9</p>

		(d) Course codes and credits reformulated.		
5.5	Progression within and between courses is clearly explained and available	It is clearly defined in LL.B By-laws.	LL.B Interim and SLQF By-laws Registration Package Student Guidebook Orientation documents	Intrm.Byls-1 SLQF.Byls-2 Reg.Pkg-3 STDNT.G.BK-4 Orent.Pgm-5 LL.B.BROCHURE-6 Corr.GA-7 Corr.STDNT-8 Ornt.INVIT/Agenda-9
5.6	The Programme includes formative assessments and summative assessments.	All courses have 2 continuous assessment tests and final examination. TMA, project reports and oral presentations in Level 5 & 6. Course material and MOODLE pages contain formative assessments for self evaluation	LL.B and Interim SLQF By-laws Registration Package Final Examination Schedules Student Guidebook Admission Forms Correspondence regarding exams (2013-2017) Past Question Papers (2013-2017) Sample Answer Scripts	Intrm.Byls-1 SLQF.Byls-2 Reg.Pkg-3 FE.Schdl-4 STDNT.G.BK-5 Admsn.Frm-6 Corr. AR/HSS-7 Corr. SAR/EXAM-8 Corr. Dir.Ops-9 Corr. AD-10 PQP.CAT.1-11 PQP.CAT.2-12 PQP.TMA-13 PQP.FE-14 ANS.SRPT.CAT.1-15

			<p>Project Report</p> <p>Oral Presentation</p> <p>Mark Sheets</p> <p>Course Material (Levels 3 to 6)</p> <p>Library web page</p> <p>MOODLE web page</p>	<p>ANS.SRPT.CAT.2-16 ANS.SRPT.TMA-17 ANS.SRPT.FE-18</p> <p>ENV.PRJ.Gdl-19</p> <p>JUR.PRJ.Gdl-20</p> <p>PQP.LND.ORAL.Gdl-21</p> <p>Ans.LND.ORAL.PPT/Handouts-22</p> <p>Mrk.Sheets.CAT.1-23</p> <p>Mrk.Sheets.CAT.2-24</p> <p>Mrk.Sheets.TMA-25</p> <p>Mrk.Sheets.LND.ORAL-26</p> <p>Mrk.Sheets.ENV.PRJ.RPT-27</p> <p>Mrk.Sheets.JUR.PRJ.RPT-28</p> <p>Mrk.Sheets.FE-29</p> <p>Crse.Mtls-30</p> <p>http://digital.lib.ou.ac.lk/pqp/Scrn.Sht-31</p> <p>http://lms.ou.ac.lk/Scrn.Sht-32</p>
5.7	Learners are informed about the different types of assessment and assessment techniques for the course	<p>Registration Packages given at registration contain this information.</p> <p>PPQs are available online viz library services website and MOODLE.</p>	<p>Registration Package</p> <p>Student Guidebook</p> <p>Correspondence with GA, Students</p> <p>Orientation Documents</p> <p>Guidelines for Oral Presentations and Project Reports (2013-2017)</p> <p>Library web page</p>	<p>Reg.Pkg-1</p> <p>STDNT.G.BK-2</p> <p>Corr.GA-3</p> <p>Corr.STDNT-4</p> <p>Orient.INVIT/Agenda-5</p> <p>Gdl.ORAL-6</p> <p>Gdl.JUR.PRJ.RPT-7</p> <p>Gdl.ENV.PRJ.RPT-8</p> <p>http://digital.lib.ou.ac.lk/pqp/Scrn.Sht-31</p>

			MOODLE web page	n.Sht-9 http://lms.ou.ac.lk/Scrn.Sht-10
5.8	There are systems of tracking and recording to provide detailed and accurate feedback on their performance/ progress in a timely manner	Students' performance / progress is recorded via OMIS connected to all Departments. Tracking is done by registration No and index No. Special mechanisms exist for "Under Protest" and overseas candidates. Exam Manual is followed strictly. Examiners feedback is provided through TMA and CAT assignments by writing comments of examiners on scripts.	OMIS MYOUSL Admission Forms Documents relating to conducting examinations Mark Sheets (2013-2017) Sample check lists (2013-2017) Oral Presentation Admission/ Mark Sheets Correspondence regarding distribution/ notification of assessments Evaluated answer scripts with examiners comments (2013-2017)	http://ums.omis.ousl.lk/Scrn.Sh-1 http://myousl.ou.ac.lk/indx/logn/fp.aspx/Scrn.Sht-2 Admsn.Frm(2013-2017)-3 EXAM.Attdn.Lst-4 EXAM.UP.Form-5 EXAM.Supervisors.RPT-6 EXAM.OFFENCE.Frm-7 Mrk.Sheets.CAT.1-8 Mrk.Sheets.CAT.2-9 Mrk.Sheets.TMA-10 Mrk.Sheets.LND.ORAL-11 Mrk.Sheets.ENV.PRG.RPT-12 Mrk.Sheets.JUR.PRG.RPT-13 Mrk.Sheets.FE-14 TMA.Chk.Lst-15 ENV.PRJ.RPT.Chk.Lst-16 JUR.PRJ.RPTChk.Lst-17 Mrk.Sheet.Land.ORAL-18 ORAL.Admission.Form-19 Corr.AD-20 Corr.Dispatch-21 Corr.RC.LL.B.Coord-22 Ans.Srpt.CAT.1-23 Ans.Srpt.CAT.2-24 Ans.Srpt.TMA-25 ENV.PRJ.RPT-26 JUR.PRJ.RPT-27

5.9	The Faculty ensure that assessment decisions are documented accurately and systematically, and that the decisions of relevant assessment panels and examination boards are communicated to learners without undue delay	<p>OMIS and Mark Sheets document assessment decision.</p> <p>Other assessment decisions i.e. eligibility marks, finalization of grades and classes are done at examination panels where all relevant examiners are present.</p> <p>Decisions are taken at those panels by a consultative process and they are conveyed to students by MYOUSL and notices.</p>	<p>Lists of Eligibility, Final Grade, Final Awards List (level 6) (2013-2017)</p> <p>MYOUSL</p> <p>Notice of Oral Presentation results</p> <p>Correspondence & Attendance Lists of meetings</p>	<p>ELIGIBILITY.Lst-1</p> <p>Fnl.Grd.Lst-2</p> <p>Fnl.Awrđ.Lst-3</p> <p>http://myousl.ou.ac.lk/indx/logn/fp.aspx/Scrn.Sht-4</p> <p>Corr.LND.ORAL.Notice-5</p> <p>Corr.SAR/EXAM-6</p> <p>Corr.AR/HSS-7</p> <p>Attdn.Lst-8</p>
5.10	There is an appeal system to allow learners to query grades/marks awarded and the feedback provided.	<p>Appeals regarding CA are dealt with by HOD and staff and decisions communicated via Letters, telephone and e-mail.</p> <p>AR/HSS deals with appeals regarding final examinations and they are re-scrutinized by panels and outcome is communicated by letters.</p>	<p>Letters of appeal and responses</p> <p>Documents relating to re-scrutinization</p>	<p>Ltts.Appls/Rspns(2013-2017)-1</p> <p>UGC.Ciclar.978/2012-2</p> <p>Rescru.Notice-3</p> <p>Rescru.Appli.Form-4</p> <p>Rslts.Verif.Brd.Mtg.doc-5</p> <p>Outcome.notif.doc-6</p>
5.11	Code of conduct of examinations and assessments/ manual of examination is available and updated and communicated to all staff involved and enforced strictly	Exam Manual available and accessible to staff.	<p>Exam Manual (2013)</p> <p>Exam related documents/ correspondence (2013-2017)</p>	<p>EXAM.MANUAL(2013)-1</p> <p>Instruct.to.invigilators.doc-2</p> <p>Duties.&.Resp.supervisor.doc-3</p> <p>Exam.Ppr.Pkts/labels-4</p> <p>Corr.SAR/Exams-5</p> <p>Corr.AR/HSS-6</p> <p>Corr.HOD/Crs.Coord/DLS-7</p>

