



UNIVERSITY OF SRI JAYEWARDENEPURA

Programme Review 2021

SELF EVALUATION REPORT

Bachelor of Arts In English (General) External Degree

Department of English and Linguistics
FACULTY OF HUMANITIES AND SOCIAL SCIENCES

JANUARY 2022



Programme Review

2021

Self-Evaluation Report

Bachelor of Arts in English (General) External Degree

Department of English and Linguistics

Faculty of Humanities and Social Sciences

University of Sri Jayewardenepura

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January 2022

Declaration

The data submitted herewith are certified correct to the best of my knowledge and belief.

.....

Senior Professor Sudantha Liyanage

Vice Chancellor

Date of Submission: January 2022

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List of Abbreviations

USJ	University of Sri Jayewardenepura
UGC/ QAAC	Quality Assurance and Accreditation Council of the University Grants Commission
QA	Quality Assurance
EDECU	External Degree Programmes and Extension Courses Unit
EDP	External Degree Programme
EDPR	External Degree Programmes Review
EDU	External Degree Unit
QAC/UGC	Quality Assurance Council of the University Grants Commission
QAC/EDECU	Quality Assurance Cell of the External 1 Degree Programmes and Extension Courses Unit
CQA	Centre for Quality Assurance
SER	Self-Evaluation Report
IQAC	Internal Quality Assurance Cell
IR	Institutional Review
ODL	Open and Distance Learning
LMS	Learning Management System
FHSS	Faculty of Humanities and Social Sciences
FMSC	Faculty of Management Studies and Commerce
TESL	Teaching English as a Second Language
BA	Bachelor of Arts
PR	Programme Review
ODL	Open and Distance Learning
CVs	Curriculum Vitae
HR	Human Resource
SDC	Staff Development Centre
CRDC	Curriculum Revision and Development Committee
MA	Management Assistant

FB	Faculty Board
MIS	Management Information System
SC	Standard Claim
E	Evidence
BAE	Bachelor of Arts in English
SBS	Subject Benchmark Statements
SLQF	Sri Lanka Qualifications Framework
HoD	Head of the Department
GPA	Grade Point Average

Executive Summary

This Self Evaluation Report (SER) on the Bachelor of Arts in English (General) External Degree was prepared by the academics of the Department of English and Linguistics with the fullest support of the External Degrees and Extension Courses Unit (EDECU) and assistance of a Management Assistant. It consists of two parts and while the first part carries information related to the administration and structure of the degree programme, the second part carries out the SER prepared according to the manual for Quality Assurance of External Degree Programmes. Claims are made for almost all the standards mentioned under each criterion and evidence has been produced.

1. Introduction

1.1 University of Sri Jayewardenepura

The University of Sri Jayewardenepura is the second oldest University in Sri Lanka and the first University established in an independent Sri Lanka. Its rich and vibrant history dates back to 1873 when the Vidyodaya Pirivena was established by the eminent scholar - Most Venerable Hikkaduwe Sri Sumangala Thero. Recognizing the contribution of the Vidyodaya Pirivena to the nation in moulding its character and guiding its direction, in 1959, the Vidyodaya Pirivena was granted University status under the University Act No 45 of 1958, thus it became the Vidyodaya University. Most Venerable Welivitiye Soratha Maha Thero was the first Vice-Chancellor of the Vidyodaya University and it was ceremonially opened on 16 February 1959. The University was moved to Gangodawila, in 1961 and in 1978 it was renamed as the University of Sri Jayewardenepura (Act No. 16 of 1978). Presently, as a centre of knowledge and excellence, the University of Sri Jayewardenepura continues to enrich and protect its legendary traditions while creating, initiating, and inspiring the novel.

Vision

- Prosper lives through Education.

Mission

- Develop globally competent citizens through our education for a sustainable future, drawing inspirations from our cultural heritage and wisdom.

Today the University is considered the largest University in terms of its student population in Sri Lanka. Over 12,000 undergraduates and over 1000 postgraduate students are studying at the University of Sri Jayewardenepura and it has been expanded to eight faculties, over 20 research centres, Innovation and Venture Creation Council with over 50 Entrepreneurs and stakeholders with over 15 patents.

1.2 External Degrees and Extension Courses Unit (EDECU)

The history of the External Degrees and Extension Courses Unit (EDECU) goes back to the beginning of the university. Lack of opportunity for university admission for a large number of students and the non-enrollment of women as internal students in the early days led to the establishment of the External Degree Programme (EDP). However, in 1972, the External Degree Unit (EDU) was closed because the government introduced one common external degree institution. However in 1978, students had limited opportunities for starting external degrees under universities and in 1979, the University established “External Degree Unit” for conducting external degrees. In 1991, the University could start bachelor degree programmes again and it introduced a new degree programme, Bachelor of Science Management (Public) General (External) under the Department of Public Administration of the Faculty of Management Studies and Commerce for external students.

