THE OPEN UNIVERSITY OF SRI LANKA

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF LANGUAGE STUDIES

BACHELOR OF ARTS HONOURS IN ENGLISH AND ENGLISH LANGUAGE TEACHING

SELF-EVALUATION REPORT

MARCH 2018

TABLE OF CONTENTS

List of Abbreviations and Acronyms

CETMe	Centre for Educational Technology and Media
ELT	English Language Teaching
GEE	Gender Equality and Equity
HSS	Humanities and Social Sciences
HoD	Head of Department
ICT	Information and Communication Technology
IQAC	Internal Quality Assurance Cell
IQAU	Internal Quality Assurance Unit
LMS	Learning Management System
LSD	Department of Language Studies
NODES	National Online Distance Education Service
ODL	Open and Distance learning
OER	Open Educational Resources
OUSL	Open University of Sri Lanka
SDC	Staff Development Centre
SER	Self -Evaluation Report
SGBV	Sexual and Gender – Based Violence
SLQF	Sri Lanka Qualification Framework
SOP	Standard Operational Procedure
TESL	Teaching English as a Second Language
UGC	University Grants Commission
USMP	University Strategic Management Plan
RES	Regional Education Services

CHAPTER – 1

INTRODUCTION TO THE STUDY PROGRAMME

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1.1 Overview of the Faculty of Humanities and Social Sciences

The Open University of Sri Lanka (OUSL) which was established under the Universities Act No. 16 of 1978 and the OUSL Ordinance No. 01 of 1990 is one of the state universities of Sri Lanka. It has a unique mandate to promote the concepts of lifelong learning and university education for all and it develops and delivers all its academic programmes through an Open and Distance Learning (ODL) framework. The focus is on increasing access to learning and enhancing social equity while ensuring cost effectiveness, and giving priority to the quality of study programmes, research and scholarship. The OUSL is committed to remove barriers to higher education arising from physical, social, and cultural distance that weaken opportunities for higher education. Due to the nature of its teaching methodology and infrastructure, the OUSL is able to serve a large student population spread throughout the country. Currently, there are more than 35,000 students studying at the OUSL, who are being served by nine (09) Regional Centres and sixteen (16) Study Centres located around the country. The OUSL has five Faculties viz., Natural Sciences, Engineering Technology, Humanities and Social Sciences, Education, and Health Sciences.

The Faculty of Humanities and Social Sciences is one of the five faculties of the OUSL and it is the largest Faculty of the Open University of Sri Lanka catering to over 10,000 students per year. The Faculty is made up of four Academic Departments and an Academic Unit: Department of Language Studies, Department of Legal Studies, Department of Management Studies, Department of Social Studies and Information Studies Unit. The faculty offers a diverse range of programmes from Foundation Level to Master's Level which enable prospective students to choose a programme of study according to their qualifications and interests. The Mission of the faculty is as follows:

The Faculty is dedicated to employing the Open Distance Learning mode to provide quality educational opportunities for adult learners for professional and personal advancement and excellence in scholarship and researching in contemporary disciplines in Humanities and Social Sciences.

The Faculty of Humanities and Social Sciences is administered under the leadership of the Dean of the Faculty. Each Department of Study functions under a Head of the Department and all departments are collectively responsible for all academic activities of the Faculty. The Faculty Board of the Humanities and Social Sciences regulates all academic activities in the Faculty, under the guidance of the Senate of OUSL. Office of the Dean carries out the administrative and logistical functions relevant to the Faculty under the supervision of the Assistant Registrar who is an administrative officer of OUSL attached to the Faculty.

1.2 Overview of the Department of Language Studies

The Department of Language Studies is one of the four academic departments in the Faculty Of Humanities and Social Sciences. The mission of the Department is as follows:

> *The Department of Language Studies is dedicated to providing high quality language and literature education through ODL methods and developing educated and socially responsible professionals.*

This mission is achieved through its Bachelor of Arts Honours in English and English Language Teaching degree programme. The Department is also responsible for conducting English Language support programmes for a large number of students who enrol in undergraduate, postgraduate, certificate and diploma programmes in all the faculties of the university. Moreover it strives to enhance English language skills as well as proficiency in the national languages of school leavers and employees of state and non-state organisations through a range of programmes.

- Bachelor of Arts Honours in English and English Language Teaching

- Diploma in English Language and Literature

- Advanced Certificate in English for Business and Professional Communication

- Certificate in English for Legal Studies

- English for Certificate in Social Sciences

- English for MA in Teacher Education students

- Certificate in Basic Sinhala

- Certificate in Basic Tamil

- English for General Academic Purposes for Natural Science students

- English for General Academic Purposes for Health Science students

- English for General Academic Purposes for Social Science students

- English for General Academic Purposes for Engineering Technology students

- Second National Language- Sinhala

- Second National Language-Tamil

- Korean Language

Thus, the department is involved in carrying out the workload approximately equivalent to that of three departments in a state university i.e. Department of English, English Language Teaching Department /Unit plus the work of a foreign/other language teaching department.

The academic staff in the department have specializations in different academic disciplines that are relevant to the courses taught. (Please see Annexure 2: Staff Profile)

Table: 1 Number of Permanent Cadre in the Department of Language Studies

Designation	Number
Senior Professor	-
Professor	-
Associate Professor	-
Senior Lecturer	9
Lecturer	3
Lecturer (Prob.)	2
Lecturer Temporary	2
Management Assistants	4
Office Assistants	1
Total	**21**

1.3 The BA Honours in English and English Language Teaching

1.3.1 Background and Rationale.

The BA Honours in English and English Language Teaching is a degree programme at SLQF Level 6 designed for students who wish to gain a comprehensive knowledge of English, Literature and English language teaching. Students complete 120 credits over the course of four years. (Annexure 1: Structure of the BA Honours in English and ELT)

This degree programme evolved over several years. The programme initially commenced in 1994 as a Diploma in English and English Language Teaching which comprised Levels 3 & 4 and was of two years duration. Levels 5 and 6 were introduced in 2001 as the BA in English and English Language Teaching. Thus, this degree programme was initially divided in to two segments and offered as two separate qualifications: The Diploma in English and ELT comprised level 3 and 4 of the programme while the BA in English and ELT comprised level 5 and 6 of the programme. In 2014, these two programmes were amalgamated and offered as a single four year Honours Degree programme.

The establishment of the BA Honours in English and ELT degree creates a unique ladder of opportunity in English language, literature and ELT that allows a student to progress from the Advanced Certificate in English for Business and Professional Communication, to a newly introduced Diploma in English language and literature and finally to a 4 year undergraduate degree.

1.3.2 Target group

The programme caters to the following groups of students

- Teachers who are currently employed in state/ private schools and higher education institutions who wish to upgrade their qualifications and wish to engage in continual professional development
- Those who wish to enter the teaching profession in diverse fields of ELT
- Those who wish to gain an undergraduate qualification at a recognized institution.

Table 2: Total enrolment in levels 3, 4, 5, 6 (2014/15-2017/18)

2014/2015	2015/2016	2016/2017	2017/2018
241	307	410	265

1.3.3 Graduate Attributes and Learning Outcomes

Students of the BA in English and ELT will develop the following academic and professional abilities, personal and transferable skills.

Attribute	Description
Discipline Expert	Has a sound knowledge and understanding of the principles, theories, methods and values related to the fields of English language, literature, applied linguistics and ELT methodology
Professional	Possesses professional skills, knowledge and competencies in relation to teaching English language and literature in a second language context and makes principled and ethical decisions in professional spheres
Socially Responsible Global Citizen	Is respectful of cultural and other forms of diversity and embraces difference in a pluralistic society. Understands global issues from different perspectives
Lifelong Learner	Has intellectual curiosity and understands the importance of keeping up-to-date with the latest thinking, approaches and

	innovations in the relevant fields.
Effective Communicator	Presents ideas clearly, appropriately and concisely with respect to diverse audiences and contexts
Team Worker	Shows initiative, respects the views of others and works collaboratively to achieve goals
Independent and critical thinker	Exercises critical judgement in identifying and analyzing issues, evaluating different sources of information and problem solving

1.4 Learning Resource System

The HSS Faculty offers a student a combination of learning resources—academic and administrative—the aim of creating a flexible, friendly and successful system of ODL education. Outlined below are the learning resources that come under the purview of the Faculty.

1) **Library Facilities:** OUSL library is one of the largest libraries in the national university system and is considered one of the best resource centre for students interested in engaging in research for Teaching English and a Second Language (TESL). The library has over 101, 563 books, over 30,000 reference books, and over 50 on-line and print journals. The library offers the following facilities to OUSL students.

a) **Print material**: The library features a comprehensive collection of books that cover the primary disciplines of Language, Law, Social Sciences and Management. These books are updated frequently by both the academic and the library staff in the following manner:

➢ **New books** that that push the boundaries of disciplines are purchased frequently. The academic staff frequently monitors the media, the Internet and publisher catalogues for new publications and makes arrangements to purchase them.

➢ Frequently used books tend to get **damaged** with use, the Library in consultation with the academic staff, take precautions to preserve such books—if they are out of print; purchase new books if the books are in print and available

➢ **Print Journals** ordered by the Faculty on behalf of students are available at the library for reference. The latest journals are displayed and the past copies are available on request. Fast photocopy facilities are available for students who are interested in journal articles

➢ The latest **Magazines** that cover news, specific disciplines and gen eral interest are subscribed to by the library and are available for reference at the library premises

b) **On-line material**: The library offers a large selection of **on-line journals** for students and staff which are discipline specific. The journals are renewed yearly depending on feedback by students and staff. The following on-line journal services are offered to students are the library:

➢ Updated discipline-specific on-line journals are available at the library for students to search read and download

➢ On-line journals made available by the UGC for all university students are available at the library for students to search read and download

➢ The library also offers a generous collection of E-books for students on special loan. This service is currently being expanded.

c) **Specific Computer Facilities**: In order to facilitate fast access to the on-line journals the library offers the students a modern computer lab. This comfortable AC and dust-free lab is equipped with fast, virus-free computers, scanners, CD and Pen-drive copying facilities to facilitate fast access and download. A student only needs to produce the Student Registration Book to access these facilities.

d) **General Computer Facilities**: The library also offers general computer terminals for students who lack access to IT and Internet facilities

e) **Past Paper download**: The library has all the past Final Exam Papers for easy download at its websites

f) **Learning Management System (LMS)**: The Faculty offers a large number of on-line courses through the online Learning Management System (MOODLE). The teachers use this system to upgrade, upload material and the system is efficiently used to interaction between teacher-student/student-teacher.

1.5 Student Support System and Management

1) **Student accommodation**: The University provides accommodation (temporary residential facilities) for students who request such services. The newly built hostel can accommodate up to 400 students at a time. The hostel in addition to accommodation also provides study rooms and cooking facilities.

2) **Student Recreation:** The University offers recreation for the students through both physical and aesthetic activities. The annual sportsmeet of the university allows students an outlet to showcase their sporting talent. The OUSL T-20 cricket tournament is another such event which is popular among students. As for aesthetic the students, the primary events at the university are the *Vani Vizha*, the Thai-Pongal festival, Vesak Bhakthi Gee and Christmas Carols. The students also hold fairs in April, August and December.