5.12	The Faculty adheres to policies and regulations governing the selection/ nomination and appointment of both internal and external examiners.	UGC criteria are followed with the approval of HSS/FB, Senate and Council.	University Act OUSL Ordinance LL.B By-laws FB Memos Senate Minutes Letters of appointment U.G.C Circulars	UNI.ACT-1 OU.ORD-2 Poli.Doc.Appt.Extnl.Exmnr-3 FB.Memo-4 SENATE.Min-5 Appt.Lts(2013-2017)-6 UGC.CCirls-7
5.13	The Faculty maintains academic standards and assessment criteria are consistently applied by moderation of examination question papers by external examiners.	Qualified external examiners moderation of QP.	FB Memos Senate Minutes Correspondence with moderators Sample Moderated paper	FB.Memo-1 SENATE.Min-2 Corr.MODERATORS-3 Moderated.PQP-4
5.14	The Faculty adopts independent second examiners/ external examiners in examinations as part of quality control and assurance of academic standards where relevant.	The following methods adopted, examination scripts of Levels 5 & 6 are subject to double blind marking. When large discrepancies exist 3rd marking takes place. Jurisprudence projects with 'A' or 'fail' grade and Environmental law projects with fail grades are subject to second blind marking.	Exam Manual (2013) Mark Sheets (2013-2017) Correspondence with SAR/Exams and marking examiners	EXAM.MANUAL(2013)-1 Mrk.Sheet.LND.ORAL-2 Mrk.Sheet.ENV.PRJ.RPT-3 Mrk.Sheet.JUR.PRJ.RPT-4 Mrk.Sheet.FE-5 Corr.SAR.EXAM-6 Corr.Mkng.EXAMINERS-7
5.15	Detailed marking schemes/ guidelines are provided to all examiners and	Provisions of marking guidelines are compulsory.	Marking guidelines (2013-2017)	Mkng.Gdl.CAT.1-1 Mkng.Gdl.CAT.2-2 Mkng.Gdl.TMA-3

	<p>procedures are available to ensure that examiners apply the marking scheme in a consistent manner to ensure transparency, consistency and fairness in marking.</p>	<p>Examiners must write comments on the scripts.</p> <p>Mechanism of double marking ensure adherence with guidelines.</p> <p>First time examiners are assessed to pilot making before marking is assigned.</p> <p>Errors when identified are rectified.</p>	<p>Sample Answer Scripts with comments (2013-2017)</p> <p>Correspondence with marking examiners</p>	<p>Mkng.Gdl.LND.ORAL-4</p> <p>Mkng.Gdl.ENV.PRJ.RPT-5</p> <p>Mkng.Gdl.JUR.PRJ.RPT-6</p> <p>Ans.Srpt.CAT.1-7</p> <p>Ans.Srpt.CAT.2-8</p> <p>Ans.Srpt.TMA-9</p> <p>Corr.MRKNG.EXMNRS-10</p>
5.16	<p>Appropriate measures are in place to ensure the integrity of work submitted (assignments, reports etc.) by students for evaluation and communicated effectively to students and examiners.</p>	<p>Plagiarism is an offence and informed to students to about it.</p> <p>Plagiarized work is identified and inquiries are held, and punishments given.</p>	<p>Student Guidebook</p> <p>Guidelines for assessments (2013-2017)</p> <p>Projects/ scripts identifying plagiarism (2013-2017)</p> <p>Examiners reports/comments</p> <p>Documents/ Correspondence regarding inquiries</p>	<p>STDNT.G.BK-1</p> <p>Gdl.TMA-2</p> <p>Gdl.LND.ORAL-3</p> <p>Gdl.ENV.PRJ.RPT-4</p> <p>Gdl.JUR.PRJ.RPT-5</p> <p>PLAGIARISM.TMA-6</p> <p>PLAGIARISM.ENV.PRJ.RPT-7</p> <p>PLAGIARISM.JUR.PRJ.RPT-8</p> <p>EXMNERS.RPT/Commnt-9</p> <p>Inq.proceedings-10</p> <p>Corr.SAR/EXAM -11</p> <p>Corr.Studnt.Inq-12</p>
5.17	<p>Disciplinary procedures for handling malpractices such as copying, and plagiarism are in place and strictly enforced and communicated to relevant staff and all students.</p>	<p>Examination manual provide procedure.</p> <p>Informed to all via Student Guidebook, Registration Package, TMA and project guidelines, announcements and printed notices.</p>	<p>Exam Manual (2013)</p> <p>Student Guidebook</p> <p>Registration Package</p> <p>TMA and project guidelines (2013-2017)</p>	<p>EXAM.MANUAL(2013)-1</p> <p>STDNT.G.BL-2</p> <p>Reg.Pkg-3</p> <p>Gdl.TMA-4</p> <p>Gdl.ENV.PRJ.RPT-5</p> <p>Gdl.JUR.PRJ.RPT-6</p>