On 15th of October 2010, UGC issued circular no 932 to introduce new Policy Framework and Guidelines for offering External Degrees and Extension Programmes by Universities. As a result of that, EDU changed its structure and turned into the External Degrees and Extension Courses Unit. The mission of the University is to develop globally competent citizens through our education for a sustainable future drawing inspiration from our cultural heritage and wisdom. EDECU also serves the nation as a leading distance learning centre to create successful citizens. Even during the pandemic the EDECU of USJ continued its programs online by serving the nation as a centre of distance education, adhering to the University’s Vision; “*Prosper Lives through Education.*”

University has a separate administrative entity for handling all the matters related to external degree programmes. EDECU runs as a self –financing centre. Its policies and procedures are clearly defined according to the UGC guidelines. The External Degrees and Extension Courses Unit is headed by a Director appointed by the Council of University. EDECU has three main subdivisions,

- Learning Resources
- Evaluation & Learner Support
- Registration & Examination

Each of these divisions are headed by a coordinator. Management committee governs the entire EDECU and it is chaired by the Vice Chancellor. The Study Board is another important

part of the governing body of EDECU. It is headed by a chairperson and the Faculty Board appoints a senior academic member as the chairperson for a period of three years. As EDPs are offered by two faculties at USJ, there are two Study Boards.

Functions of EDECU

- Registration and enrollment.
- Selecting and supervising other institutions for academic purposes of external degrees.
- Conducting lectures, seminars and workshops with the support of university students.
- Calling applications for examinations, schedule examinations, issuing admissions and making awareness on examination rules and regulations.
- Printing exam papers and distributing them for examination centres. Conducting Examinations.
- Issuing examination results.
- Organizing convocation.
- Issuing degree certificates, detailed results sheets, printed degree certificates and other relevant documents.

Courses in EDECU

Currently there are six EDPs offered by the External Degrees and Extension Courses Unit of University of Sri Jayewardenepura under the Faculty of Humanities and Social Sciences and Faculty of Management Studies and Commerce.

FHSS conducts three degree programmes for external students. They are;

- Bachelor of Arts in English (General) External Degree
- Bachelor of Humanities and Social Sciences (General) External Degree
- Bachelor of Social Sciences in Environmental and Development Studies (General) External Degree

FMSC conducts three degree programmes for external students. They are;

- Bachelor of Commerce (General) External Degree
- Bachelor of Science Management (Public) General (External) Degree
- Bachelor of Science Business Administration (General) External Degree

Organizational Structure

Please find the Curriculum Structure annexed to this document – Annexure 01

Quality Assurance in External Degree Programs of USJ

USJ has created an internal system of quality assurance, as prescribed by the UGC-QAAC within the framework of the national QA framework. While the quality of the internal degrees are assured through this system, USJ attempts to assure the quality of the external degrees as well. The EDECU of USJ has made many changes and developments in the last few years and has attempted to provide a high quality service for external students. Now, students are offered 40-45 lecture hours for each paper/course and are provided with relevant learning resources through the Learning Management System (LMS). As a significant unit of USJ, the EDECU also delivers a quality education.

Quality Assurance Cell in EDECU of USJ

USJ has a QA policy which was recently revised with the understanding that it is important to assure quality in higher education to maintain its standards, improve quality and increase the institutional performance. Accordingly, the External Degree Programmes and Extension Courses Unit of University of Sri Jayewardenepura also has decided to carry out an External Degree Programme Review (EDPR) under quality assurance. Rather than quality assurance, QAC in EDECU of USJ engages with Curriculum Development of Degree Programmes as well. This is a fulfilment of a request made by the Quality Assurance Council of the University Grants Commission (QAC/UGC). To achieve this target EDECU of USJ has taken steps to develop the operational plan. QAC/EDECU is governed under the Centre for Quality Assurance (CQA) of USJP. Further, it has decided to prepare five, Self-Evaluation Reports (SER) for the five External Degree Programmes (three degrees from Faculty of Humanities and Social Sciences and two degrees from Faculty of Management Studies and Commerce). In order to complete this process, the Quality Assurance Cell based on five review committees were formulated. It includes a chairperson, academic staff and supportive non-academic staff for each committee.

Table 1: EDECU staff of QAC/EDECU

Degree Program	Chairperson and other committee members
Bachelor of Humanities and Social Sciences (General) External Degree	<ul style="list-style-type: none"> ▪ Chairpersons - Prof. K.M. Alexander Senior Lecturer G.A. Gamini ▪ 26 members from academic staff ▪ 3 Management Assistants from examination, seminar and quality assurance
Bachelor of Social Sciences in Environmental and Development Studies (General) External Degree	<ul style="list-style-type: none"> ▪ Chairperson-Prof.T.M.S.P.K. Thennakoon ▪ 7 members from academic staff ▪ 3 Management Assistants from examination, seminar and quality assurance
Bachelor of Arts in English (General) External Degree	<ul style="list-style-type: none"> ▪ Chairperson – Dr.S.S. Pereira ▪ 7 members from academic staff from the Department of English and Linguistics ▪ 3 Management Assistants from examination, seminar and quality assurance
Bachelor of Science Management Public (General) External Degree	<ul style="list-style-type: none"> ▪ Chairperson – Senior Lecturer Mr. W.N.M. Weerathunga ▪ 11 members from academic staff ▪ 3 Management Assistants from examination, seminar and quality assurance
Bachelor of Commerce (General) External Degree	<ul style="list-style-type: none"> ▪ Chairperson – Dr. Ms. K.M. Sachithra ▪ 5 members from academic staff ▪ 3 Management Assistants from examination, seminar and quality assurance

Following EDECU staff members have been appointed for coordination and to keep relevant records.