3) **Student Nutrition**: The University features two big canteens which operates through the week to provide breakfast and lunch for students. The Senior Common Room of the HSS is open for students on all five days of the week. There is a coffee vending machine and a water filter available at the HSS Faculty for both students and staff.

4) **Student Career Guidance Unit**: OUSL's Career Guidance Unit frequently conducts seminars on employment orientation programme to prepare students to grapple with the realities of the new employment markets.

5) **Student Counseling:** The recently-established Faculty of Health Sciences operates a professional Counseling Centre for students. This Centre has dedicated and experienced counselors whose services are available on prior appointment.

6) **Student Services Outlet:** There is a student services outlet at the Colombo Regional Centre Office which offers students facilities such as photocopying, printing, binding and purchase of other materials like pen-drives, CDs and etc.

7) **Student Bookshop:** A student bookshop situated at the Colombo Regional Centre offers students—both within and without—a range of OUSL text books and research monographs.

8) **Student Study Rooms:** Despite the OUSL being an ODL institution where a student need not physically be present in the central campus, the university offers a series of study rooms spread throughout the university.

9) **Student Space for Recreation**: The playground at the Narahenpita entrance provides the students ample room for sporting events like cricket, volleyball and football.

10) **Student WI-FI Zones**: Both the big canteens and the HSS Faculty are wi-fi enabled to allow students easy and faster access to the Internet.

11) **Student Educational Seminars:** The Library conducts monthly seminars for students on academic themes that would be helpful for them—eg: How to write a Literature Review, How to conduct on-line research. These seminars are free and open for all students.

1.6 SWOT Analysis

SWOT ANALYSIS			
STRENGTHS	**WEAKNESSES**	**OPPORTUNITIES**	**THREATS**
• The BA Honours in English and ELT is a unique Honours degree programme which is a combination of English language, literature and ELT • Qualified, experienced and dedicated teaching staff • Ability to meet needs of a diverse student groups such as working adults as well as school leavers • Flexible and multiple modes of entry into the	• Large admin burden on academics as key functions such as selection of students and coordination of courses is done by individual departments and designated academic staff members • LSD currently combines the work of multiple departments in a conventional university (English, ELTU,	• A good regional network system that can support expansion • Opportunities to respond to student needs with new programmes • Short courses/ teacher training programmes • Ability to offer elective – in the process • OER material • LMS system • Mobile applications • Possibilities for furthering understanding of ODL learners, collaborative and	• Other state universities offer TESL degree • Other universities offering ODL degree • Private universities offering similar degrees

programme • Inclusion of a teaching Practicum component which contributes to students' professional development • Collaborative learning environments • Heterogenous class • RES systems which supports expansion • Facilities of online delivery NODES • Other resources – library, av OUSL press, media house, counseling • Access to visiting academics • Being streamlined under SLQF standards	Sinhala, Tamil, Foreign Languages) which creates heavy academic and administrative work loads on all staff members • Large numbers of students in support courses, diverse needs • Due to these problems slow progress of revision • Completion rate could improve • Student intake is limited due to factors beyond our control (level of proficiency) • Strain on infrastructure including classrooms • Limited	multidisciplinary research • Possibilities of offering postgraduate programmes	

conforming to national benchmarks • Tracer study indicates high rate of graduate employment, quality and graduate satisfaction	research on student progress • Students unprepared for ODL		

CHAPTER 2 – PROCESS OF WRITING THE SER

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The Faculty of HSS expressed its consent for its academic programmes to be reviewed and in the case of this Faculty, it was decided that given the diversity of the degree programmes that each Degree programme would be subject to a programme review. One of these programmes is the BA Honours in English and English Language teaching. It is important to note that discussions pertaining to quality assurance have been a regular agenda item at the HSS Faculty Board

Preparatory work pertaining to the programme review process took place in the latter part of 2017. Senior staff members of the Department of Language Studies attended the SER writing workshop organized by the UGC to gain initial information about the process. The Department Away Day of the LSD was in November 2017 and there was an initial discussion with all staff members (academic and non – academic) regarding the procedures and modalities of the programme review process. A team leader was appointed for the writing of the SER and individual teams were formed for the writing of the various sections.

Table 3: Composition of SER Writing Team for BA Honours in English and ELT

Team Leader	Dr. D. Devendra
Criterion 1	Dr. R. De Silva Dr. D Devendra
Criterion 2	Dr. N. Abeysekera, Ms. I. Bogamuwa
Criterion 3	Ms. J. Pullenayagem. Ms. S. Wijesinghe Ms. P. Gamage
Criterion 4	Mr. L. Medawattegedara, Ms. N. Ranaweera
Criterion 5	Ms. M. Kodituwakku, Ms M. Jayakoddy
Criterion 6	Dr. R. De Silva Ms. A. Satharasinghe

Subsequently meetings were held for the team members to discuss the requirements stated in the programme review manual, types of data required, coding framework for the data and issues and problems that may be encountered. The process of writing of the SER was aided by the Faculty Steering Committee on programme review which included the Dean of the Faculty of HSS, the Chair of the IQAU of OUSL, The Faculty IQAC Chair as well as key officers of the university. The final draft was reviewed by all members of the team and final changes were made prior to submission. It can be said that the process of SER writing was challenging yet a learning experience for all the team members involved.

CHAPTER 3 - COMPLIANCE WITH THE STANDARDS

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3.1 Criterion 1 - Programme Management

No.	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to support the claim	Code
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	The mission statement of the faculty reflects the principles of ODL and has clear goals and objectives. The Department of Language Studies also has a mission statement which reflects faculty goals.	Faculty website- Screen shot of mission statement LSD website – screenshot of mission statement Student guide book (indicating department mission statement)	FAC MISSION LSD WEB(MS) STUDENT GUIDE BOOK (MS)
1.2	The Faculty organizational structure is adequate for effective management and execution of its core	The Faculty of Humanities and Social Sciences (HSS) decides its organizational structure in accordance with the University Act	University Act (Web link) OUSL Ordinance Faculty website -screenshot of	Uni Act(web link) OUSL Ordinance FAC WEB (Faculty

	functions with respect to programme management	16, 1978 and the OUSL ordinance 1990. The Faculty of HSS consists of four departments. The Dean is elected by the Faculty Board. The Heads of Departments are appointed by the Vice-Chancellor of the university on the approval of the Council. The Faculty has an Assistant Registrar in charge of administrative activities.	faculty structure Minutes of the Faculty Board - Election of the Dean HoD - appointment letters Faculty organogram	Structure) FB HSS (Dean's Election) LETTERS/APPT (Head) Faculty Organogram
1.3	The Faculty action plan with respect to programmes of study are up to date and aligned with the University's /HEI's Strategic Plan and demonstrates readiness to adopt trends in higher education and ODL.	The Faculty has an Action Plan which is aligned with the University Strategic Management Plan. The SMP has been designed incorporating new trends in higher education and ODL.	Strategic Management Plan Action Plan (relevant sections) Progress Report of SMP (2016/2017)	SMP (2016 – 2020) OUSL AP (2016-2017) SMP PROGRESS REP (2016 -2017)
1.4	The Faculty adopts	The Faculty adopts management	Procurement guidelines	PROC DOCS

	management procedures that are in compliance with national and institutional Standard Operational Procedures (SOPS), and they are documented and widely circulated	procedures that follow national and institutional Standard Operational Procedures. It adheres to the financial regulations of the treasury and UGC circulars. In relation to academic matters, functions such as appointment of examiners, teachers are done according to standard procedures. As per current UGC guidelines students can apply for re-scrutiny of their results.	UGC circulars Audit reports OUSL Examination Manual Faculty Board Minutes Application for re-scrutiny of final exam results	UGC circulars AR EXAMS MANUAL FB HSS (Appointment of examiners) FE –RESCRUTINY (Applications)
1.5	The Faculty adopts a participatory approach in its governance and management and accommodates external academics/relevant field/s of study and student representation on Faculty	The Faculty adopts a participatory approach in its governance and management. Faculty Board consists of invited members from other universities. Student representatives are allowed to submit requests to the Faculty	Letters of appointment to external academics to HSS Faculty Board Extract from Faculty Advisory Committee minutes to show evidence of student participation	LETTERS/APPT (EA) AD COMM (student participation)

	boards	Advisory Committee meetings.		
1.6	The faculty has subcommittees/ ad hoc committees to coordinate implementation of all functions of programme management	The Faculty has appointed several sub-committees/ad hoc committees to co-ordinate implementation of all functions of programme management.	Faculty Board Minutes Faculty advisory Committee Minutes Faculty Sub-Committee on Curriculum Revision documents	FB HSS (sub + adhoc comm) AD COMM FCR
1.7	The faculty adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time	The Faculty follows the University academic calendar and follows the activity schedule for each programme.	Activity Schedule Operation Plan Records of OUSL statistics enrolment /graduation Annual Report	BA AC SCH 2016-17 OP SCH 2017 OUSL STATS. LSD AR 2017
1.8	The Faculty adheres to the pre-planned annual operational cycle for the programmes of study	The annual operational cycle is followed when the BA Honours in English and English Language Teaching Programme is offered.	Advertisements printing orders Registration dates Final Examination Timetables,	BA AD 2017 PRINT ORDERS REG DATES FE TIME-TABLE FE BM (DEAN)