			<p>Guidelines for Awards and Prizes</p> <p>Notices in examination halls</p> <p>Documentation on reporting offences, conducting inquiries and enforcing punishments (2013-2017)</p>	<p>Gdl.AWARDS/PRIZES-7</p> <p>NOTICES/PHOTOS -8</p> <p>Doc.EXAM.OFFENCE-9</p> <p>Doc.EXAM.OFFENCE.Inqrs-10</p> <p>Doc.EXAM.OFFENCE.punishment-11</p>
5.18	<p>The Faculty ensures that staff undertaking work relating to assessment is competent to undertake their assigned roles and responsibilities and have no conflict of interest.</p>	<p>FB, Senate, Council approved appointments.</p> <p>Pilot markings of new examiners.</p> <p>Marking guidelines provided with answer scripts.</p> <p>Staff briefings to notify staff of expected standards.</p> <p>Staff is required to inform of any conflict of interest and work is not assigned to such staff members.</p>	<p>FB Minutes</p> <p>Senate Memos</p> <p>Marking Guidelines (2013-2017)</p> <p>Notices of staff briefings relationship.</p> <p>Declaration Forms</p>	<p>FB.Min-1</p> <p>SENATE.Memo-2</p> <p>Mkng.Gdl.CAT.1-3</p> <p>Mkng.Gdl.CAT.2-4</p> <p>Mkng.Gdl.TMA-5</p> <p>Mkng.Gdl.LND.ORAL-6</p> <p>Mkng.Gdl.ENV.PJT.RPT-7</p> <p>Mkng.Gdl.JUR.PJT.RPT-8</p> <p>Notice.Stf.Brief-9</p> <p>Dcltrn.Frm-10</p>
5.19	<p>The Faculty reviews and amends assessment regulations periodically as appropriate, to assure itself that the regulations fit for the purpose.</p>	<p>Dissertation and Research Methodology introduced with SLQF requirements. Variable TMA group projects, research based CATs.</p>	<p>LL.B and Interim SLQF By-laws</p> <p>Environmental Law Group Project Guidelines</p> <p>Research based CA</p>	<p>Intrm.Byls-1</p> <p>SLQF.Byls-2</p> <p>Grp.PJT.RPT.Gdl-3</p> <p>ENV.PJT.RPT.(2017)-4</p> <p>PQP.ENV.CAT.2(2014-2015)-5</p>
5.20	<p>Graduation, course completion and retention rates are monitored on a continuous basis and appropriate action taken.</p>	<p>Course eligibility completion is monitored via eligibility lists and final mark lists.</p> <p>Overall performances are</p>	<p>OMIS</p> <p>List of Graduates, Eligibility, Final Grades and Final Awards (2013-2017)</p>	<p>http://ums.omis.ousl.lk/Scrn.Sht-7</p> <p>CONVOCATION.Lst-8</p> <p>Egbl.Lst-9</p> <p>Fnl.Grd.Lst-10</p>

		considered during Final Exam Panel meetings and decide awarding pass marks, or upgrading a single C- to enable graduation.		Fnl.Awrd.Lst.L6-11
5.21	The Faculty ensures that the degree awarded and the name of the degree complies with the guideline (qualification descriptor), credit requirements and competency level (level descriptor) detailed in the SLQF.	Complete programme revision standards including, Change of amending credit rating, course codes, and Introducing a Dissertation, RM maximum time for completion of programme.	Interim and SLQF By-laws Registration Package	Intrm.Byls-1 SLQF.Byls-2 Reg.Pkg-3

Summary

LL.B. Degree Programme has By-laws to evaluate performance of learners and they conform with SLQF requirements. Policies and procedures approved by the Faculty Board and Senate are followed in designing, approving and monitoring assessment strategies. Confidentiality and security of the assessments are ensured by strict compliance with the Examination Procedural Manual. Assessment strategy has been aligned to the relevant level descriptors of SLQF, LO's and teaching learning strategies of the programme by revisions introduced in 2017. Progression within and between courses are stated in By-laws and communicated to students via course plans, orientation programmes and Students' Guidebook. Summative assessments are included in the form of CAT, FE, Oral Presentations and projects while formative assessment occurs through course material and the MOODLE webpage.

The types of assessments and techniques of assessments are made known to learners via registration packages, Students' Guidebooks, general guidelines and past papers made available online. There are tracking and recording systems from the days student sitting the examination till the release of results to ensure that learners are provided accurate and timely feedback on their performance including access to mark/grade via MYOUSL and marked assessments (i.e. TMA, Project Reports). Assessment decisions are documented in eligibility and final lists which are uploaded to OMIS and decisions made by relevant assessment panels and examination boards are communicated to learners using MYOUSL. Appeals regarding marks and grades can be addressed to the Head or by a formal appeal for re-scrutinization for final marks.

All exams are conducted in accordance with the Exam Manual to which all staff has access. Examiners are appointed with the approval of the Faculty Board and Senate. The standards of papers are maintained by moderation by senior academics and independent double marking and panels of examiners. Examiners are provided with marking guidelines, and new examiners trained before assignment of marking, to ensure consistency and fairness in marking. Integrity of learner's work is ensured by strictly enforced rules on plagiarism and these are informed to students through Students' Guidebook and Brochure, course information packages and guidelines, exam rules and notices at examinations.

Competency of staff is ensured through requirement of minimum qualifications to undertake work, and the scrutiny of Faculty Board and Senate prior to assignment of work. Internal staff is required to submit an annual declaration regarding any courses they are following and visiting academics too are required to submit declarations to prevent conflict of interest. The assessment regulations were amended recently to align with SLQF by including a Dissertation (LLU6618) and Research Methodology (LLU5019) course into the programme.

Course completion, retention and graduation rates considered at examiners' panel meetings in finalizing marks. Amendments have been made to the LL. B By-laws in 2017 to ensure that the degree awarded and name of the degree comply with the guidelines, credit requirements and competency level detailed in the SLQF Guidelines.

Large student numbers are a challenge faced in maintaining those standards.



Criterion 6

Innovative Initiatives and Good Practices

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Document
6.1	The Faculty/Institute has established and operates ICT-based platform (i.e. VLE/ LMS) to facilitate multi-mode teaching delivery and learning.	<p>ICT based platform for teaching and learning is via MOODLE.</p> <p>DLS uses MOODLE for that purpose.</p>	<p>Screen Shot of OUSL web page</p> <p>Screen Shot of DLS MOODLE Home page</p> <p>Correspondence with CETMe, MOODLE Coordinator to update information.</p> <p>CETMe Report to Senate on usage of MOODLE by DLS students.</p> <p>Login information given to the students through letters, registration package and Students' Guidebook.</p>	<p>http://ousl.nodes.i/Scr.Shts-1</p> <p>Scr.Shts.MOODLE-2</p> <p>Corr.CETMe.MOODLE-3</p> <p>CETMe.SENATE.RPT-4</p> <p>Corr.STDNTS-5</p> <p>Reg.Pkg-6</p> <p>STDNT.G.BK-7</p>