Table 2: EDECU Staff - Coordinating and keeping records

Administrative Staff	Deputy Registrar - Mrs. K.P.Y. Thushari Malkanthi Assistant Registrar - Mrs. A.D.S. Samadaree
Management Assistant Staff	Mr. Janaka Wimalasooriya Mr. Mangala Jayathilaka Mrs. P.G.P. Samanmalee G.R.C. Gunasekara

Composition of QAC/EDECU

The current composition of QAC/ EDECU consists of the following members.

Table 3: Current composition of QAC/EDECU

Director	Prof. Ven. Pinnawala Sangasumana Thero
Co-Chairpersons	Prof. M.D. Pushpakumari Dr. M.A.S. Wijesinghe
Academic Coordinators	
1) Bachelor of Humanities and Social Science (General) External Degree	Prof. K.M. Alexandar Senior Lecturer G.A. Gamini
2) Bachelor of Social Sciences in Environmental and Development Studies (General) External Degree	Prof. T.M.S.P.K. Thennakoon
3) Bachelor of Arts in English (General) External Degree	Dr. S.S. Pereira
4) Bachelor of Science Management (Public) General (External) Degree	Senior Lecturer W.N.M. Weerathunga
5) Bachelor of Commerce (General) External Degree	Dr. K.M. Sachithra
68 academic committee members from 5 degree programmes	

Records Keeping System

The system of QAC/EDECU keeps and maintains the following records; records related to all minutes held in QAC/EDECU are kept. The records have been kept from the very first meeting held in QAC to today. These reports include information on the participants, absentees, agenda, decisions made, suggestions raised and budgeting. The QAC also maintains records related to document investigation and has appointed a responsible person for each task. Records related to workshops, rescruity of examination papers, examination irregularities and punishments and legal matters are kept. Records are kept with the relevant examination paper and reports related to examination irregularities and fraud are maintained by specifying each irregularity and punishment to be given and legal matters are kept with evidence. Further, records which mention about the future tasks to be done by the QAC of EDECU are also kept separately

Governance / Internal Structure of QAC-EDECU

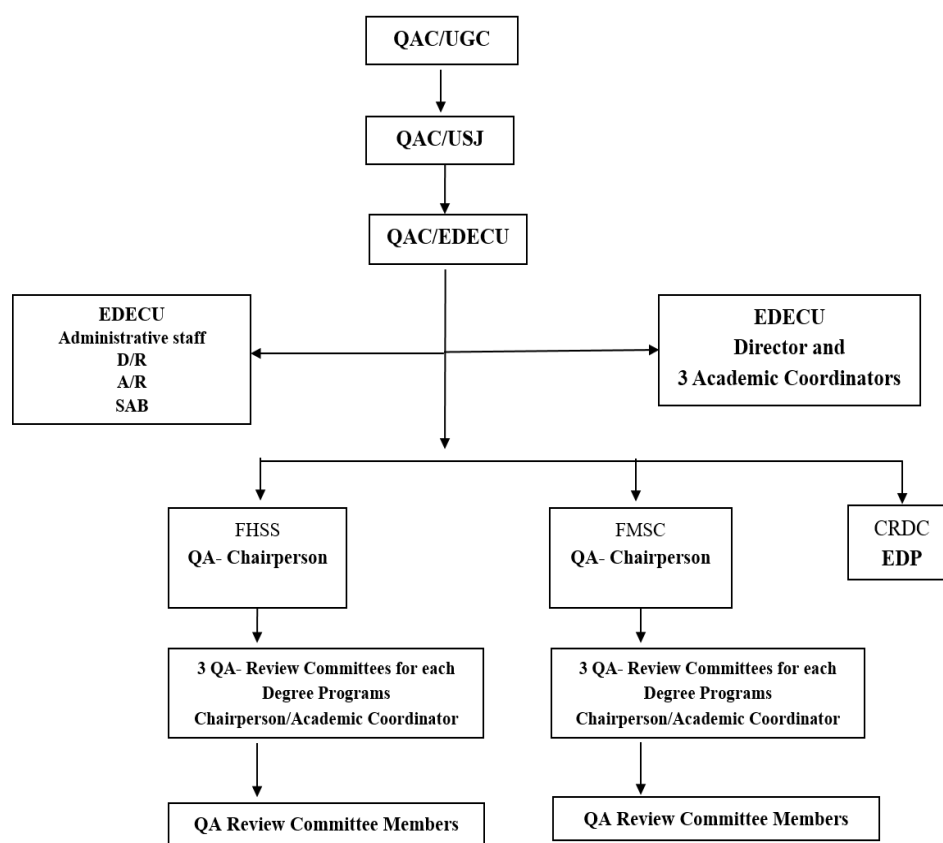


Figure 1: Governing structure of QAC/EDECU

Faculty of Humanities and Social Sciences

The Faculty of Humanities and Social Sciences, as one of the oldest faculties of the university, in alignment with the great vision and mission of the university, contributes to the enhancement of knowledge - both traditional and new found. It has been able to extend its educational and research offer in line with the national demand of the country. Curriculum in all the degree programmes are continuously being reviewed and developed in order to produce globally responsible and socially responsive graduates with broad knowledge and skills related to the respective study areas.