			Exam Board meeting records	
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	There are mechanisms in place to ensure smooth flow of information among different institutional constituencies and coordination of activities related to the programme.	Faculty Board Minutes, Activity schedule, Senate Minutes, Communication with CRC for classroom allocation	FB HSS (COM) BA AC SCH 2016-17 SM CRC COMMUNICATION (Samples)
1.10	The Faculty makes available a handbook to all prospective students	As there are four departments each department has its own prospectus. The university has a common prospectus for all faculties	Departmental prospectus	LSD prospectus PIO DOCS
1.11	The Faculty makes available a Study Programme Prospectus to all incoming students enrolling in the programme of study	The HSS faculty offers four degree programmes. Information about all programmes are available on the faculty website. Each Department has a webpage which sets out	BA Honours English and ELT Student Guide Book Departmental web pages	STUDENT GUIDE BOOK LSD WEB (study programmes)

		programs of study.		
1.12	The Faculty website is up-to-date with current information and provides links to all publications such as handbooks/prospectus, special notices, announcements etc.	The website of the faculty is routinely updated with information of degree programmes from all departments	Faculty webpage screenshot of homepage	FAC WEB (home page)
1.13	Faculty offers an induction/orientation programme for all new students to facilitate students' transitions from 'school' to 'university'	Each Department offers an orientation that is unique to each degree programme	Agenda of Orientation programme for BA Honours in English and ELT Power point of presentation Photographs of orientations	BA OR PROG 2017 (Agenda) BA OR 2017 (PowerPoint Slides)
1.14	The faculty securely maintains, updates and ensures confidentiality of permanent records of all students, accessible only to authorized personnel with	All student information is stored and maintained on OMIS which is a secure information management system for which access is limited to certain authorized personnel Students have access to their	Screen shot of OMIS Screen shot of MyOUSL	OMIS(security) My OUSL (SS)

	provision to secure backups of all files.	progress reports through MyOUSL		
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 (MIS)	The faculty uses an ICT platforms	Screen shot of OMIS Screen shot of MyOUSL Screen shot of MOODLE	OMIS (SS) MyOUSL (SS) LMS (SS)
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.	The university has a common student handbook that deals with code of conduct which is communicated to all students	University Student Handbook	UNIVERSITY STUDENT HANDBOOK (Code of Conduct)
1.17	The Faculty implements	The workloads of teachers is	OUSL norms for teachers	OUSL NORMS

	duty lists, work norms and Code of Conduct for all categories of staff, communicates those to all and monitors regularly	stipulated in the norms for teachers at OUSL. There are duty lists for all non- academic staff.	guidelines Letter of appointment at recruitment Self - appraisal forms Increment form Academic and non-academic duty lists Performance evaluation form for non-academic staff	(Teachers) LETTERS (APT) SELF-APPR. FORM AC/Non AC duty list INCREMENT FORM (AC) PE (NON – AC)
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	Performance appraisal is carried out by means of an increment form that all academics submit annually	Letters from SAR/establishment requiring confidential reports on performance Sample increment form Research awards	SAR/EST. COMM INCREMENT FORM (AC) RA
1.19	The Faculty has an Internal Quality Assurance Cell	The Faculty of HSS has an internal quality assurance cell and its Chair	Faculty Board minutes	FB HSS (IQAC)

	(IQAC) with well-defined functions and operational procedures: it works with the Internal Quality Assurance Unit (IQAU) of the University/HEI and implements internal quality enhancement system.	reports regularly at Faculty Board and represents the Faculty in the internal quality assurance unit. The findings/recommendations of previous reviews have been incorporated in the functioning of LSD.	pertaining to IQAC HSS IQAC minutes OUSL IQAU minutes HSS IQAC advertisement LSD Subject review report 2010	HSS IQAC MINS. OUSL (IQAU) HSS IQAC AD SRR 2010
1.21	The faculty adopts a clear policy and procedure on programme approval and implementation and programme discontinuation to ensure that students enrolled in the programmes will complete their education without disruption	All programmes are first approved at faculty level and then forwarded to relevant university level committees for approval.	Faculty Board memos at each stage of programme development -proposal -rules and regulations -amendments	FB HSS (proposal for BA + amalgamation) BA RULES & REGS BA (AMMEND)
1.22	The Faculty monitors the	Student surveys have been carried	Student feedback data results	STU. SURVEY (Data)

	implementation of the curriculum and the quality of education provision through multiple measures, the findings of which are used for continuous improvement of learning provision	out of individual courses. These initiatives will be further strengthened in 2018. Tracer studies have been carried out at University and Departmental level The IQAU provides resources to carry out this monitoring process	Learner support survey IQAU resources website screen shot	OUSL LS SURVEY (PPT) IQAU RESOURCES
1.23	The faculty has established collaborative partnerships with national and foreign universities/HEIs/organizations for academic and research cooperation	The faculty has established collaborative partnerships with other higher education institutes. Staff members of LSD contribute to a range of national and foreign institutes	Invitations from other institutes and universities	LETTERS to STAFF from other HEIs
1.24	The faculty operates academic mentoring, student counselling and welfare mechanisms and procedures and ensures that the	The mentoring of students is carried out at departmental and faculty level through student counsellors appointed by the faculty. In addition, at programme level coordinators as	Faculty board minutes E-mail communication with students Lists of student counsellors	FB HSS (student mentoring) STU. COUNSELLING DOCS

	personnel responsible are adequately trained to fulfill their roles	well as academic staff carry out academic mentoring and counselling at the beginning of the programme as well throughout the academic year	(extract from OUSL handbook) CTHE curriculum that indicates appropriate training	UNIVERSITY STUDENT HANDBOOK (list of SCs) OUSL CTHE (Curriculum)
1.25	The faculty assures that all its' students have access to health care services, cultural and aesthetic activities; recreational and sports facilities	The university has a medical centre as well as a counselling unit. Students of the faculty take part in a range of recreational activities	Screen short of student welfare division Student counselling (brochure) CTHE curriculum contains these elements SDC training programmes	STU. WELFARE DIV STU. COUNSELLING INFO UNIVERSITY STUDENT HANDBOOK OUSL CTHE (Curriculum) SDC PROG
1.26	The faculty implements measures to ensure the	Security check point at key points of the university premises ensures	Evidence of training for security	TRAINING PROG. (SECURITY

	safety and security of students and staff	security of staff and students of HSS	officers Emergency exits Wheel chair access	OFFICERS) PHOTOGRAPHS (emergency exits) WHEEL CHAIR ACCESS PHOTOS
1.27	The faculty adopts and practices university/ HEI approved by-laws pertaining to examination, examination offences, student discipline, and student unions; the adopted by-laws are made widely available to both staff and students	The faculty adopts and practices university approved by laws pertaining to examinations, students unions and student discipline	General By Laws document OUSL Examination manual Student union guidelines University student handbook	OUSL BY-LAWS EXAMS MANUAL UNIVERSITY STUDENT HANDBOOK
1.28	The faculty offers special support and assistance for student with special needs or differently-abled students	The faculty has implemented some measures to facilitate access for differently abled students The department offers special assistance to students with special	Wheelchair access to faculty Allocating classroom to accommodate differently abled students	WHEEL CHAIR ACCESS PHOTOS CLS RSV 2017 (differently-abled students)

		needs in relation to examinations and access to facilities		
1.29	The faculty practices measures to ensure gender equity and equality(GEE) and deter any form of sexual or gender-based violence (SGBV) amongst categories of staff and students	Faculty representatives have been appointed to the OUSL GEE and SGBV centre.	Faculty Board minutes Senate minutes	FB HSS (GEE) OUSL Senate (GEE)
1.30	The faculty practices the policy of zero tolerance to ragging – it adopts strategies and implement preventive and deterrent measures though coordinated efforts of all stakeholders to prevent ragging and any other form of harassment and intimidation	The faculty adopts the policy of zero tolerance to ragging and takes measures to prevent SGBV violence and all other forms of harassment. The OUSL student handbook sets out the university's anti ragging policy	Faculty board minutes OUSL student handbook SGBV policy document Anti -ragging policy of the university	FB HSS (Ragging prevention) UNIVERSITY STUDENT HANDBOOK ANTI RAGGING DOCS

1.31	The academic staff possess appropriate qualifications, skills and expertise for their positions, including those related to open and distance learning	All staff members have postgraduate qualification in the relevant areas and also training in ODL methods of course deliver	Staff profiles SDC training programmes relevant to course development	STAFF PROFILES ST TRAINING (course development) ST. TRAINING (International)
1.32	The faculty has adequate visiting academic staff with appropriate qualifications, recruited, trained in disciplines of the programme of study and ODL methodologies to provide academic support to students at all centers of delivery	The Faculty hires visiting academics with appropriate qualifications and experience. Most of the visiting academics who teach on the BA Honours programme have experience in ODL.	Letters of appointment Attendance register at CRC	LETTERS (APPT) CRC ATT REG (Samples)
1.33	The administrative staff possess appropriate qualifications and	The administrative staff has appropriate qualifications and experience for their positions and	Qualifications and experience of non-academic staff (faculty webpage),	LSD WEB

		roles.	recruitment and promotion criteria	RPC
1.34	There are clear lines of responsibility and accountability within the faculty and the roles of staff are clearly spelt out	The role and the workload of each staff member is documented and notified at the beginning of the year.	Document showing staff responsibilities/workload/job descriptions Day school allocation documents	AC/NON-AC DUTY LIST DS ALLOCATION
1.35	Appropriate training is provide to staff of the faculty on the use of maintenance of new technology, equipment facilities, and communication and information systems available/deployed in the institution	The Staff Develop Centre organizes training programmes for both academic and non-academic staff.(eg MOODLE, Google Drive)	List of programmes organized by the SDC. Attendance sheets	SDC PROGS SDC ATTENDANCE
1.36	The faculty adheres to clear transparent financial	The Faculty/LSD follows financial rules and regulations of the UGC and	Extracts of finance committee	FIN COM

		procedures in implementing its activities	implements established procedures the university.	minutes Budget proposals from Department financial procedures document samples	LSD BUDGET REQUEST (Samples) FIN. PROCEDURES
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	There is a Faculty Research Committee which recommends research proposals to the University Research Committee. Workshops are organized by the SDC on course design and delivery.	FRC minutes List of SDC programmes, Annual budget of the university Proposals for research	FAC RESEARCH COM SDC PROG OUSL BUDGET RES/PROP	
1.38	There is provision for financial assistance for needy learners	There are bursaries and scholarships awarded to needy students and best performing students.	Minutes of the Bursary committee	BURSARY COMM (Min)	

			Deans' list criteria	DEAN'S LIST 2017
			Dean's list	
1.39	There are effective channels for communication with potential, current and past students with, with key external organizations, and with all staff and tutors involved in the learning – teaching process	The coordinators and academic staff communicates with current students via e-mail and other methods.

The views of past students are also sought in relation to the effectiveness of the study programme.

The queries of potential students are also addressed | Emails to and from students

Notifications on MyOusl

Tracer study findings,

Open days and exhibition documents

Programme advertisements | STU. COUNSELLING DOCS

MyOUSL(SS)

TSF

PIO DOCS

PROG AD |
| 1.40 | The faculty provides prompt response to the learners' needs for academic, administrative and personal support where relevant and complaints are dealt with quickly, fairly and efficiently | The Faculty invites student representatives to the Faculty Advisory Committee to present their problems. Students send their requests/ grievances via e-mail/letters | Student e-mails/letters

Faculty Advisory Minutes

Grievance committee minutes | STU. COUNSELLING DOCS

FAC COMM

GRV COMM |

Summary

The Faculty of Humanities and Social Sciences and the Department of Language studies has developed a range of structures and procedures that contribute to the effective management of the BA Honours in English and English Language Teaching. There are well developed procedures for every stage of programme development and delivery which also comply and conforms to SOPs and institutional norms. The conduct of the programme is carried out through an operational plan that involves coordination and communication among many constituencies of the university. There are also mechanisms to ensure stake holder participation and provision of an academic environment that is conducive to study being congruent with ODL principles.