6.2	The Faculty /Institute encourages the staff and students to use OER to supplement teaching and learning.	<p>Library website provides OER under “online resources” category.</p> <p>Law text books are freely available at “Open Text Book Library”</p> <p>PPQ can be freely downloaded.</p> <p>Faculty established Massive Open Online Courses (MOOC) Committee.</p>	<p>Screen shot of OUSL OER page</p> <p>University approved policy and guidelines on the use OER</p> <p>Screen shot of DLS OER page, ‘Open Text Book Library’, Criminal Law text Book, Business Law course, Past Question Papers.</p> <p>FB Minutes</p>	<p>http://lib.ou.ac.lk/Scrn.Sht-1</p> <p>Uni.Appr.P&G .OER-2</p> <p>DLS.OER/Scrn .Sht-3</p> <p>http://oer.cloudaccess.host/Scrn.Sht-4</p> <p>http://open.um.n.edu/opentextbooks/Scrn.Sht-5</p> <p>Scrn.Sht,CRIM .Law-6</p> <p>Scrn.Sht,BUS. Law-7</p> <p>http://digital.lib.ou.ac.lk/pqp/Scrn.Sht-8</p> <p>FB.Min-9</p>
6.3	The Faculty/Institute recognizes complementarily between academic training, research and development (R&D), innovations, and industry engagement as part of the functions of academics.	<p>DLS Staff performed multiple roles in R & D.</p> <p>DLS staff participates reviewers, committee members and session chairs at student research symposium.</p> <p>DLS conducts workshops and research programmes with national and international institutions and subject expertise.</p> <p>Staff sitting as chair of research sessions of HEI.</p> <p>Nominating of staff members for training workshops</p>	<p>R & D Guidelines</p> <p>University publication on research articles. (2016)</p> <p>Proceedings of annual research Sessions.</p> <p>Annual Student Research Session Proceedings</p> <p>FB Minutes</p> <p>South Asian Teaching Session on International Humanitarian Law</p> <p>‘Human Rights Day’ programme funded by Ministry of</p>	<p>R&D.Gdl-1</p> <p>Uni.Pub.RESE ARCH.Artcl-2</p> <p>Prcdn.Annul.R ESEARCH.Ses n-3</p> <p>Annul.STDNT. RESEARCH.S esn-4</p> <p>FB.Min-5</p> <p>Corr.SATSIHL -6</p>

			Rehabilitation and UN	Corr.HR.Day-7 Amt.Lts-8
6.4	The Faculty has established coordinating and facilitating mechanism for fostering research and innovation, Promotion of research and community outreach.	<p>Faculty Research Committee coordinates and facilitates research and innovations in liaison with University Research Committee.</p> <p>DLS staff members appointed as representatives to Faculty Research Committee.</p> <p>Faculty research committee coordinated students' research symposium 2017.</p> <p>Faculty provides research funds.</p> <p>University and Faculty have its own research Publications such as OUSL Journal and Vista Journal.</p>	<p>Minutes of FB, Senate, Faculty Research Committee, Vista Journal Committee</p> <p>Proceedings of Annual Student Research Symposium</p> <p>Sample OUSL Journals</p>	<p>FB.Min-1</p> <p>SENATE.Min-2</p> <p>FAC.Resch.Cmt.Min-3</p> <p>VISTA.Journl.Cmte.Min-4</p> <p>Proceedings.Annl.STDNT.Resch.SYMPOSIUM-5</p> <p>OUSL.Journl-6</p>
6.5	Faculty uses the knowledge base to be responsive to societal needs and address community's issues (not just university agenda)	Staff participates in national policy making bodies and engaged in raising awareness on social issues i.e. HR	<p>Appointment Letters to National Bodies</p> <p>'Human Rights Day' programme Agenda</p> <p>Faculty Board Minutes</p> <p>Helping Students in disaster situations.</p>	<p>Appt.Lts.Natnl.Bd-1</p> <p>Corr.HR.Day-2</p> <p>AGENDA.HR-3</p> <p>FB.Min-4</p> <p>Corr.BLOOD.Bnk-5</p> <p>PHOTOS -6</p>
6.6	The faculty promotes thematic research on national issues, and disseminates and ensures a conducive environment for research.	<p>Availability of online thematic journals via OUSL website.</p> <p>Granting of funds for research.</p> <p>Publishes of research Journal</p>	<p>Screen Shot of online Journals</p> <p>Faculty Research Committee Minutes</p> <p>Vista Journal Committee Minutes.</p> <p>FB Minutes</p>	<p>Scrn.Sht.ONLINE.Journl-1</p> <p>FAC.Recsh.Cmt.Min-2</p> <p>VISTA.Journl.Comte.Min-3</p> <p>FB.Min-4</p>

6.7	The Faculty/Institute implements reward system to encourage academics for achieving excellence in research and outreach activities.	<p>The University (Faculty) has a reward system for researchers.</p> <p>Research is encouraged and rewarded in multiple ways;</p> <p>(a) Promotional Criteria</p> <p>(b) University research awards system</p> <p>(c) Funds allocated for researches</p>	<p>Council Minutes</p> <p>Minutes of Leaves and Awards Committee, Faculty Research Committee</p>	<p>COUNC.Min-1</p> <p>Leave&Awards .Cmte.Min-2</p> <p>FAC.Recsh,Cmte.Min-3</p>
6.8	The study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings.	<p>Environmental Law and Jurisprudence courses consists of project reports with based on research.</p> <p>Research type questions for TMA.</p> <p>Group Project Reports.</p> <p>Dissertation and Research Methodology are compulsory for LL.B (Honours) effective from 2018/2019.</p>	<p>By-laws Schedule I</p> <p>Environmental Law Project Report Guideline</p> <p>Jurisprudence Project Report Guideline</p> <p>Sample Project Reports</p> <p>Instructions for students – EL CAT 2</p> <p>EL – Group project report instructions</p> <p>Students' Guidebook</p> <p>FB Minutes</p> <p>Correspondent with students</p> <p>Proceedings of Annual Student Research Symposium.</p>	<p>Byls.Schdl-1</p> <p>ENV.PRJ.RPT. Gdl-2</p> <p>JUR.PRJ.RPT. Gdl-3</p> <p>Sample.PRJ.RPT-4</p> <p>Instructions.EN V.CAT.2-5</p> <p>ENV.PRJ.RPT. Instructions-6</p> <p>STDNT.G.BK-8</p> <p>FB.Min-9</p> <p>Corr.STDNT-10</p> <p>Proceedings.Annl.Recsh.SYMPOSIUM-11</p>

6.9	The Faculty/Institute has established and operationalized strong links with various international, national, governmental and non-governmental agencies and industries, and uses such linkages to build the reputation of the institution and expose students to the ‘world of work’ and to promote staff and student exchange.	<p>DLS has strong link with various national agencies i.e. Council of Legal Education, Bar Association of Sri Lanka, Sri Lanka Law College.</p> <p>Graduates are exempted from the Attorneys- at – Laws exams except final year. HOD participated UGC Standing Committee of Legal Studies.</p> <p>Students nominated for Central Bank Training Programme.</p> <p>Student being sent to private and official law characters for training</p>	<p>Correspondence - Council of Legal Education, Bar Association, SL Law College</p> <p>Character and academic certificates Correspondence UGC Standing Committee</p> <p>Correspondence - Central Bank</p> <p>Letters to lawyers</p>	<p>Corr.COUNC. LGL.Ed/BASL -1</p> <p>Corr.SL.Law.College-2</p> <p>STDNT.Request -3</p> <p>Corr.UGC.STAND.Cmte-4</p> <p>Corr.CBSL-5</p> <p>Lts.Lyr-6</p>
6.10	The Faculty/Institute has diversified its sources of income to complement the grants received through Government by engaging in income generating activities.	<p>DLS engaging in income generating activities; <i>via</i> Admission Test, registration, course and tuition fees and postgraduate courses.</p> <p>A certain percentage of IG funds is credited to the DLS fund.</p>	<p>Annual Final Budget</p> <p>DLS funds outstanding balance</p>	<p>AnnL.Fnl.Bdgt-1</p> <p>DLS.FUNDS.Bal-2</p>
6.11	The Faculty/Institute practices a credit transfer policy in conformity with institutional policies that allows its students to transfer credits to another Faculty/ Institute or submit credits earned from another Institute to the Faculty concerned	<p>Attorneys are exempted from the Admission Test and from all courses at Level 3.</p> <p>With more than 75% of legal subjects after proper evaluation may claim appropriate exemptions.</p>	<p>LL.B By- Laws Section 2</p> <p>By- Laws Schedule I& 4</p>	<p>Byls-1</p>