Mission

The Faculty of Humanities and Social Sciences is committed to the development of the community and the nation at large through the dissemination and enhancement of knowledge enriched with the country's cultural heritage.

Department of English and Linguistics

Founded in 1997 – under the patronage of the late Prof. A. J. Gunawardena and spearheaded by Ms. Parvathi Nagasundaram who is greatly responsible for transforming the Department into what it is today. The Department of English and Linguistics is one of the most progressive departments of the Faculty of Humanities and Social Sciences of the University of Sri Jayewardenepura, Sri Lanka. The Department has been home to many teachers, writers and scholars of English Language and Literature, and TESL (Teaching English as a Second Language) within the country and beyond. Its students reach almost 100% of employability upon graduation. The Department of English and Linguistics is unique for its amalgamation of the fields of English literature and English language in its degree courses, and as a pioneer in offering English as a degree programme to candidates who have formerly had no opportunity and exposure to study English literature as a subject in their Advanced Level curriculum in schools. The Department also claims credit for introducing TESL for BA Degrees in Sri Lanka.

Bachelor of Arts in English (General) External Degree

This Degree Program is conducted by the Department of English and Linguistics. It consists of three subjects, namely English Literature, English Language, and English Language Teaching Methodology. The programme is introduced with the intention of meeting the demand in the field, particularly in the absence of qualified teachers to teach English in the country. The degree programme consists of 9 Foundational Courses which aim at supporting the core subjects, developing the personality and soft skills of the students as well as increasing the professionalism, competence, and employability (if unemployed). This is a three-year undergraduate programme with year-end examinations.

Curriculum Structure

Please find the Curriculum Structure annexed to this document – Annexure 02

SWOT Analysis

Please find the SWOT Analysis annexed to this document – Annexure 03

1.7 Process of preparing the SER

Operational Plan of Programme Review for EDPs of USJ

Table 4: Operational Plan of Programme Review for EDPs of USJ

Activity	Time Period
Initial meeting with Academic Coordinators	February 2021
Forming Programme Review Committees for all External Degree Programs	July 2021
Approval from Study Boards and Management Committee and issue appointment letters	October 2021
Conducting Workshop regarding QA –EDP	October 2021
Conducting meetings by Programme Review Committees	October/November 2021
Review progress of Individual Committees Completion of Filing System	November/December 2021
Commencing review and write the self-evaluation report	November/December 2021
Reviewing progress time to time completion and prepare Final Draft Report	January 2022
Submission of SER	January 2022

External degree programme review and curriculum development should be done by the Quality Assurance Unit of the External Degree and Extension Course Unit.

As per instructions given by the University Grants Commission, it is significant for the External Degree Programmes of the University of Sri Jayewardenepura to undergo the External Degree Programme Review (EDPR). Accordingly, the EDECU commenced the development process of Self-Evaluation Report (SER) in 2021 as part of the Institutional Review. In order to accomplish this target duly, EDECU has already taken preliminary steps to develop an operational plan. Subsequently, under the guidance of EDECU's Director and Coordinators of the Degree Programmes, the following process was implemented with specific steps, as an initiative for quality assurance.

According to the Management Committee Meeting held on October 18, 2021, first, Coordinators of the Degree Programmes had a meeting (2021-09-10) with the Director of EDECU on Programme Review (PR).

The meeting was concluded with the appointment of a 'Programme Review Committee' aimed at completing five self-assessment reports for the five External Degree Programmes (three from Faculty of Humanities and Social Sciences and two from Faculty of Management Studies and Commerce). In this regard, a Programme Review Committee was appointed for each of the External Degree Courses and the course Coordinators of the relevant External Degree Courses were appointed as Chairpersons by the end of September 2021. As a next step in the process, appointment letters were issued to the members of each committee including chairpersons.

Moreover, it is identified that carrying out this task in the midst of other regular operational activities adds a considerably high workload for those members and, thus, they are required to spend much more time for this task over their regular duties. Hence, seven new graduates who are expecting training were recruited as Management Assistants on contract basis for a period of one year from 1st of December 2021. In accordance, five review committees were appointed including a chairperson, academic staff and supportive non-academic staff in each committee.

The programme review committees are responsible for gathering and tabulating data/information (with the support of non-academic staff) and to develop initial write-ups on assigned criterion/section of SER.

As the ultimate step of the SER development process, the final drafts of the self-assessment reports are expected to be finalised by January 2022.

Workshops/ Training Programmes

In parallel to the aforementioned process, a workshops/training series was conducted by the QAC of EDECU with the participation of Programme committee members and newly recruited Management Assistants.