3.2 Criterion 2 - Programme Design and Development

No	Standards	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence support the claim	Code
2.1	The academic programme reflects the mission, goals and objectives of the Faculty and are appropriate to higher education	The B.A. in English & ELT has been designed to reflect the mission, goals & objectives of the Faculty and are suitable to higher education	Department & Faculty missi statements in BA student Guidebook Faculty Memo for amalgamation Documents pertaining to restructuring of the B.A. (Rul & Regulations, Minutes of th By-laws Committee)	BA STUDENT GUIDEBOOK FAC MISSION FBHSS vv/5/2/304 FBHSS vv/5/2/328 BA RULES & REGULATIONS BY-LAWS COMM (restructuring of the B.A)
2.2	Programme offers a mix of core and elective courses to allow greater flexibility to develop a range of skills to achieve ILOs.	The programme offers a range of core subjects from diverse areas relating to literature, linguistics, ELT and education	Student Guidebook Website Programme learning outcomes of B.A.(HONS) in English & ELT Course synopses	BA STUDENT GUIDEBOOK LSD WEB BA CURRICULUM COURSE SYNOPSES

2.3	Access to programme is as open as possible with flexible entry and exit points where applicable.	Access to the programme is through open advertisement. Entry to the programme is possible through a range of entry qualifications. Students have the opportunity of exiting with a Higher Diploma	Website B.A. Advertisement Rules & Regulations	LSD WEB BA AD 2017 BA RULES & REGULATIONS
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.	The institutional policies, rules, regulations, and processes for the design, development, approval, monitoring & review of the B.A. in English & ELT and awards are followed by the Department as approved by the Faculty.	Minutes of advisory committee meetings Minutes of Faculty Board Minutes of FCDC &UCDC meetings Examination Manual Minutes of Council and senate meetings Faculty website Student feedback By-laws	AD COMM (B.A. in English & ELT) FBHSS vv/5/2/304 FCDC/UCDC/PROG. TEAM (Samples) EXAMS MANUAL SRR 2010 Rules & Regulations of the B.A FAC WEB STU. SURVEY (Data) STU. SURVEY (Forms)

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.	The policies, rules & regulations and processes for the design, development, approval, monitoring and review of the B.A. in English & ELT and awards are widely communicated to Departmental staff, Faculty, Senate, council, students and other stakeholders and implementation is ensured.	Programme/ course development meetings Rules & regulations By-laws Student Guidebook	PROG. TEAM MTG DOCS BA RULES AND REGULATIONS (restructuring of the B.A) BA STUDENT GUIDEBOOK
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.	Students who have prior qualifications acceptable to the senate are permitted exemptions in selected courses of the BA. Entry to the programme is possible through a range of entry qualifications which recognizes prior	B.A. Advertisement Website BA Rules and Regulations	BA AD 2017 LSD WEB

		learning and experience		
2.7	Programmes are designed based on systematic need analysis to determine the learner needs and viability of the programme.	Student satisfaction/needs surveys of the B.A. in English & ELT are conducted and their findings impact on the ongoing development of the program	Student satisfaction/needs survey	STU. SURVEY (Data) STU. SURVEY (Forms) IQAU RESOURCES
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.	The BA programme ensures the development of multicultural values, gender equity, social cohesion and sensitivity to national education goals through its curriculum and its teaching /learning activities	Programme objectives- (Course synopses) Course material BA Course Curriculum	BA COURSE SYNOPSES COURSE MATERIAL COURSE CURRICULUM
2.9	The Faculty ensures stakeholder participation at all key stages of programme planning, design, development, monitoring and review.	The Dept. strives to ensure stakeholder participation at all key stages of programme planning, designing, development, monitoring & review.	Programme Team Meeting Staff Meeting	PROG TEAM MTG DOCS STAFF MTG

2.10	Programme design and development are carried out through a programme development team which includes expertise from within and outside the institution.	The design and development of the B.A. in English & ELT are carried out through a programme development team in consultation with experts in the field	Programme/ course development meetings Appointment letters to the academics outside the Dept.(Education Faculty, Social Sciences Department, PGIE)	PROG. TEAM MTG DOCS LETTERS/APPT (DS) Samples
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.	The programme has been revised in line with SLQF/OUSL guidelines. With the change of credit rating new course codes were introduced complying with the SLQF guidelines.	By-laws Faculty Board / Senate minutes (B.A. with SLQF guidelines)	BY-LAWS COMM (restructuring of the B.A) OUSL SLQF
2.12	The Faculty ensures that appropriate learning outcomes are clearly identified in the programme for work – based placement/ industrial	The Department has set up opportunities for professional development In the B.A. Programme LEU6702- Methodology of TESL in the form of teaching practicum	Course synopsis LEU6702	BA COURSE SYNOPSES

	training / internship and for students and the external organisations of their specific responsibilities			
2.13	The programme curriculum encourages development of knowledge, skills and attitudes.	The curriculum of the B.A. in English & ELT has been designed considering the development of knowledge, skills & attitudes of students in a variety disciplines related to English and English Language teaching	BA CURRICULUM Programme Learning Outcomes Course synopses Student Guidebook	BA COURSE SYNOPSES BA CURRICULUM BA STUDENT GUIDEBOOK
2.14	For each academic programme there is a comprehensive blueprint of the Programme. (Programme Specification), which adopts an Outcome Based Education (OBE)	The B.A. programme adopts an outcome based education through (a) Theoretical knowledge (b) Practical knowledge (teaching practicum, final projects, research projects etc.) (c) Skill enhancement (IT,	Course synopses Rules & Regulations	BA COURSE SYNOPSES BA RULES AND REGULATIONS

		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).	presentations, TBL, etc.)		
2.15	The blueprint of the Programme (Programme specification) is communicated to prospective students, learners, staff and public, through print and electronic media.	Details of the B.A. programme are communicated to prospective students through a public advertisement & relevant information is communicated through print & electronic media	Advertisement Orientation presentation slides PIO documents Student Guidebook Department website	BA AD 2017BA OR 2017 (PPT Slides) BA STUDENT GUIDEBOOK LSD WEB
2.16	The Faculty periodically reviews and revises the	The Dept. conducts periodical reviews and has made revisions to the	Subject review	SRR 2010 FCDC/UCDC/PROG.

	academic programmes (5-year cycle) with relevant stakeholders for continuing validity, in relation to external Quality Assurance (EQA) frameworks.	B.A according to External Quality Assurance frameworks	FCDC & UCDC minutes Programme/ course development meetings	TEAM (Samples) PROG. TEAM MTG DOCS
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.	An ongoing evaluation process exists for the B.A. programme at Faculty level	Tracer studies (CETMe) University statistics reports	TRACER STUDY (CETME) TRACER STUDY (Results) OUSL STATS.
2.18	The Faculty regularly collects and records information from prospective learners, learners, graduates, employers and other	Feedback of student opinions and student services are collected as a part of learner support system	Survey on learner support	OUSL LS SURVEY (PPT)

	relevant stakeholders and thereafter use these for the planning and improvement of the programme.			
2.19	Learner satisfaction of the programmes is regularly evaluated.	Learner satisfaction of the B.A. programme is evaluated	Survey on learner support Tracer studies	TRACER STUDY (CETME) TRACER STUDY (Results) OUSL LS SURVEY (PPT)
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	When the amalgamation of the B.A. programme took place, arrangements were made for students to complete their programme of study	Programme Team Meeting Documents Examination papers(with both course codes) Examination Timetables B.A in English & ELT Examination Memos	PROG. TEAM MTG DOCS FE COVER PAGE FE TIME-TABLE FB HSS (Examination Memos)

	students in advance			
2.21	Programme design and development procedures include specific details relating to entry and exit pathways including fallback options; Intended Learning Outcomes ILOs); qualification levels criteria, and qualification type descriptors; teaching, learning and assessment processes to enable achievement of ILOs that are congruent with the programme mission and goals; alignment with external reference points such as SLQF, and SBS	The programme ILOs are developed aligned with the graduate profile and they follow the vision and the mission statements of the Faculty. ILOs are prepared for the course units and assessments are led by the ILOs of the programme	Rules & Regulations Faculty Board Memos on B.A amalgamation Course Synopses Student Guidebook	BA RULES AND REGULATIONS BA COURSE SYNOPSES BA STUDENT GUIDEBOOK
2.22	The Faculty uses graduate profile as the foundation	The graduate profile is used as the foundation to develop ILOs and	Student Guidebook Faculty handbook	BA STUDENT GUIDEBOOK

	for developing learning outcomes at the levels of programme, course/modules.	Learning outcomes of the course/modules appropriate for each level of the program.	Department prospectus Programme Learning Outcomes	OUSL STU. HB LSD PROSPECTUS BA COURSE SYNOPSES
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 guidelines and where possible with SBS.	Student Guidebook SLQF document	BA STUDENT GUIDEBOOK OUSL SLQF
2.24	Programme design and development integrates appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical	Appropriate learning strategies are integrated through: Team- Based projects (b) Practical Training (c) Assignments (d) Student presentations and debates (e) Supplementary readings (f) Final Projects	Student Guidebook Orientation-presentation slides CAs of LSU 3202/LEU5502 BA in English & ELT Course synopses Course material – activities Final project ESP	BA STUDENT GUIDEBOOK BA OR 2017 (PPT Slides) CAs 2015-17 (Samples) BA COURSE SYNOPSES FP LEU5506 COURSE MATERIAL

		(g) Dissertations /Final Research Projects	LSU3506/LEU5506 List of prescribed readings; Dissertation/ Project topic list	
thinking, life-long learning, interpersonal communication and teamwork into the courses.				

Summary

The BA Honours (English and ELT) reflects the mission, goals and objectives of the Faculty and the Department and meets the needs of stakeholders, at national and global levels. The programme ILOs are developed in alignment with the graduate profile of the programme and they are realistic, deliverable and feasible. In addition, the programme design and development process ensures a fair balance between theoretical, practical, and skill components. The programme offers subjects from a range of areas relating to English language, literature and ELT disciplines and experts in the field are consulted in programme development. The B.A. programme ensures exposure of students to a number of practical components including a teaching practicum in teaching English as a Second Language (TESL) which helps to develop vocational and professional awareness. Further, issues related to gender equity, multiculturalism, research ethics, social justice, ethical values and sustainability are included into the curriculum through several course units. The curriculum of the degree programme is discussed and implemented through the Faculty Board Meetings, the Senate and the review process under the University Grant Commission. The qualifications considered for awards are aligned with the institutional policies, rules, regulations and SLQF and they are widely communicated to students while implementation is ensured.