	diploma or certificate, depending on level of attainment (fallback option).	(b) non-interesting students (lower entertainment). (c) No practical use of such middle level lower qualifications since large majority students wish to be attorneys.		
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Summary

DLS recognize that considers Innovative Initiative and Good Practices are essential for effective function of HEIs. ICT-based platform to facilitate multi-mode teaching and learning practiced. Academic staff members use MOODLE to share teaching materials with students and students are encouraged to use OER viz. law text books, and supplementary teaching and learning materials are available online. .

Academic Staff members engage in R & D viz. training, industry engagements. Faculty and DLS promote staff research activities by providing necessary leaves and awards. DLS promote and improve students' research skills through project report writing. DLS has already introduced Research Methodology and Dissertation as separate courses through curriculum development in line with SLQF requirements.

Further, DSL encourage students to share the findings of their research work at the Annual Student Research Symposium. A reward system, has been introduced to encourage best performing students. LL.B degree program is recognized by the Council of Legal Education in Sri Lanka and LL.B graduates are permitted to enter Sri Lankan Law Collage with course exemptions. The academics and students in all regional centers regularly involved in co-curricular activities, such as community, cultural and aesthetic pursuits. DLS encourage students to complete degree program and enter to legal profession without at lower level.



Chapter 4
SUMMARY

SUMMARY

This SER describes in detail the compliance status of LL. B degree programme with UGC-QAAC standards and matters connected therewith and incidental thereto.

QA and reviewing is an integral component in any higher education institute without which no HEIs can function effectively. In compliance with this universal principle, DLS has adopted a consistent policy of quality assurance despite severe human resource constraints.

LL.B degree program is not only an academic program but also it is a professional program. So that, DLS is bound to maintain quality standards of two regulatory bodies viz. UGC-QAAC and Council of Legal Education (CLE). CLE lays down quality standards for the legal profession.

The existing administrative structure of DLS is conducive for effective program management by maintaining quality standards of both regulatory bodies. Accordingly, DLS carried out curriculum revision in 2016 with the assistance of outside experts. The existing By-laws were revised and they become effective in two phases, so that the existing students would be able to complete the program with new reforms.

DLS has a professionally and academically qualified teaching staff with variable levels of postgraduate qualification. They design deliver, develop and manage the programme despite heavy workload. The newly recruited academic members must follow a compulsory training programme (CTHE) under SDC as a requirement for developing teaching and other related skills for quality assurance.

The revised LL. B (Honours) Degree has 120 total credits and fulfils credit requirements of Level 6 of SLQF. DLS utilizes blended pedagogical techniques. Accordingly, DLS assures the availability of sufficient infrastructure to learners on OBE and other online modes of learning and teaching.

The OBE is infused into the programme and practiced through activities on theoretical and practical knowledge transfer and skill enhancement activities. The students are provided with opportunity to select courses from among elective courses at Level 6. The practical aspects of law and the professional skills are developed through courses such as Jurisprudence, Land Law and Environmental Law.

DLS emphasizes the quality of teaching to uplift the students' learning experiences in line with ILOs vision and mission of the Department. Academics and students are given day-school schedules, course plans, time-tables, reading list and also, they are displayed on web page at the commencement of academic year. The updated notifications on day-schools /examinations/ academic activities are displayed on the web notice board.

The promotion of self-directed learning and collaborative learning is maintained via study guides, course plans and electronic sources such as MOODLE/ MyOUSL and online seminar series. Creative and critical thinking, lifelong learning, teamwork and interpersonal communication are encouraged through assignments, oral presentations, group works etc.

DLS ensures student friendly environment and it is conducive for the student learning exercise. DLS receives feedbacks from the students on conducting day-schools by the teaching staff through the students' feedback survey. It evaluates the learner satisfaction of the programme.

DLS organizes orientation programme for the newly registered students to educate them on key speech the degree programme i.e. evaluations, library, learner support facilities. They are provided with the code of conduct and a declaration stating compliance with the university general rules of behavior. The personal welfare of the students is enhanced by multiple services i.e. counseling, financial assistance, scholarships etc.

DLS has multiple assessment components to evaluate the performance of the students. The assessment strategies are approved by the Faculty Board and the Senate. Accordingly, 30% of overall marks should be obtained from CA and 70% from the Final Examination.

CA component consists of TMA, Project Report, No Book / Closed Book Test (NBT/OBT) and Oral Presentation. Department ensures that CA Test answer-scripts and marked TMA Assignments are returned to the students with constructive written comments on the scripts. Department encourages students to present their research findings at the Students' Research Symposium organized annually by Faculty.

IQAC assures the programme quality and DLS adopts students' feedback survey on teacher-evaluation. The evaluation involves assessment of the effectiveness and quality of teaching

by the students in each course. The survey is done through student feedback forms / lecturer evaluation forms.

DLS facilitates the socio- cultural interactive among the students by proactively promoting the courses such as Social Harmony, Second National Language (SNL). DLS strongly supports extra and co-curricular activities organized by the students by giving all required assistance.



Annexure 1: Insignia of the Open University of Sri Lanka

Name: The Open University of Sri Lanka

Crest:






Colours:  Orange  Black  White

Flag:






Colours of Gowns:

Black : Bachelor's Degree Holder 
Burnt Sienna (Brown) : Master's Degree Holder 
Wine Red : Doctorate Degree Holder 

Faculty Colours:

Indicated by hood/band
worn by academic staff only

Faculty of Humanities & Social Science : Green 
Faculty of Natural Sciences : Blue 
Faculty of Education : Purple 
Faculty of Engineering Technology : Red 
Faculty of Health Sciences : Magenta 

Caps: Graduate- Square Hard Black Cap with Orange Tassel.