Table 5: Workshops/ Training Programmes

Date	Time	Resource person	Participations	Remarks
1 st December 2021	10.00A M- 12.00P M	Mrs. K.P.Y.T.Malkanthi Ms. A.D.Samadaree	Management Assistants	Introduction Seminar
2 nd December 2021	9.00 AM- 10.00 AM	Dr. MD Pushpakumari	Management Assistants	Initial Awareness of Programme review
4 th December 2021	8.00 AM- 4.00 PM	Ven. Prof. Pinnawala Sangasumana	Management Assistants	Initial Awareness of report writing
13 th December 2021	1.00 PM- 2.00 PM	Ven. Prof. Pinnawala Sangasumana	Management Assistants	Preparation of SER/ Programme Review
22 nd December 2021	9.30 AM- 10.30 PM	Ven. Prof. Pinnawala Sangasumana	Management Assistants	Preparation of SER/ Programme Review

22 nd December 2021	1.00 PM- 3.00 PM	Quality Assurance Cell of EDECU	Programme committee members and Management Assistants	Workshop for Quality Assurance of EDECU
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Apart from the aforementioned meetings, departmental meetings were held for each degree programme.

Table 6: Meetings of the degree programme

Date	Participation
22nd December 2021	Committee Members Management Assistant
30th December 2021	Committee Members Management Assistant
04th January 2022	Committee Members Management Assistant
07th January 2022	Committee Members Management Assistant
10th January 2022	Committee Members Management Assistant
12th January 2022	Committee Members Management Assistant

1.8 Report Preparation Committee

Table 7: Report Preparation Committee

Name	Designation
Dr. S.S. Pereira	Chairperson
Prof. M.G. Lalith Ananda	Committee member
Dr. Indira Mawelle	Committee member
Dr. Chitra Jayathilake	Committee member
Dr. W.A.K.C.P. Warnapala	Committee member
Dr. Sujeewa Hettiarachchi	Committee member
Dr. Tharanga Weerasooriya	Committee member
Lecturer Ms. M.N. De Costa	Committee member
Ms. M.P. Shashi Saubhagya	Supporting staff (Management Assistant)

Part 01: Institutional Data

A. General Information

1. Name and address of the institution:

University of Sri Jayewardenepura, Gangodawila, Nugegoda, Sri Lanka.

2. Name of administrative entity handling EDPs and ECs:

External Degrees and Extension Courses Unit

3. Composition of the management committee

- I Vice Chancellor
- II Nominee from the UGC
- III Two members appointed by the Council from among the UGC appointed members
- IV Deans of Faculties (Deans of participating Faculties that offer external degrees)
- V Heads of the Departments (Heads of participating Departments that offer external degrees)
- VI Chairpersons of Boards of Study
- VII Registrar
- VIII Bursar
- IX Director of EDECU
- X Coordinator -Registration and Examination Division
- XI Coordinator -Learning Resources Division
- XII Coordinator-Evaluation and Learner Support Division
- XIII Academic Coordinators of respective external degree programmes
- XIV Deputy Registrar /EDECU
- XV Senior Assistant Registrar
- XVI Senior Assistant Bursar

4. Contact details:

Table 8: Contact Details

Name	Office			Residence		
	Telephone No.	Fax No.	E mail	Telephone No.	Fax No.	E mail
Vice-Chancellor/Equivalent position						
Senior Professor (Mr.) Sudantha Liyanage	011-2802350	011-280164	vc@sjp.ac.lk	071-4458400	-	suda@sjp.ac.lk
Director/ Equivalent Position						
Professor Venerable Pinnawala Sangasumana Thero	011-2758746	011-280316	pssumana@sjp.ac.lk	071-4642788	-	pssumana@sjp.ac.lk
Coordinators of Divisions/Equivalent position						
Professor (Mrs.) M. D.Pushpakumari(Coordinator- Registration and Examination)	011-2758820 011-2803472	011-280363	pushpakumarimd@sjp.ac.lk	077-3465280	-	pushpakumarimd@sjp.ac.lk
Professor (Mr.) M.G. Lalith Ananda(Coordinator-Learning Resources)	011-2758163	011-280316	mlalithananda@sjp.ac.lk	077-7313949	-	mlalithananda@sjp.ac.lk
Senior Lecturer (Mr.) C. Ranil Peiris(Coordinator-Evaluation and Learner Support)	011-2758821	011-280363	cranil@sjp.ac.lk	071-4277466	-	cranil@sjp.ac.lk

Chairperson of Boards of Study/Any other						
Senior Lecturer W. M. N. Weerathunga	011-2758815	011-280363	weerathunge@ajp.ac.lk	077-3147414	-	weerathunge@ajp.ac.lk
Dr. M. A. S. Wijesinghe	011-2758746	011-280316	shanthawi@sjp.ac.lk	071-8016295	-	shanthawi@sjp.ac.lk

5. Status of the institution (national university, state owned institution, etc.)

National State University

6. Establishment of the administrative entity of EDPs

- i. Date of establishment: (Month & Year) : 1979
- ii. Act/ Authority/ Regulation/By-laws under which the Institution was established:
Commission Circular No: 932
- iii. Date of approval by the UGC: 5th August 2010

7. Physical resources of the administrative entity of EDPs

- i. Land area in acres: 58 P
- ii. Building area in square meters: 2750.5803m²
- iii. Office equipment and ICT equipment:

Table 9: Office Equipment

Office Equipment	
Category	Qty.
Photocopy Machine	4
Digital Duplicator Machine	1
Cash Box	1
Roneo Machine	2
Puncher - Heavy Duty	1
Stapler Machine - Heavy Duty	3
Numbering Machine	6
Collator Machine	1
Video Camera/Camcorder	2
Security Camera System – Camera	5
Security Camera System - Monitor LED	1
Security Camera System - Video Recorder	1
Video Tripod Kit	2
Studio Light	3
Pedestal Fan	13
Wall Fan	1
Air Conditioners	11
Wireless Microphone	4
Portable PA Systems	2