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3.3 Criterion 3 - Course Design and Development

No	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to support Claim	Code
3.1	Course design pays attention to national and international trends	The BA Hons (English and ELT) has integrated current national and international trends in its course design such as: flexibility, independent and lifelong learning skills, creativity and critical thinking and other features that keep abreast with current advancements in ODL etc.	Course materials Course synopses of the BA Assignments	COURSE MATERIAL BA COURSE SYNOPSES CURRICULUM CAs 2015-17
3.2	The faculty has approved policies, rules, regulations and processes for the design, development, approval, monitoring and review of courses	The BA Hons (English and ELT) is developed, monitored and reviewed by faculty-approved programme evaluation policies and procedures.	Rules and regulations Minutes of curriculum & course development meetings (FCDC & UCDC) Faculty memos	BA RULES & REGS FCDC/UCDC/ PROG. TEAM FB HSS (BA Hons (English and ELT))

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	All stakeholders involved in the the BA Hons (English and ELT) are informed of relevant policies, regulations and designing processes that occur at various stages of course organization.	Course materials SLQF doc (updated version 2015-UGC) Course synopses of the BA Faculty Memos Student Guide Book OUSL House Style	COURSE MATERIAL SLQF BA COURSE SYNOPSES FB HSS (BA Hons (English and ELT)) OUSL HB OUSL HOUSE STYLE
3.4	The courses are designed to meet stated programme objectives and programme learning outcomes and reflect knowledge and current developments in the relevant subject areas	All courses of the BA Hons (English and ELT) reflect the knowledge and modern developments in the relevant subject areas and they are designed to match with the programme objectives and learning outcomes.	Course curriculum Course synopses of the BA SLQF doc (updated version 2015-UGC) SBS (Subject Bench Mark Statement) Mapping of program objectives with course objectives	COURSE CURRICULUM BA COURSE SYNOPSES SLQF SBM STMT COURSE SYNOPSES
3.5	The course curriculum	A range of skills such as creativity,	Course synopses of the	CURRICULUM

	encourages development of creative and critical thinking, independent and lifelong learning and interpersonal communication and team work skills	analytical thinking, independent and lifelong learning , interpersonal communication and team work skills are inculcated through the curriculum of the program.	BA Course materials Schedules of academic activities (Time Tables) Student reports (Final projects /research projects) Teaching practice/lesson plans Group presentations	BA COURSE SYNOPSES COURSE MATERIAL COURSE SYNOPSIS
3.6	Each course is designed in a manner that contents, learning activities and assessment methods are systematically aligned with the course learning outcomes which in turn are aligned with the programme learning outcomes (constructive alignment)	The course content/learning activities and assessment methods of the programme are constructively aligned to course learning outcomes and programme learning outcomes.	Course synopses of the BA Course materials Schedules of academic activities Student reports Assignments- class tests/ take home assignments Assessment methods Marking schemes Student feedback data	BA COURSE SYNOPSES COURSE MATERIAL COURSE SYNOPSIS MARKING SCHEMES (Samples) STU. SURVEY

			(Data)
3.7	Course maintains an appropriate balance with respect to notional hours, among didactic, laboratory, outside work (fieldwork, experimental/practical work) independent learning as applicable within the course specified in course profile (course specification)	The BA Hons (English and ELT) maintains an appropriate balance between time management for independent learning and other academic activities.	Course synopses of the BA Course specification Department Prospectus	BA COURSE SYNOPSES LSD PROSPECTUS
3.8	Course are designed and developed by a course team with the involvement of internal and external subject experts together with other relevant experts with each member being aware of his/her roles and	The courses in the BA Hons (English and ELT) are designed and developed by a course team of internal subject experts who possess a sound awareness of respective roles and responsibilities.	Course materials	COURSE MATERIALS

	responsibility			
3.9	Mechanisms are established to encourage linkages with national and international agencies for course design and development	BA Hons (English and ELT) promotes opportunities for communication with national and international agencies in the course design and development process.	Staff Training with International Institutions – evidence through, (emails, letters, certificates etc)	ST. TRAINING (INTL)
3.10	Mechanisms for course adoption and adaptation are established to encourage recent advances and trends for course design and development	Current advances and trends in course design and development have been included in designing the courses of the BA Hons (English and ELT) programme.	Policy documents on course design models/ methods Course material OER	COURSE MATERIAL OER
3.11	The course are designed in compliance with SLQF and is guided by other reference points such as SBS where available, and requirements of professional/statutory/regulat ory bodies	BA Hons (English and ELT) programme has adhered to the standards of SLQF /SBS as well as other professional/ institutional and regulatory bodies in its course design.	Mapping of ILOs with graduate attributes Policy and procedures on curriculum and course design SLQF doc (updated version 2015-UGC) SBS Course synopses of the	CURRICULUM (BA) SLQF BA COURSE SYNOPSES

			BA	
3.12	Course design and development has integrated learner centered teaching strategies and appropriate media enabling students to be actively engaged in their own learning guided by tutors/facilitators	The courses of the BA Hons (English and ELT) prioritizes learner centered teaching strategies in the course design process which encourages motivated and independent self- learning via guidance of the academic staff.	Level 03 Library time schedules. Library handbook - Audio visual facilities Power points Course materials Online courses Presentations for sociolinguistics/ computers and ELT – level 5 & 6 of BA Course development plans Student Guide Book Assessment and evaluation schemes Assignments and question papers Agendas of orientation programmes	LIB HB 2017 (AV) COURSE MATERIAL LMS OUSL SLQF OUSL HB MARKING SCHEMES (Samples) CAs 2015-17

			(Samples) BA OR PROG 2017 (Agenda)
3.13	Instructional design, recognizes diversity of learners, learning contexts, learning styles and learning needs and integrates appropriate learner support into it.	The BA Hons (English and ELT) program engages an instructional design which acknowledges the different attributes of learner potential , learning styles, learning needs, learning contexts and provides proper learner support .	Day School allocation documents Course materials Library /media facilities Group and pair activities Agenda of learner support workshops Student research symposium records Presentations Teaching practicum Projects and research Peer teaching Teaching practice sessions	DS ALLOCATIONS COURSE MATERIAL LIB HB 2017 (AV) AV Support Material WKSHP (subject) COURSE SYNOPSIS (LEU1234)
3.14	Each course has a clear	Each course of the programme BA	Course synopses of the	BA COURSE

	'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	Hons (English and ELT) has a clear course profile which provides the learner the required assets to achieve the learning outcomes by planning and managing time effectively.	BA Library facilities Instructional package-Handbook Course material	SYNOPSES LIB. (PHOTOS) OUSL HB COURSE MATERIAL
3.15	Course profiles are communicated to relevant learners and staff, and are publicly available in print and digital format	Students and the staff have access to the course profiles of the BA Hons (English and ELT) via print media and websites	Program brochures/Guides Newspaper advertisements Student Guide Book Websites- OUSL homepage program details	BA Brochures (Samples) BA AD 2017 OUSL HB OUSL WEB (Home Page)
3.16	Faculty use approved standard formats/templates	In the manifold stages of designing and developing the courses of BA Hons	Course materials Course templates	COURSE MATERIAL

	for the course/module design and development are complied with during the design and development phases.	(English and ELT) faculty approved standards are utilized	QA checklist for each course Training materials Feedback data Evidence provided through interaction with staff/students and course developers	QA CHECKLIST STU. SURVEY (Data) COURSE EVALUATION FORM
3.17	Appropriate adequate resources are available and accessible for the faculty for effective course design and development	Sufficient resources are provided by the faculty to develop and design the courses of the BA Hons (English and ELT) programme effectually.	Training manuals /emails Course Templates Guidelines for course design and development LMS-Moodle (Screenshot) Physical resources-lab/classrooms/CETMe-Memos/letters Human resources SDC workshops-	OUSL SLQF LMS SDC PROGS

			documents	
3.18	There are clear mechanisms to obtain copyright clearances where necessary	The required copyright clearance mechanisms are adhered to in writing course material of the BA Hons (English and ELT) programme	Mechanisms approved by academic boards for copyright clearance- OUSL Creative commons license	UCDC MINUTES
3.19	Appropriate procedures are in place to ensure the quality of the course design and development process at the following stages; during development, midlife and at the end of course delivery	Standardized procedures are followed in each stage of the course design and development of the BA Hons (English and ELT) program	Policy documents on course design models/ methods Pilot tested materials Course evaluation forms	CM COVER PAGES COURSE EVALUATION FORM
3.20	Faculty ensures that appropriate and adequate personnel, resources and procedures are in place to ensure the timely production and distribution of course	The course materials are printed and delivered to students efficiently with the help of the relevant academic, non-academic staff working co-operatively using the resources made available to the faculty.	Operation schedules Training schedules for staff Registration packages/press/dispatch memos	OP SCH 2017 ST. TRAINING (Subject) REG PACKAGE

			QAF	QA CHECKLIST LEU 1234
materials for leaners				
3.21	Staff involved in instructional design and development have been trained for such purposes and are being regularly upgraded	The lecturers and tutors of BA Hons (English and ELT) programme are frequently updated and trained further in the course design and development process.	Staff meeting minutes Staff training schedules /relevant emails Memos with qualifications of content developers Moodle courses SDC OER Other workshops	STAFF MTG (Subject) ST. TRAINING (Subject) SLQF CURR. DOC LMS OER
3.22	The 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	The staff BA Hons (English and ELT) programme are offered opportunities to attend local and international training programmes upgrading them in learner centred teaching approaches and the necessary facilities to implement them are provided by the faculty.	Staff training- Workshops Emails Certificates Appointment letters Attendance sheets Training materials OER Moodle	ST. TRAINING (Subject) OER COURSE SYNOPSIS STU. SURVEY (Data) COURSE

			Wawasan	EVALUATION
			Inspection of facilities	FORM
			Observation of teaching sessions	
			Student/staff feedback-	
			Staff research on courses	
			Training agenda with training objectives and resource people	
3.23	Teachers engage students in self -directed learning, collaborative learning, relevant contexts, use of technology as an instructional aid while being flexible with regard to individual needs and differences	The pedagogical practices of the BA Hons (English and ELT) programme direct students to be independent learners , by providing the facilities to self-study and work collaboratively using the modern technology , course materials etc . while positively responding to the different learning needs of the students through flexible means .	Time schedules with library day/library handbook Student feedback Course evaluation reports Course specifications	LIB HB STU. SURVEY (Data) COURSE EVALUATION FORM
3.24	Teachers adopt both teacher directed and student centered	According to the course directives and aims the lecturers of the BA Hons	Course specifications Course synopses of the	BA COURSE SYNOPSES

teaching learning methodologies as specified in the course specifications.	(English and ELT) programme of the adopt a mixed method which includes the attributes of both teacher-centred and student-centered learning styles.	BA Student feedback	STU. SURVEY (Data)

Summary

The course development process for the BA Honours in English and ELT adheres to the policies and guidelines set by the Faculty and the University and are aligned with principles of ODL. All courses in the programmes comprise a range of components which includes course material, LMS as well as the use of a range of other resources and are designed and developed by academics who have been trained in course development in an ODL framework. The capacities of these staff members are also continuously developed and updated through institutional mechanisms. All courses are now aligned to SLQF requirements and is reflected at programme and course level as evidenced by such documents as the BA curriculum and individual course synopses. The course content/learning activities and assessment methods of the programme are constructively aligned to course learning outcomes and programme learning outcomes. The study programme is committed to developing self -directed learning as reflected in a balanced mix of didactic content and independent learning.