Annexure 2 - Staff Profile

S/N	Name	Qualification, Teaching and Research Interests
01	Mr. Raja Goonaratne Head/ Legal Studies Senior Lecturer (Grade I)	LL.B (Hons) (Colombo), LL.M (Monash), Dip in Forensic Medicine (Colombo), Attorney-at-Law Teaching Interests: Criminal Law, Land Law, International Human Rights Law, Humanitarian Law, Introduction to the Laws of Sri Lanka and Business Law. Research Interests: Ancient Legal Theory and Practice, The Buddhist Jurisprudence, Humanitarian Law, International Human Rights Law, Business Law, Criminal Law and Forensic Medicine, Pesticides Law.
02	Professor (Dr.) Camena Guneratne	LL.B (Hons) (Colombo), LL.M (Harvard), PhD (Waikato), Attorney-at-Law Teaching Interests: Environmental Law, Human Rights and Law of Delict Research Interests: Environmental Law, Sustainable Development, Human Rights, Gender and Law of Delict
03	Ms. Yasodara Kathirgamathamby Senior Lecturer (Grade II) (Currently on study leave)	LL.B (Hons) (Colombo), LL.M (NLSIU), Attorney-at-Law Teaching Interests: International Human Rights Law, Administrative Law, Environmental Law and Constitutional Law. Research Interests: International Refugee Law, International Human Rights Law, International Humanitarian Law, Public Administration, Peace Building, Minority Rights and Consumer Rights.

04	Ms. Niluka Gamalath Senior Lecturer (Grade II)	LL.B (Hons) (Colombo), M.C.L. (New Delhi), Attorney-at-Law Teaching Interests: Environmental Law and Constitutional Law. Research Interests: Environmental Law, Constitutional Law and Human Rights.
05	Ms. Niluka Damayanthi Senior Lecturer (Grade II)	LL.B (Hons) (Colombo), LL.M (Pune), Attorney-at-Law Teaching Interests: Administrative Law and Jurisprudence. Research Interests: Administrative Law, Constitutional Law and Environmental Law.
06	Ms. Sandya Hewameealla Senior Lecturer (Grade II)	LL.B (Hons) (OUSL), LL.M (NALSAR), Attorney-at-Law Teaching Interests: Constitutional Law, Administrative Law and Introduction to the Laws of Sri Lanka. Research Interests: Constitutional Law, Administrative Law, Environmental Law and Legal History.
07	Ms. Wasana Panditharatne Lecturer	LL.B (Colombo), LL.M (Colombo), Pg.Dip in LS (Colombo), Attorney-at-Law Teaching Interests: Criminal Law and Interpretation of Statutes. Research Interests: Criminal Justice, Criminal Law, Law of the Sea and Interpretation of Statutes.

08	Ms.Sunethra Gunetilleke Lecturer	LL.B (Hons) (Colombo), LL.M in Commercial & Corporate Law (King's College, London), BMS (Hons) OUSL,Pg.DCP(Colombo), Attorney-at-Law Teaching Interests: Commercial Law and Law of Contract, Family Law Research Interests: Commercial Law, Law of Contract, Family Law and Mental Health Law
09	Mr. Nadeesh de Silva Lecturer (Currently on study leave)	LL.B (Hons) (Colombo), LL.M (SPU), Attorney-at-Law Teaching Interests: Labour Law, Commercial Law, Family Law and Introduction to the Laws of Sri Lanka. Research Interests: Criminal Law and Administrative Law
10	Ms. M.K. Geethani Jeewanthi Lecturer (Probationary) (Currently onstudy leave)	LL.B (Hons) (Colombo), LL.M (Colombo), Pg. Dip in Criminology and Criminal Justice (J'pura) Attorney-at-Law Teaching Interests: International Human Rights Law and Principles of Equity. Research Interests: Criminal Justice, Women and Children's Issue and Medical Law.
11	Ms. Selvaras Janaka Lecturer (Probationary)	LL.B (Hons) (Colombo), LL.M (SAU), Attorney-at-Law Teaching Interests: International Law, Introduction to Laws of Sri Lanka. Research Interests: International Law, Gender Law,International Investment Law.

12	<p>Ms. D.M.M. Nisanka Jayarathna Lecturer (Probationary) (Currently onstudy leave)</p>	<p>LL.B (Hons) (Colombo), Pg. Dip in Heritage Studies (Kelaniya), Attorney-at-Law</p> <p>Teaching Interests: Law of Delict, Constitutional Law, Introduction to the Laws of Sri Lanka</p> <p>Research Interests: Law of Delict, Environmental Law, Constitutional Law.</p>
13	<p>Mr. Ruchira Rosa Lecturer (Probationary)</p>	<p>LL.B (Hons) (Colombo), Pg. Dip in Archaeology (Kelaniya) Attorney-at-Law</p> <p>Teaching Interests: Introduction to the Laws of Sri Lanka, Constitutional Law and Public International Law.</p> <p>Research Interests: Environmental Law, International Humanitarian Law and Public International Law.</p>
14	<p>Ms. Niroshika Liyanamuhandiram Lecturer (Probationary) (Currently on study leave)</p>	<p>LL.B (Hons) (Colombo), Attorney-at-Law</p> <p>Teaching Interests: International Law, Introductions to the Laws of Sri Lanka and Labour Law.</p> <p>Research Interests: Commercial Law, International Law, Human Rights and Law of Contracts.</p>
15	<p>Mr. W.A. Sanath Sameera Wijesinghe Lecturer (Probationary) (Currently on study leave)</p>	<p>LL.B (Hons) (Colombo), Attorney-at-Law</p> <p>Teaching Interests: Constitutional Law, Land Law, Jurisprudence and International Law.</p> <p>Research Interests: Intellectual Property Law, International Humanitarian Law, Land Law & Environmental Law.</p>
16	<p>Ms. B.A.R. Ruwanthika Ariyaratna Lecturer (Probationary)</p>	<p>LL.B (Hons) (Colombo), Attorney-at-Law</p>

	(Currently on study leave)	<p>Teaching Interests: Legal Method, Law of Delict and Administrative Law.</p> <p>Research Interests: Intellectual Property Law, Company Law, Law of Delict and Administrative Law.</p>
17	Mr. W.D. Manoj Lecturer (Probationary)	<p>LL.B (Hons) (Colombo), Attorney-at-Law</p> <p>Teaching Interests: Introductions to the Laws of Sri Lanka, Family Law and Environmental Law.</p> <p>Research Interests: Environmental Law and Humanitarian Law.</p>
18	Mr. Ramindu Perera Lecturer (Probationary) (Currently on study leave)	<p>LL.B (Hons) (Colombo), Attorney-at-Law</p> <p>Teaching Interests: Labour Law, International Human Rights Law.</p> <p>Research Interests: Labour Law, International Human Rights Law.</p>
19	Mr. P.B. Herath Lecturer (On Contract) Academic Coordinator – Badulla RC	<p>LL.B (Hons) (OUSL) Dip in Human Rights (Peradeniya) Attorney -at-Law</p> <p>Teaching Interests: Family Law, Public International Law, Commercial Law, Administrative law and International Human Rights Law.</p> <p>Research Interests: Public International Law, Commercial Law & Administrative Law</p>
20	Ms. K. N. Sanjeevani Lecturer (On Contract) Academic Coordinator – Anuradhapura RC	<p>LL.B (Hons) (Colombo) Attorney -at-Law</p> <p>Teaching Interests: International Humanitarian Law, International Human Rights Law, Environmental Law, Intellectual Property Law & Commercial Law</p> <p>Research Interests:</p>