Table 10: ICT Equipment

ICT Equipment	
Category	Qty.
Computer CPU	63
Computer Monitor	68
Computer Keyboard	64
Computer Mouse	78
Laptop Computer	23
Computer Speaker	1
UPS	46
External Hard Disk	5
Server Computer	1
Network Storage Device	1
Headphone	40
Server Storage	2
Internet Router	4
Laser Printer	15
Colour Printer	1
Printer Multifunctional	3
Passbook Printer	4
Scanner Machine	2
Dot Matrix Printer	1
Line Matrix Printer	1

8. Date of UGC recognition of EDPs

Table 11: Date of UGC recognition of EDPs

Name of Programme	Date of UGC approval
Bachelor of Arts in English (General) External Degree	2013
Bachelor of Humanities and Social Sciences (General) External Degree	2013
Bachelor of Social Sciences in Environmental and Development Studies (General) External Degree	2013
Bachelor of Science Management (Public) General (External) Degree	2014
Bachelor of Commerce (General) External Degree	2014
Bachelor of Science Business Administration (General) External Degree	2014

9. Programme delivery network (university centre, partner institution, hired centre)

No partner institutions

10. Statutory bodies of the institution concerned with EDPs and details of their composition (details such as officers may be included)

Table 12: Statutory Body Composition

Statutory Body	Composition
Management Committee	Vice Chancellor of the USJ (Chairperson) <ul style="list-style-type: none">Senior Professor (Mr.) Sudantha Liyanage
	Nominee from the UGC. <ul style="list-style-type: none">Professor (Mr.) N.R. Arthanayake
	Two members appointed by the Council from among the UGC appointed members. <ul style="list-style-type: none">Mr. Kamal PadmasiriMr. Roland Munasinghe

	<p>Deans of Faculties (Deans of participating Faculties that offer external degrees).</p> <ul style="list-style-type: none"> ● Professor (Mr.) P. D. Nimal - Dean / FMSC ● Professor (Mr.) S.C.B. Heenkenda -Dean/ FHSS <p>Heads of the Departments (Heads of participating Departments that offer external degrees).</p> <ul style="list-style-type: none"> ● Dr. (Mrs.) M.W. Kalyani - Head / Department of Business Administration ● Dr. (Mrs.) R.P.C.K. Jayasinghe – Head / Department of Public Administration ● Dr. (Mrs.) E.A.G. Sumanasiri - Head / Department of Commerce ● Professor (Mr.) W. M. Yaparathna – Head/ Department of Philosophy and Psychology ● Professor (Mr.) Praneeth Abhayasundara - Acting Department Head/ Department of Anthropology ● Professor (Mr.) W.A.S. The. Wijekoon – Head/ Department of Sociology ● Professor (Mr.) R.N. Sunil – Head/ Department of Criminology ● Professor (Mr.) M.D.D.I. Gunathilake – Head / Department of Pali and Buddhist Studies ● Professor (Mr.) D.P. Ratnayaka - Head / Department of Music and Creative Technology ● Professor (Mrs.) B.W.R. Damayanthi - Head/ Department of Economics, Acting Head / Department of Information and Communication Technology ● Dr. (Mrs.) Kusumalatha Lankamulla - Head / Department of Sinhala and Mass Communication ● Dr. (Mr.) W.B.A. Vitharana - Head / Department of Languages, Cultural Studies and Performing Arts ● Dr. (Mr.) D. L.S. Ananda – Head / Department of English Language Teaching Unit ● Dr. (Mr.) Sujeewa Hettiarachchi - Head / Department of English ● Dr. (Mrs.) H.P.T.N. Silva - Head / Department of Social Statistics ● Senior Lecturer Mrs. Vishaka Sooriyabandara – Head / Department of Political Science <p>Chairpersons of Boards of Study</p> <ul style="list-style-type: none"> ● Senior Lecturer W.M.N. Weeratunga - Chairperson of BoS/ FMSC ● Dr. M. A. S. Wijasinghe- Chairperson of BoS/ FHSS
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	Registrar. <ul style="list-style-type: none"> Mr. A.B. Weliwita
	Bursar <ul style="list-style-type: none"> Mrs. K. T. C. Priyangani
	Director of EDECU. <ul style="list-style-type: none"> Professor Venerable Pinnawala Sangasumana Thero
	Coordinator- Learning Resources / EDECU. <ul style="list-style-type: none"> Professor (Mr.) M. G. Lalith Ananda
	Coordinator- Evaluation and Learner Support / EDECU. <ul style="list-style-type: none"> Senior Lecturer (Mr.) C. Ranil Peiris
	Academic Coordinators of respective external degree programmes. <ul style="list-style-type: none"> Professor (Mr.) K.M. Alexander - Coordinator / Bachelor of Humanities and Social Sciences (General) External Degree Professor (Mrs.) T. M.S.Thennakoon - Coordinator / Environmental and Development Studies (General) External Degree Dr. (Mr.) Gamini Rathna Sri - Coordinator / Bachelor of Science in Humanities and Sociology (General) External Degree Dr. (Mrs.) S.S. Pereira - Coordinator / Bachelor of Arts in English (General) External Degree Prof. (Mrs.) G. D. V. R. Senadheera - Coordinator / Bachelor of Science in Business Studies (General) External Degree Dr. (Ms.) K.M. Vilani Sachithra - Coordinator / Commerce (General) External Degree Dr. (Mrs.) K.A.S.K. Kariyapperuma - Coordinator / Bachelor of Science in Business Administration (General) External Degree
	Deputy Registrar/ EDECU. <ul style="list-style-type: none"> Mrs. K.P.Y. Malkanthi
	Senior Assistant Registrar / EDECU. <ul style="list-style-type: none"> Mrs.A.D.S. Samadaree
	Senior Assistant Bursar / EDECU. <ul style="list-style-type: none"> Mrs. Dammika Galkaduwa