3.4 **Criterion 4 - Learning Infrastructure and 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 Claim	Code
4.1	The learners are provided with adequate resources and appropriate services to support learning built into the program/course ensuring equity in access	Department enhances Learner Support through timely, accessible resources and attentive services. Since resources and services are critical element of ODL, these aspects are built-in to the program.	Course Material written according to ODL methodology Support materials, such as Audio & Video Wide range Books available at the Library Contact sessions with staff through e-mails/mail/face-to-face/individual Multi-media support Providing special support for learners with disabilities	HOUSE STYLE (CM/ONLINE MATERIAL) LIB ACQUISITIONS CLS RSV 2017 (MM
4.2	Adequate physical and technological infrastructure is	BAHons (English and ELT) program is only conducted at the Colombo Regional Centre (CRC)	Reports of the evaluation of new and old classrooms Request letters sent by students for	STU. REQ. (Resources) BA STUDENT GUIDE

		which provides, in addition to modern physical and technological resources, hands-on assistance when it comes to utilization of these resources.	physical resources and responses by the Department Student Guide book/Orientation PPT slides on physical resources Learner satisfaction surveys on technological/physical facilities Access to technological facilities within/outside the main campus	BOOK FEEDBACK (Learner Satisfaction) OUSL WEB (TECH)
available at centers to conduct the program				
4.3	Staff are aware of their responsibilities for provision of support to learners in the program of study	Both Academic and Administrative members of the LSD staff are aware of and are updated on the learner support mechanism available to students. LSD staff operates with the understanding that the university offers education through the ODL mode—and that learner support is critical for such operations.	Notices sent to academic/administrative staff on learner support Workshops for administrative staff on learner support Documents of one-to-one training sessions with visiting academics Documents of staff-student interaction on academic issues Documents circulated to staff on phone interactions with existing/prospective students	OUSL WEB (TECH) TRAINING PROGS (ADMIN STAFF) COMMUNICATION WITH V.AC. NOTICES TO STAFF

4.4	Academic staff are available to the learners through a range of services	Academic staff of the LSD offer a range of options for learner access depending on the needs of the learners	Department prospectus Student guide book Instructions to students sent through emails Website links Emails created specifically for students	LSD PROSPECTUS STUDENT GUIDEBOOK FEEDBACK (Email/Letter OUSL WEB OUSL EMAIL ACC. (STU.)
4.5	Administrative staff are accessible to the learner through a range of services	Students can reach the LSD Administrative staff through many modalities of interaction	Documents outlining specific help Dedicated Help-desk for IT services Dedicated staff outline for specific administrative tasks Dedicated PR unit for prospective students Dedicated RES personnel to deal with physical resources	ADDITIONAL STUDENT SUPPORT BA STUDENT GUIDE BOOK IT HELP DESK LDS ADMIN STAFF PIO UNIT RES
4.6	Program has provided the choice of using a wide	BA Hons (English and ELT) effectively uses technology-driven teaching/learning	Course material in print On line support material AV support material	COURSE MATERIAL LMS AV Support Material

			AV centre for reference	AV Centre (Library)
	range of technologies for learning to achieve the desired learning outcomes	resources to achieve the preferred learner outcomes.	On-line journals	LIB. WEB
4.7	Program utilizes appropriate methods to orient the student towards self-study and to provide sufficient assistance to serve the needs	Self-study is one of the critical elements of the ODL method and the program is specifically designed in a way to empower the student in terms of self-learning.	BA Student Guide Book Brochures Website entries Orientation slides CA discussion classes Pre-class instructions	BA STUDENT GUIDEBOOK COURSE SYNOPSES BA Brochures (Samples) BA OR 2017 (PowerPoint Slides) CA & FE DISCUSSION CLASS DOCS FEEDBACK (Email/Letter)
4.8	Program has ensured that the teacher-learner ratio is optimal to enable tutors to provide adequate support in	The department has taken action to ensure that optimal teacher-learner ratio is maintained to ensure adequate learner support. In the BA Honours (English and ELT) level coordinators are	Student Guide Book Student communications Minutes of staff meetings	BA STUDENT GUIDE BOOK STUDENT COMMUNICATION (Samples) LSD STAFF MTGS

	educational activities of all courses of the program	appointed to ensure smooth functioning of the programme		
4.9	Appropriate training is provided for all relevant staff to enable them to provide effective individual counseling and academic support to learners in the program of study	Student counseling training is provided to all staff with specific bent on providing academic counseling to both existing and prospective students	Documentary evidence of training sessions on student counseling Orientation sessions Late orientation sessions Email counseling Student counseling guide book Web entries	TRAINING PROGS (STU. COUNSELLING) BA OR PROG 2017 FEEDBACK (Email/Letter) STU. COUNSELLING DOCS STU. COUNSELLING GB OUSL WEB
4.10	Mechanisms exist to regularly monitor and evaluate the adequacy, accessibility, of physical and	Monitoring of physical and technological resources is usually done at the beginning of the program by the program coordinator and reported to the Department Head. Issues	Reports sent to Head on physical and technological resources Discussion of the idea of setting up such mechanisms at staff meetings Outcome of such discussions and the final decisions	EVAL REPORTS (RESOURCES STAFF MTG

	technological resources, including facilities and equipment, including those of outreach centers and appropriate remedial measures taken when needed	pertaining to resources are recorded at the OUSL Faculty Board as and when required.		
4.11	The Faculty ensures staff and learners in the program of study have sufficient and appropriate library facilities, services and accessibility for effective teaching and learning	The Faculty purchases relevant updated books for students yearly. The facilities at the library are frequently surveyed and improvements always suggested. The library plays a critical role in the ODL methodology and the LSD has taken every measure to ensure that the library facilities are up-to-date and are accessible.	Documents of Orientation library tour Documents of Orientation library tour Library Handbook On-line past papers Library sections relevant to the program Latest books acquired for the library Updating of library journals	BA OR (Library Tour) LIB HB LIB. WEB LIB (PHOTOS) LIB ACQUISITIONS
4.12	The Faculty ensures	Teaching Practicum (Micro	Documents pertaining to 'real life'	TEACHING PRAC DOCS

	staff and learners have sufficient and appropriate facilities for teaching practice placements for effective teaching and learning	teaching, classroom observation and classroom teaching) is a compulsory components of the program—and every effort is taken to provide learners with relevant training required for these aspects.	school teaching Documents pertaining to Micro teaching Documents relating to logistics of teaching practice Student surveys on teaching practice Examiner reports of teaching practice	EXAMINERS' REPORTS (LEU 6702)
4.13	The Faculty ensures staff and learners have sufficient and appropriate computer facilities for effective teaching and learning	LSD staff is provided with Laptops and wi-fi facilities. The students are provided with both wi-fi and access to computer facilities both through the NODES centers and the main library in Colombo and the Regional Centre libraries.	Student handbooks Orientation slides Evidence for the strengthening of main campus and Regional Centre computer facilities Evidence of IT support for students Email facilities provided for students	OUSL HB BA OR 2017 (PowerPoint Slides) IT/COMP. LABS IT SUPPORT FOR STU. OUSL EMAIL ACC. (STU
4.14	That Faculty ensures there is adequate and appropriate	The Faculty makes use of popular technology and appropriate infrastructure to ensure effective	Student Guidebook Student instruction sheets Wi-fi Zone information	BA STUDENT GUIDE BOOK STU. INSTRUCTIONS

	technology systems and infrastructure for learner support services are available to effectively conduct the program of study	program delivery. The LSD ensures that the benefits of technology and appropriate infrastructure are given to all learners.	Multi-media facilities Reading services for students	LIB. (PHOTOS) CLS RSV 2017 (MM) READING SERVICE STU
4.15	The Faculty Provides current and accurate information in an accessible manner through a variety of modes to all registered students of the program	The Faculty uses the university website as the mode by which to provide the updated information to all registered as well as prospective students of the program	University Website Student handbook Student textbooks Student information sheets Payment information Refund policies Academic calendar	OUSL WEB BA STUDENT GUIDE BOOK COURSE MATERIAL STU. INFO FORM STU. FEE PAYMENTS/ STU. HB OUSL HB (Refunds) AC CAL 2016-17
4.16	The Faculty encourages the student unions and associations to	The Faculty offers the opportunity for Student Union representatives to voice their concerns at the Faculty Board.	Student Guidebook Faculty Board minutes	BA STUDENT GUIDE BOOK FB HSS unions

	contribute to support student learning	The Faculty does not currently have a student representative . However alternative mechanisms have been incorporated to accommodate student issues and concerns.		AD COMM (student participation)
4.17	Program provides co-curricular and extra-curricular activities to contribute to the social and cultural dimensions of the educational experience of learners	Due to the ODL nature of the program and the student profile— where almost all our students are employed—extra-curricular activities have not been stressed in the program. Yet, last year, the Faculty initiated an academic conference to hone the research skills of students. This year the LSD hopes to conduct a Language and Literature Festival.	Students' Research Symposium Language and Literature Day	RESEARCH SYMP BOOK/ PHOTOS LSD STAFF MTG (Lang & Lit Day)
4.18	The Faculty provides opportunities for peer interaction to	The Faculty always encourages peer interaction and sharing of knowledge. In addition to common reading rooms the	Student Handbook Minutes of Course Coordinator meetings Student feedback	BA STUDENT GUIDE BOOK COURSE TEAM MTGS

	empower learners to share knowledge and information and develop interactive and collaborative learning skills	faculty offers room and space for such interaction.	Student Interaction with staff/management Facilities for peer interaction	STU. SURVEY (Data) FEEDBACK (Email/Letter) PEER INTERACTION
4.19	Annual monitoring and evaluation of learner support services are implemented and outcomes are communicated to all relevant stakeholders	Annual evaluation of learner support is encouraged by the department prior to the beginning of a program. This activity is conducted by course coordinators and reports are given to the Department Head.	Reports of evaluation given to the Head Faculty Board Minutes Student Feedback	REPORTS EVAL HEAD HB HSS monitoring Learner sup STU. SURVEY (Forms
4.20	The Faculty regularly monitors learner retention, progression, completion and graduation rates in	The Faculty encourages monitoring mechanisms and studies of learner progression and the staff is trained on such mechanisms whenever the opportunity arises.	Learner retention seminar of the Faculty Student drop out meeting minutes Student failure rate discussion minutes Student satisfaction surveys	TRAINING STAFF FOR LEARNER RETENTION PROG TEAM MTG DOCS STU. SURVEY (Data)

the context of learner support services and takes remedial measures deemed necessary		Program evaluation surveys	

Summary

Learning Infrastructure and Resources and Learner Support at the OUSL are frequently discussed, updated and evolving elements. The present Learning Infrastructure available at the university is exploited by the staff and means by which such facilities could be expanded are topics of debate and discussion at staff forums. The department understands that infrastructure needs regular monitoring and realignment to meet the needs of specific student populations. All efforts are taken to understand how infrastructure could be best utilized on behalf of the learners. The exiting Learning Resources at the OUSL are many considering the fact that the university caters to students who need not be physically present at the university. The challenge that the Department faces is to align these resources to best suit the needs of the learners, an event that draws in the energy of the staff of the LSD. Learner Support provided for students by the Department is sincere, spontaneous and at times evades documentation owing to the far-flung and versatile nature of our students. What is documented here is what could be captured in texts. Perfection in all these areas is what we aim for. And like any process aiming for perfection, we too are on a continuum, and we intend to keep pushing the boundaries until we achieve significant learner satisfaction.