		International Investment Law, Information and Communications Technology Law & Cyber Law.
21	Ms. W G T Yashodha Thilakarathne Lecturer (On Contract) Academic Coordinator – Kandy RC	LL.B (Hons) (OUSL). Dip in International Relations (BCIS) Attorney -at-Law Teaching Interests: Legal Method, Introduction to Laws of Sri Lanka, Constitutional Law and Jurisprudence. Research Interests: Commercial Law, Jurisprudence, Constitutional Law.
22	Ms. Ayodhya Prabhashini Rathnayake. Lecturer (On Contract) Academic Coordinator – Kurunagala, RC	LL.B (Hons) (OUSL) Attorney -at-Law Teaching Interests: Constitutional Law, Administrative Law, Labour Law, Family Law, Jurisprudence, Environmental Law and Criminal Law. Research Interests: Criminal Law, Forensic Medicine and Medical Jurisprudence, Child Rights and Child Labour Rights, Juvenile Delinquency and Social Disorganization.
23	Ms. S Prithivi Lecturer (on Contract) Academic Coordinator – Jaffna RC	LL.B (Hons) (Jaffna) Attorney -at-Law Teaching Interests: Criminal Law, Labour Law, Law of Contract. Research Interests: Criminal Law, Labour Law, Environmental Law, Educational Systems of Law.

Annexure 3 - Graduates Profile

DLS intends to produce law graduates who would contribute to the nation in multiple areas as shown in the following diagram.



DLS imparts knowledge in core legal subjects by which the law graduates acquire world-class substantive knowledge in law and legal theory. This knowledge helps them for their carrier development. The concepts, principles, fundamentals, and arguments help them analyze practical complexities for which they are called in as adjudicators, judges, counselors, Attorneys etc.

Also, in the existing global social-economic scenarios, contribution of legal system is essential to find out new solutions for the conflicting interest that would arise in many diverse groups. In that context, the law graduates produced by the DLS have demonstrated their skills in many fields by innovative approaches to human problems.

Law graduates of the OUSL have shown their leadership qualities and skills in the judiciary, official and unofficial Bar, government departments, both locally and globally.

Graduate Capacity Building

DLS in producing graduates for the areas mentioned above strive to build their capacities and skills in the following seven aspects.

1. Substantive Legal Knowledge

Descriptor	This aspect enhances the following skills
<p>Being professionals, law graduates should possess sound theoretical knowledge in legal theory and practice in order for them to proactively and effectively engage in the numerous areas that they would be contributing to the nation.</p>	<ul style="list-style-type: none"> • Understanding of fundamental principles relating to core legal subjects in the programme. • Conducting research in the field of study. • Understand the recent developments in law by studying case law. • Developing critical and analytical reasoning ability to make rational judgments in analyzing complex facts and data etc. • Develop argumentative skills of graduates via oral presentations/<i>viva voce</i> tests.

2. Rational Thinking

Descriptor	This aspect enhances the following skills
<p>In studying law, graduates need to develop rational thinking without which they are unable to perform their professional obligations to the society. Therefore, they should be able to rationalize their reasoning and solutions.</p>	<ul style="list-style-type: none"> • Think rationally and independently. • Multiple approaches to rational reasoning. • Utilization of multiple legal sources for searching evidence for rational reasoning. • New interpretational values being able to introduce to the facts under review. • Enhance existing local legal thinking and literature.

3. Redress/Reliefs Making

Descriptor	This aspect enhances the following skills
<p>Law graduates are always confronted with practical problems of their clients. Those problems are complex, diverse and multi-faceted.</p> <p>Therefore, they need to adopt numerous approaches to find acceptable, reasonable and amenable redress.</p>	<ul style="list-style-type: none"> • Proposing ideas and solutions utilizing the knowledge acquired under the programme to find reasonable redress. • Ability to apply theoretical knowledge to the facts under review. • Considering the macro & micro level facts from different perspectives.

4. Professional Engagement

Descriptor	This aspect enhances the following skills
<p>Professional engagement and dissemination of knowledge is an integral part of law graduates. Hence, they should be able to effectively fulfill professional obligations to the community achieving with a knowledge-transfer, protection of Fundamental Rights of people, ensuring social equality etc.</p>	<ul style="list-style-type: none"> • Using linguistic abilities for effective professional engagement and dissemination of knowledge (by conducting the programme in all three languages). • Enhancing presentation skills. • Enhancing ICT skills. • Ability to identifying social needs.

5. Independence & Integrity

Descriptor	This aspect enhances the following skills
<p>Independence and integrity are hallmarks of the legal profession. Therefore, law graduates are encouraged to develop independent approach and maintain integrity in their all professional dealings.</p> <p>Law graduates are expected to be lifelong learners, with principled decisions in</p>	<ul style="list-style-type: none"> • Learning/ studying independently. • Being complied with professional ethics in their dealings. • Encouraging life-long learning. • Ability of being heard impartially and independently all parties involved in conflict situations.

academic and professional spheres.	<ul style="list-style-type: none"> • Participate in lifelong learning in and beyond their discipline.
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6. Social & Environmental Accountability.

Descriptor	This aspect enhances the following skills
Law graduates being professionals and multi performers in their respective fields of works need to pay attention to their accountability towards society and environment.	<ul style="list-style-type: none"> • Protection of environment • Harmonizing conflicting social interests. • Conducting of community legal awareness and sensitization programmes.

7. Organizational & Stakeholder Management Competence

Descriptor	This aspect enhances the following skills
Competence in organizing and management are required by law graduates in different contexts they are called in to serve for the nation.	<ul style="list-style-type: none"> • Organizational skills • Management skills by allowing students to independently engaged in those activities



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Terms of Reference of SER Team Members

PREAMBLE

This refers to the team member Mr. Raja Gooneratne regarding the responsibilities of writing SER on Programme Review to be conducted by UGC QAAC.

1. ROLE/PURPOSE

The role of Mr. Raja Gooneratne is to give the leadership and necessary guidance to write the Chapter 01 of SER i.e. **Introduction to the Study Programme.**

2. TERM

This TOR is effective from 25.01.2018 and continues until the 28.03.2018 date of completion.

3. MEMBERSHIP

The composition of this team of SER writing is as follows.