Board of Study (FMSC)	Dean of the FMSC. ● Professor (Mr.) P. D. Nimal
	Chairperson of the Board of Study - FMSC. ● Senior Lecturer W.M.N. Weeratunga
	Head of the Department of Commerce. ● Dr. (Mrs.) E.A.G. Sumanasiri
	Head of the Department of Business Administration. ● Dr. (Mrs.) M.W. Kalyani
	Head of the Department of Public Administration. ● Dr. (Mrs.) R.P.C.K. Jayasinghe
	Director/ EDECU. ● Professor Venerable Pinnawala Sangasumana Thero
	Coordinator - Registration & Examinations. ● Professor (Mrs.) M.D. Pushpakumari
	Coordinator – Learning Resources. ● Professor (Mr.) M. G. Lalith Ananda
	Coordinator – Evaluation and Learner Support. ● Senior Lecturer (Mr.) C. Ranil Peiris
	Academic Coordinator of the Department of Commerce. ● Dr. (Ms.) K.M. Vilani Sachithra
	Academic Coordinator of Business Administration. ● Dr. (Mrs.) K.A.S.K. Kariyapperuma
	Academic Coordinator of Business Studies. ● Prof. (Mrs.) G. D. V. R. Senadheera
	Two external members nominated by the FMSC. ● Mr. E.A. Darmadasa ● Mr. Asoka de Silva
	Deputy Registrar/ EDECU. ● Mrs. K.P.Y. Malkanthi
	Senior Assistant Bursar / EDECU. ● Mrs. Dammika Galkaduwa
	Senior Assistant Registrar / EDECU ● Mrs. A.D.S. Samadaree
Board of Study (FHSS)	Dean of the FHSS. ● Professor (Mr.) S.C.B. Heenkenda

	<p>Chairperson of the Board of Study - FHSS</p> <ul style="list-style-type: none"> ● Dr. M.A.S. Wijesinghe
	<p>Heads of the Departments.</p> <ul style="list-style-type: none"> ● Professor (Mr.) W. M. Yaparathna – Head/ Department of Philosophy and Psychology ● Professor (Mr.) Praneeth Abhayasundara - Acting Department Head/ Department of Anthropology ● Professor (Mr.) W.A.S. The. Wijekoon – Head/ Department of Sociology ● Professor (Mr.) R.N. Sunil – Head/ Department of Criminology ● Professor (Mr.) M.D.D.I. Gunathilake – Head / Department of Pali and Buddhist Studies ● Professor (Mr.) D.P. Ratnayaka - Head / Department of Music and Creative Technology ● Professor (Mrs.) B.W.R. Damayanthi - Head/ Department of Economics, Acting Head / Department of Information and Communication Technology ● Dr. (Mrs.) Kusumalatha Lankamulla - Head / Department of Sinhala and Mass Communication ● Dr. (Mr.) W.B.A. Vitharana - Head / Department of Languages, Cultural Studies and Performing Arts ● Dr. (Mr.) D. L.S. Ananda – Head / Department of English Language Teaching Unit. ● Dr. (Mr.) Sujeewa Hettiarachchi - Head / Department of English ● Dr. (Mrs.) H.P.T.N. Silva - Head / Department of Social Statistics ● Senior Lecturer Mrs. Vishaka Sooriyabandara – Head / Department of Political Science
	<p>Director/ EDECU.</p> <ul style="list-style-type: none"> ● Professor Venerable Pinnawala Sanghasumana Thero
	<p>Coordinator - Registration & Examinations.</p> <ul style="list-style-type: none"> ● Professor (Mrs.) M.D. Pushpakumari
	<p>Coordinator – Learning Resources.</p> <ul style="list-style-type: none"> ● Professor (Mr.) M. G. Lalith Ananda
	<p>Coordinator – Evaluation and Learner Support.</p> <ul style="list-style-type: none"> ● Senior Lecturer (Mr.) C. Ranil Peiris
	<p>Academic Coordinators of three degree programmes.</p>