3.5 Criterion 5 - Learner Assessment and Evaluation

No.	Standard	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to support claim	Code
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.	To ensure that the BA Hons (English and ELT) meets national and international standards, it is governed by the programme Rules and Regulations.	BA Rules and Regulations	BA RULES & REGS
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.	The design, approval and monitoring of assessment strategies of the courses of the BA Hons (English and ELT) are governed by the policies and procedures approved by OUSL.	OUSL Exams Manual Past question papers + project questions Answers scripts, projects, marksheets, theses	EXAMS MANUAL (A6 & B6) FE Past Papers FE Answer Scripts/projects/thesis FE MARKSHEET

5.3	The Faculty ensures the security/ confidentiality and integrity of conducting assessments.	The procedures of OUSL's Procedural Manual for Tests and Exams (Exams Manual), which govern the BA Hons (English and ELT), ensure the security, confidentiality and integrity of the conducting of the assessments.	Exams Manual	EXAMS MANUAL (A1 & B1)
5.4	Assessment strategy is aligned to the relevant level descriptors of the SLQF, the LOs and teaching learning strategies of the programme/ courses and clearly stated in the programme/ course specifications.	Assessment strategy of the BA Hons (English and ELT) is aligned to the relevant level descriptors of the SLQF, and the PLOs and CLOs of the programme.	SLQF doc Course synopses	OUSL SLQF COURSE SYNOPSES
5.5	Progression within and between courses is clearly explained and available.	Progression within and between the courses of the BA Hons (English and ELT) is clearly explained in the Rules and Regulations of the programme and the Student Guidebook, which are	BA Rules and Regs (progression) Student Guidebook	BA RULES & REGS STUDENT GUIDEBOOK (5.2 - 5.4)

		available.		
5.6	The programme includes formative assessments and summative assessments.	Each course of the BA Hons (English and ELT) comprises formative and summative assessment portions	BA Rules and Regs (Formative and Summative) Student Guidebook CA schedules Final Exam Schedule CA and Final Exam mark lists	BA RULES & REGS (Assessment) STUDENT GUIDEBOOK (8.0) CA SCHEDULES FE TIME-TABLE FINAL MARKLIST
5.7	Learners are informed about the different types of assessment and assessment techniques for the course.	Learners of the BA Hons (English and ELT) are informed about the different types of assessment and assessment techniques for the courses through the Student Guidebook	Student Guidebook	STUDENT GUIDEBOOK (8.0)
5.8	There are systems for tracking and recording to provide detailed and accurate feedback on their performance/ progress in a timely manner.	To provide detailed and accurate feedback on learners' performance and progress in a timely manner, the BA Hons (English and ELT) has systems for tracking and recording through an Activity Schedule for each level and the	CAs with feedback Returning procedures of marked CAs to students (postal lists) BA Activity Schedules	CA FEEDBACK (Samples) CA (Returns) BA AC SCH 2017-18

		returning of graded CA assignments before Final Exams are held		
5.9	The Faculty ensure that assessment decisions are documented accurately and systematically, and that the decisions of the relevant assessment panels and examination boards are communicated to learners without undue delay.	The assessment decisions of the FHSS are documented accurately and systematically by the Examinations Division of OUSL, and the decisions of the relevant assessment panels and examination boards are communicated to learners without undue delay.	Exam Results Board Meeting with Dean Exams Results Board Meeting with VC Results Release on OUSL website	FE BM (DEAN) FE BM (VC) FE RESULTS
5.10	There is an appeal system to allow learners to query the grades/marks awarded and the feedback provided.	There is an appeal system to allow learners of the BA Hons (English and ELT) programme to query the grades/marks awarded at the Final Examination.	Exams Manual Application to request re-scrutiny of results	EXAMS MANUAL (B36) FE RE-SCRUTINY APPLICATION
5.11	Code of conduct of examinations and assessments/ Manual of Examination is available	The code of conduct of examinations and assessments contained in the Exams Manual of OUSL governs the exams of the BA Hons (English and ELT), and it	Exams Manual	EXAMS MANUAL (A1 & B1)

	and communicated to all staff involved and enforced strictly.	is available and communicated to all staff involved and enforced strictly.		
5.12	The Faculty adheres to policies and regulations governing the selection/nomination and appointment of both internal and external examiners.	The Faculty of HSS adheres to policies and regulations that govern the selection/nomination and appointment of both internal and external examiners for the BA Hons (English and ELT)	OUSL Exams Manual Memos to Faculty Board + Senate Appointment letters to examiners	EXAMS MANUAL (A4 & B5) FB HSS (Examiners) SENATE (Examiners) LETTERS/APPT. (DS)
5.13	The Faculty maintains academic standards and assessment criteria are consistently applied by moderation of examination question papers by external examiners.	The BA Hons (English and ELT) maintains academic standards, and assessment criteria are consistently applied through the moderation of examination question papers by examiners.	Exams Manual Moderated question papers (samples) Memos to Faculty Boards + Senate	EXAMS MANUAL (A6 & B6) FE (Moderation) FB HSS (Moderators) SENATE (Moderators)
5.14	The Faculty adopts independent second examiners/ external	As part of quality control and assurance of academic standards, the BA Hons (English and ELT) adopts independent	OUSL Exams Manual Discussion at Staff Meetings	EXAMS MANUAL (A4 & B5 STAFF MTG

	examiners in exams as part of quality control and assurance of academic standards where relevant.	second/external examiners in exams.	re: appointing Second/External examiners for 2017-18 academic year	(Second/External examiners)
5.15	Detailed marking schemes/ guidelines are provided to examiners and procedures are available to ensure that examiners apply the marking scheme in a consistent manner to ensure transparency, consistency and fairness in marking.	Detailed marking schemes/guidelines are provided to examiners to ensure that examiners of the BA Hons (English and ELT) apply the marking scheme consistently to ensure transparency, consistency and fairness in marking.	Exams Manual BA Rules and Regs Marking schemes from examiners	EXAMS MANUAL (B27) BA RULES & REGS (Grading Scheme) MARKING SCHEMES (Samples)
5.16	Appropriate measures are in place to ensure the integrity of work submitted (assignments, reports, etc) by students for evaluation and	The BA Hons (English and ELT) has appropriate measures in place to ensure the integrity of work submitted (assignments, reports, etc) by students for evaluation and examiners.	Student Guidebook (Plagiarism) CA questions with note on plagiarism	STUDENT GUIDEBOOK (9.0) CAs (Plagiarism)

	communicated effectively to students and examiners.			
5.17	Disciplinary procedures for handling malpractices such as copying, and plagiarism are in place and strictly enforced and communicated to relevant staff and all students.	Disciplinary procedures for handling malpractices such as copying and plagiarism are in place and strictly enforced, and communicated to relevant staff and all students.	Exams Manual Disciplinary Board Meetings (extracts)	EXAMS MANUAL (A13) DISCIPLINARY BM
5.18	The Faculty ensure that staff undertaking work related to assessment are competent to undertake their assigned roles and responsibilities and have no conflict of interest.	The Language Studies Department and Faculty of HSS ensure that staff undertaking work related to assessment of the BA Hons (English and ELT) are qualified and competent to undertake their assigned roles and responsibilities, and have no conflict of interest	Exams Manual Memo for Faculty Board and Senate with examiners' qualifications Conflict of Interest Form (Staff)	EXAMS MANUAL (B5.9) FB HSS (Examiners) SENATE (Examiners) CONFLICT OF INTEREST (Form)
5.19	The Faculty reviews and amends assessment regulations periodically as	The assessment regulations of the BA Hons (English and ELT) are reviewed and amended periodically as appropriate	Discussions at Staff Meeting on Eligibility Discussion of eligibility at	STAFF MTG (Eligibility)

	appropriate, to assure itself that the regulations fit for purpose.	by the Language Studies Department and FHSS to ensure that the regulations fit the PLOs of the programme.	Faculty Boards SLQF Criteria	FB HSS (Eligibility) OUSL SLQF
5.20	Graduation, course completion and retention rates are monitored on a continuous basis and appropriate action taken.	Graduation, course completion and retention rates of the BA Hons (English and ELT) are monitored continuously.	BA Rules and Regs (Repeat exams) OUSL Statistics	BA RULES & REGS (Repeat Exams) OUSL STATS.
5.21	The Faculty ensures that the degree awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements and competency levels (level descriptor) detailed in the SLQF.	The BA Hons (English and ELT) degree that is awarded and the name of the degree complies with the guidelines (qualification descriptor), credit requirements and competency levels (level descriptor) detailed in the SLQF.	SLQF doc at LSD	OUSL SLQF

Summary

Learner Assessment and evaluation is an integral component of the teaching learning process of the BA Honours in English and ELT. Assessment strategies that achieve the PLO and CLOs of the Programme and Courses have been established in line with the objectives of the programme and SLQF, and included in the Rules and Regulations of the programme. The setting and moderating of assessment and the evaluating process are implemented in line with the OUSL Exams Manual. Internal and external examiners as well as moderators are appointed with the approval of the Faculty Board of the Humanities and Social Science Faculty and the OUSL Senate. The assessment strategy of the programme is based on both formative assessment and summative assessment. The dates and times of formative/summative assessment are held in line with the Programme Activity Schedule. The Examination Board issues the final results subject to the approval of the Senate. Final Results are then published on the OUSL website and students can log in through their web portals to access their results. Students can request transcripts of results, and such a transcript reflects the stage of the student's progression and grades the student has achieved for each course, as well as the aggregate GPA for completed programmes. The name and title of the degree that is awarded at the completion of all requisites complies with SLQF. The Student Guidebook includes information on the courses and forms of assessment to inform students. Further, the Student Guidebook details the zero-tolerance policy of the university on plagiarism. Students who commit any examination offenses are presented to the Disciplinary Committee for inquiry and decisions on relevant penalties.