Mr. Raja Gooneratne, Senior Lecture, (Leader) Head of Department
Mr. H.M.P.B Herath, Lecturer on Contract
Ms. K.N.Sanjeewani, Lecturer on Contract

4. ROLES AND RESPONSIBILITIES

The responsibilities of Chapter 01 SER writing team are as follows;

- I. Collect background information relating to the Department and the LL. B Degree Programme.
- II. Provide and analysis of strength, weaknesses, Opportunities and threatens (SWOT) of the study programme.
- III. Provide information that would help the review team to contextualize the study programme and plan the review process.
- IV. Provide Department profile including the profile of academic, academic support and non-academic staff.
- V. Provide student profile including information on number of students enrolled, output, etc.

5. MEETINGS

All meetings will be chaired by the chair of SER team ex-officio HOD.

6. AMENDMENT, MODIFICATION OR VARIATIONS

This TOR may be amended, varied or modified in writing after consultation and agreement with other SER writers.

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Terms of Reference of SER Team Members

PREAMBLE

This refers to the team member Ms. Niluka Damayanthi regarding the responsibilities of writing SER on Programme Review to be conducted by UGC QAAC.

1. ROLE/PURPOSE

The role of Ms. Niluka Damayanthi is to give the leadership and necessary guidance to write the Chapter 02 of SER i.e. **Process of Preparing the SER.**

2. TERM

This TOR is effective from 25.01.2018 and continues until the 28.03.2018 date of completion.

3. MEMBERSHIP

The composition of this team of SER writing is as follows.

Ms. Niluka Damayanthi, Senior Lecture (Leader)
Ms. Wasana Panditaratne, Lecturer

4. ROLES AND RESPONSIBILITIES

The responsibilities of Chapter 02 SER writing are as follows;

- I. Schedule activities of the working team.
- II. Provide leadership to SER writing team.
- III. Giving information for writing of draft SER.
- IV. Coordination and monitoring of the team work.
- V. Coordination and collecting information from other SER writing teams.

5. MEETINGS

All meetings will be chaired by the chair of SER team ex-officio HOD.

6. AMENDMENT, MODIFICATION OR VARIATIONS

This TOR may be amended, varied or modified in writing after consultation and agreement with other SER writers.

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Terms of Reference of SER Team Members

PREAMBLE

This refers to the all team leaders regarding the responsibilities of writing SER on Programme Review to be conducted by UGC QAAC.

1. ROLE/PURPOSE

The role of the following team leaders is to give the leadership and necessary guidance to write the Chapter 03 of SER i.e. **Compliance with the Criteria and the Standards.**

2. TERM

This TOR is effective from 25.01.2018 and continues until the 28.03.2018 date of completion.

3. MEMBERSHIP

The composition of this team of SER writing consist of following members.

- Ms. Niluka Gamalath, Senior Lecture
- Ms. Niluka Damayanthi, Senior Lecture
- Ms. Sndya Hewameealla, Senior Lecture
- Ms. Wasana Panditharathne, Lecturer
- Ms. Sunethra Goonetilleke, Lecturer
- Ms. Janaka Selvaras, Lecturer (Prob.)

4. ROLES AND RESPONSIBILITIES

The responsibilities of Chapter 03 SER writing are as follows;

- I. Produce information regarding the extent to which LL. B Degree Programme complies with the six criteria.
- II. Prepare the required data in tabular form.
- III. Describe in the SER the compliance with the relevant standards coming under each criterion.
- IV. Make available all the required evidence related to each criterion for inspection by the Review Committee.
- V. Prepare draft chapter on compliance with the standards with the given deadline

5. MEETINGS

All meetings will be chaired by the chair of SER team ex-officio HOD.

6. AMENDMENT, MODIFICATION OR VARIATIONS

This TOR may be amended, varied or modified in writing after consultation and agreement with other SER writers.

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Terms of Reference of SER Team Members

PREAMBLE

This refers to the team member Ms. Sandya Hewameealla regarding the responsibilities of writing SER on Programme Review to be conducted by UGC QAAC.

1. ROLE/PURPOSE

The role of Ms. Sandya Hewameealla is to give the leadership and necessary guidance to write the Chapter 04 of SER i.e. **overall Summary**.

2. TERM

This TOR is effective from 25.01.2018 and continues until the 28.03.2018 date of completion.

3. MEMBERSHIP

The Composition of this team of SER writing consist of following members.

Ms. Sandya Hewameealla, Senior Lecture (Leader)
Ms. Ayodya Ratnayake, Lecturer on Contract

4. ROLES AND RESPONSIBILITIES

The responsibilities of Chapter 04 SER writing as follows;

- I. Giving leadership to the SER writing team.
- II. Collecting information from other writing team.
- III. Coordination with other working teams.
- IV. Summarizing the SER.

5. MEETINGS

All meetings will be chaired by the chair of SER team ex-officio HOD.

6. AMENDMENT, MODIFICATION OR VARIATIONS

This TOR may be amended, varied or modified in writing after consultation and agreement with other SER writers.

UGC Programme Review/ Evaluation

List of Working Teams & SER Writing Teams

S/N	Criteria	Team Leader	Member(s)
01	Programme Management	Ms. Niluka Damayanthi (Senior Lecturer)	Ms. Yashodha Thilakarathne (Lecturer on Contract)
			Ms. Nadeeshika de Silva (Project Assistant)
02	Programme Design & Development	Ms. Sandya Hewameealla (Senior Lecturer)	Ms. Ayodhya Rathnayake (Lecturer on Contract)
03	Course Design & Development	Ms. Janaka Selvaras (Lecturer Prob.)	Mr. Sanath Wijesinghe (Lecturer Prob.)
			Ms. Waruni Priyanga (Project Assistant)
04	Learning Infrastructure, Resource & Learner Support	Ms. Wasana Panditharatne (Lecturer)	Ms. K. Pritivi (Lecturer on Contract)
			Ms. K.N. Sanjeevani (Lecturer on Contract)
05	Learners Assessment & Evaluation	Ms. Sunethra Gunetilleke (Lecturer)	Mr. Ruchira Rosa (Lecturer Prob.)
			Ms. Shirani Rajakaruna (Project Assistant)
06	Innovative Initiative & Good Practice	Ms. Niluka Gamalath (Senior Lecturer)	Mr. P.B.Herath (Lecturer on Contract)

S/N	Chapter	SER Writers
01	Chapter 01 Introduction to the Study Programme	Mr. Raja Gooneratne, Senior Lecturer, HOD Ms. Niluka Gamalath, Senior Lecturer Mr. P.B. Herath, Lecturer on Contract Ms. K.N. Sanjeevani, Lecturer on Contract
02	Chapter 02 Process of Preparing the SER	Ms. Niluka Damayanthi Ms. Wasana Panditaratne
03	Chapter 03 Compliance with the criteria and the standards	Ms. Sunethra Gunetilleke Ms. Janaha Selvaras Mr. Ruchira Rosa Ms. Yashoda Thilakeratne
04	Chapter 04 Summery	Ms. Sandya Hewameealla Ms. Ayodya Ratnayake