3.6 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 Claim	Code
6.1	The faculty has established and operates ICT based platform (VLE/LMS) to facilitate multi-mode teaching delivery and learning	The university has an ICT based platform (LMS) and the BA Hons in English and ELT programme uses this platform to offer supplementary courses online for selected courses. This facilitates multimodal delivery of the programme.	Online courses on offer (LMS Screenshot)

Course Synopses

Reports from CETMe | LMS

COURSE SYNOPSES

CETMe |
| 6.2 | The faculty encourages the staff and students to use OER to supplement teaching and learning | The university has an OER Policy and it provides training to staff on OER. OER components have been incorporated in the BA Hons | Course synopses

OER Policy of the university-323rd Senate memo VV/323/03/02 | COURSE SYNOPSES

OER Policy

OER |

			Sample OER material SDC Workshops on OER	ST. Training (OER)
6.3	The faculty recognizes complementarity between academic, training, research and development(R&D)	The BA Hons (English and ELT) programme promotes complementarity by providing opportunities for students to undergo practical teacher training, and to conduct research in a variety of disciplines.	Course Synopsis of Methodology in TESL Course Synopsis of Research Project Teaching practicum (Photographs/Portfolio) Student research symposium (Participation and awards) Proceedings	COURSE SYNOPSES TEACHING PRACTICUM PHOTOS/PORTFOLIO STU. RESEARCH SYMP PRO
6.4	The faculty has established coordinating and facilitating mechanisms for fostering research and innovation, promotion	The BA Hons (English and ELT) programme includes a Research Project and students submit a dissertation for evaluation. Students are given freedom to select an area of research from a wide variety of	Course Synopsis (Research Project) Guidelines provided for research studies Interdisciplinary research projects in terms of the final	COURSE SYNOPSES •GUIDELINES (REPROJECT) RE PROJECT (SAMPLE)

	of research and community outreach	disciplines i.e. Literature, Discourse Analysis, Language Teaching. Students are encouraged to make presentations at OUSL and other university forums.	research study which deals with issues in many aspects of language learning and issues in other disciplines	
6.5	Faculty uses the knowledge base to be responsive to societal needs and address community's issues (not just university agenda)	The Curriculum of the BA Hons (English and ELT) attempts to fulfill societal needs and to address community issues.	BA Hons (English and ELT) Curriculum Research presentations and publications on many societal issues Faculty Seminars (Notices)	CURRICULUM BA RESEARCH PROJECT (SAMPLE) FAC SEMINARS
6.6	The faculty promotes thematic research on national issues, and disseminates and ensures a conducive environment for research	The BA Hons(English and ELT) students conduct small-scale thematic research on national issues as part of their assignments.	BA Assignments Sample ESP/Psycho-Sociolingistics	BA CA (SAMPLE)
6.7	The faculty	The research endeavours of BA	Evidence of awards for best	STU RE SYMP

	implements reward system to encourage academics for achieving excellence in research and outreach activities	Hons(English and ELT) students are rewarded at the faculty student research symposium. Academics present papers at National and International Conferences and publish papers in journals.	research papers Agenda – Student Research Symposium FB Minutes- Research Committee Reports Research Presentations and Publications of staff Best Research Paper Award (Criteria)	FB HSS (RESEARCH COM) ST. PRESENTATIONS/ PUBLICATIONS BEST RES PA CRITERIA
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	The study programme contains an undergraduate research project as a part of the teaching- learning strategy and encourages students to disseminate the findings.	Student research projects Proceedings of Student Research Symposium Presentations at conferences (Proceedings) Research publications	RESEARCH PROJECT (SAMPLE) STU RE SYMP RE PUB (SAMPLE)
6.9	The faculty has	The BA Hons (English and	Notices/ Brochures	NOTICES

	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	ELT) students are encouraged to attend events organized by various agencies i.e. the British Council, American Centre and Gratien Trust. The possibility of staff and student exchange will be studied in the future.		
6.10	The faculty has diversified its sources of income to complement the grants received through government by	The BA Hons (English and ELT) students pay a course fee and currently there are no income generating activities.	NA	

	engaging in income generating activities			
6.11	The faculty practices a credit transfer policy in conformity with institutional policies that allows its students to transfer credits to another faculty or submit credits earned from another to the faculty concerned	The credit transfer to another faculty may be provided to BA Hons (English and ELT) students according to institutional policies. No credit transfer is allowed for students from other faculties at present.	Rules and Regulations (BA Hons)	BA RR 2017
6.12	The faculty promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, communicated and industry related	The outstanding performers of BA Hons(English and ELT) programme are rewarded annually by including their names in the Dean's List. Since OUSL students are working adults, they find it difficult to participate in co-curricular activities regularly.	Dean's list Dean's List Award Criteria	DEAN'S LIST DEAN'S LIST (Criteria)

	activities etc and such pursuits are well supported with physical, financial and human resources	They are invited to participate in cultural activities such as Christmas Carols, Vesak Bakthi Gee, Thaipongal.	Notices/ Invitations	NOTICES
6.13	The faculty encourages student participation at regional, national level competitions (such as IQ, innovation, sports, general knowledge, etc) and rewards outstanding performers	Most of the students in the BA/ELT programme are employed and they find it difficult to participate at regional and national level competitions. Some students participate in these programmes.	Participation in the Gender Festival at Eastern University	GEN FEST DOC
6.14	The faculty implements a mechanism for the students who do not complete the	The BA Hons(English and ELT) programme has implemented a fall back option which allows students to exit with a Higher Diploma in	Rules and Regulations /Student Guidebook for BA	BA RR 2017 BA STUDENT GUIDEBOOK

	programme successfully to exit at a lower level with a diploma or certificate depending on level of attainment (fallback options)	English and ELT after completing 2 years of study.		

Summary

BA Honours in English and English Language Teaching programme uses innovative methods and good practices in design and delivery. LMS and Multimedia are used in delivery of the programme and OER are used in providing further support to learners who follow the degree in the ODL mode. The curriculum of the degree is unique as it prepares students to become competent in diverse fields i.e. Language, Literature and ELT and it offers them multiple opportunities to engage in research. The outstanding performers are rewarded annually through the Dean's List and best research paper awards. Since most of the undergraduates at the OUSL are working adults, time to engage in extra-curricular activities is limited. However, BA Hons (English and ELT) students show active participation in events like student research symposium and cultural activities in the faculty. There is provision in the Rules and Regulations of the BA Hons (English and ELT) for students to exit with a Higher Diploma after completion of the first two levels of the programme.

CHAPTER 4 – SUMMARY

CHAPTER 4: SUMMARY

The Bachelor of Arts Honours in English and English Language Teaching is a 4 year programme that consists of 120 credits and is offered through an ODL framework. Quality assurance in relation to key aspects of the programme in the areas of programme management, programme and course design, learning infrastructure, learner support and learner assessment conform to the recommended best practices that are relevant to academic programmes offered in the ODL mode.

In keeping with the OUSL's Open Learning policy the degree offers maximum flexibility in relation to modes of entry by recognizing a diverse range of qualifications. The programme caters to working adults and school leavers with diverse motivations for undertaking tertiary level study which is a challenge as well as one of the strengths of the programme.

The learning experience of those who enter the Degree programme is dependent on effective programme management and the Faculty adopts a participatory approach to management and has developed an organizational structure that supports the effective delivery of its academic programmes. Key structures like the HSS Faculty Board and Sub-committees such as the Faculty advisory committee make significant contributions to the process of programme management. Further Institutional Operation/ Activity plans ensure that key activities in relation to the programme adhere to a pre-planned timeline. Furthermore, the administrative functions of the faculty also conform to national and institutional SOPs and are aided by other aspects such as the University's ICT platform.

Attention is paid to the academic quality of the programme by ensuring that it conforms to national frameworks (SLQF) and by ensuring that the process of programme and course development is monitored by institutional and faculty frameworks. The quality of teaching in particular, in relation to course material (print /AV/online) is monitored by various mechanisms and the university and faculty strives to strengthen the capacities of staff members who are involved. Assessment is the other key aspect in relation to the programme and here too the BA Honours in English and ELT has implemented comprehensive, innovative and flexible assessment practices that assess and develop a diverse range of skills and abilities in its learners.

Learner support in the university as a whole and the BA programme in particular is a key issue given the rapid increase in student numbers and the subsequent strain on resources. The

faculty and department recognizes the importance of high quality, consistent learner support from the initial orientation to ODL study to the point of graduation. Learner support comes in the form of tangible components like classroom facilities, print and virtual resources as well as more intangible but crucial functions like student counselling. It must be noted that LSD takes pride in dedication of its staff in relation to being accessible and timely in responding to students' complaints, concerns and requests. However, the increasing pressure on academics in relation to the increasing demand for learner support can impinge on their ability to carry out key functions such as course revision. It is important to note in this context that the academic staff members of the Department of Language Studies carry out the duties of an English language teaching Department over and above their commitments toward the BA degree programme.

The Faculty and the Department also recognize the importance of continually engaging in new initiatives and innovative practices in a continual effort to enhance the quality of the programme. The Department is currently involved in increasing its online resources for students which can be of great benefit to students situated in different parts of the island.

In conclusion, it can be said that the process of writing the SER has provided a timely opportunity for critical self -reflection in the key areas pertaining to ensuring quality in relation to the BA Honours in English and ELT.

ANNEXURES

ANNEXURES

ANNEXURE 1: STRUCTURE OF THE BA HONOURS IN ENGLISH AND ENGLISH LANGUAGE TEACHING

Level 3

New Course Code	Course Title	Credits
LEU3501	Academic Reading	5
LEU3502	Academic Writing	5
LEU3503	Textual Analysis	5
LEU3504	Structure of the English Language	5
LEU 3505	The Novel and the Short story	5
LEU3506	Drama and Poetry	5
		30

Level 4

New Course Code	Course Title	Credits
LEU4501	History and Development of the English Language	5
LEU4502	Teaching Language and Literature	5
LEU4503	Criticism and Analysis	5
LEU4504	Forms of Fiction	5
LEU4505	Drama	5
LEU4506	Poetry	5
		30

Level 5

New Course Code	Course Title	Credits
LEU5501	Literature and Society	5
LEU5502	Basic Concepts in English Language Teaching (ELT)	5
LEU5503	Discourse Analysis and English Language Teaching	5
LEU5504	The Second Language Classroom : Issues and Concerns	5
LEU5505	Theory and Practice of Language Testing	5
LEU5506	Teaching English for Special Purposes	5
		30

Level 6

New Course Code	Course Title	Credits
STU6301	Principles of Education	**3**
STU6501	Psychology of Learning	**5**
LEU6601	Psycholinguistics and Sociolinguistics	**6**
LEU6702	Methodology of Teaching English as a Second Language (TESL)	**7**
LEU6704	Research Project	**7**
LEU6203	Teaching Literature in ESL contexts	**2**
		30

ANNEXURE II :   STAFF PROFILE

ACADEMIC STAFF

Name	Designation	Qualifications
Dr. K. Radhika M. De Silva	Head of the Department and Senior Lecturer	PhD (Reading, UK); M.Ed(Colombo); MA (Kelaniya); PGDE(TESL)(Colombo);BSc(OUSL)
Dr. Hemamala Ratwatte	Senior Lecturer I	PhD (Edinburgh, UK), MSc (Edinburgh, UK),BA Hons (Peradeniya)
Dr. Vivimarie VanderPoorten Medawattegedera	Senior Lecturer I	Ph.D (Ulster, UK) M.A. (Applied Linguistics ,Ulster, UK); B.A. (English Honours,(Kelaniya)
Dr. Dinali E Devendra	Senior Lecturer I	PhD (Ulster, UK) ,M.A (Colombo) in Applied Linguistics, BA (Hons) (Sydney)
Mrs. Imali Bogamuwa	Senior Lecturer II	M.A. in TESL (PGIE), B.A. Languages (English) Hons.(Sabaragamuwa)
Mrs. J.C.N. Pullenayegem	Senior Lecturer II	M.A in Linguistics (Kelaniya), BA in English and English Language Teaching (Open University of Sri Lanka)
Mrs. S.D. Dissanayake	Senior Lecturer II	MA in Linguistics (Kelaniya); BA Hons (Languages) (Sabaragamuwa)
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Ms. H. P. D.R.U.M. Gunasekara	Data Entry Operator
Ms. Deepani Gunawardena-	Staff Assistant (Typist)
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Mr. Jagath	Labourer