	<ul style="list-style-type: none"> ● Professor (Mr.) K.M. Alexander & Dr. (Mr.) Gamini Rathna Sri - Coordinator / Bachelor of Humanities and Social Sciences (General) External Degree ● Professor (Mrs.) T. M.S.Tennakoon - Coordinator / Environmental and Development Studies (General) External Degree ● Dr. (Mrs.) S.S. Pereira - Coordinator / Bachelor of Arts in English (General) External Degree
	Two external members nominated by the FHSS. <ul style="list-style-type: none"> ● Professor (Mr.) Ariyapala Perera ● Professor (Mr.) B.A. Tenison Perera
	Deputy Registrar/ EDECU. <ul style="list-style-type: none"> ● Mrs. K.P.Y. Malkanthi
	Senior Assistant Bursar / EDECU. <ul style="list-style-type: none"> ● Mrs. Dammika Galkaduwa
	Senior Assistant Registrar / EDECU. <ul style="list-style-type: none"> ● Mrs. A.D.S.Samadaree

11. Faculties/units/departments/divisions of the institution offering EDPs

Table 13: Faculties/units/departments/divisions of the institution offering EDPs

Units offering EDPs	No.
Faculties	2
Academic Units / Departments	17
Supporting Services Units / Divisions	1
Administrative Units/ Divisions/Centres	1
Technical Units/ Divisions	1
Any other (please specify)	

12. Current numbers of study programmes offered by the institution

Table 14: Current numbers of study programmes offered by the institution

Level	Name of the Programme	Numbers
UG	Bachelor of Science Management (Public) General External Degree.	06
	Bachelor of Science Business Administration (General) External Degree	
	Bachelor of Commerce (General) External Degree.	
	Bachelor of Humanities and Social Sciences (General) External Degree.	
	Bachelor of Arts in English (General) External Degree.	
	Bachelor of Social Sciences in Environmental and Development Studies (General) External Degree	

13. Types of Staff Support Services available in the institution's headquarters and outreach centres (Please tick wherever applicable)

Table 15: Staff Support Services available in the institution's headquarters and outreach centres

Type of Staff Support Services	✓
Induction/orientation programme	✓
Training & retraining programmes	✓
Effective communication	✓
Access to technology	✓
Physical facilities	✓
Any other (specify)	

14. Give details of the Student Support Services for EDPs available at the institution's headquarters and outreach centres if any (please tick wherever applicable)

Table 16: Student Support Services for EDPs available at the institution's headquarters and outreach centres

Student Support Services	√
Information about programmes and ODL	√
Classrooms	√
Laboratory	√
Computer centres	√
Study material ready on time	√
Face-to-face contact sessions	√
Response to queries	√
Feedback on assignments	√
Counselling	√
Any other (specify)	

15. Current number of EDPs offered by the institution through ODL

Table 17: Current number of EDPs offered by the institution through ODL

Programmes	Name	Medium	Development Strategy			
			Developed In-house	Outsourced	Adopted/Adapted/Translated	Other (specify)
Certificate courses	-					
Diploma	-					
UG Degree	Bachelor of Arts in English (General) External Degree.	English	√			

	Bachelor of Humanities and Social Sciences (General) External Degree	Sinhala	√			
	Bachelor of Social Sciences in Environmental and Development Studies (General) External Degree	Sinhala	√			
	Bachelor of Science Management (Public) General (External) Degree	Sinhala	√			
	Bachelor of Science Business Administration (General) External Degree	Sinhala	√			
	Bachelor of Commerce (General) External Degree	Sinhala	√			
PG Degree	-					
PG Diploma	-					
Masters	-					
Any others (specify)	-					
Total	6					

16. Current number of Extension Courses offered by the institution

No Extension Courses

17. Does the institution/administration entity publish its updated prospectus /handbook on EDPs annually?

Yes ☒ No ☐

B. Profile of the Staff Concerned in EDPs/ECs

18. Total number of staff -current status

Table 18: Total number of staff -current status

Location	Staff	Cadre Positions	Permanent		Temporary		On contract		Other (Specify)
			Female	Male	Female	Male	Female	Male	
At the institution	Academic	143	65	78	-	-	-	-	-
	Administrative	3	3	-	-	-	-	-	-
	Support staff	54	14	13	2	-	24	1	-
	Technical/ Professional	5	-	1	-	-	-	4	-
	Visiting staff	12	-	-	-	-	2	10	-
	Consultants	-	-	-	-	-	-	-	-
	Any other (specify	-	-	-	-	-	-	-	-
	Total	217	82	92	2	-	26	15	-
Outreach centres if any	Academic	-	-	-	-	-	-	-	-
	Administrative	-	-	-	-	-	-	-	-
	Support staff	-	-	-	-	-	-	-	-
	Technical / Professional	-	-	-	-	-	-	-	-
	Visiting staff	-	-	-	-	-	-	-	-
	Consultants	-	-	-	-	-	-	-	-
	Any other (specify)	-	-	-	-	-	-	-	-
	Total	217	82	92	2	-	26	15	-

19. Give details of the following:

- a. Ratio of full-time teaching staff to part-time teaching staff¹
143:12
- b. Ratio of academic staff to administrative staff²
143:3

C. Profile of the Students Registered for EDPs/ECs

20. Furnish current data about the number of students in the institution with the following details (programme-wise)

Table 19: Students' details of the institution

Programme		Total No Registered		Total No Active		Mother tongue			Medium	Age range	Special needs	Other
		Female	Male	Female	Male	Sinhala	Tamil	English				
Bachelor of Arts in English (General) External Degree	Part 1	-	-	-	-	Not Available			-	-	-	-
	Part 2					Not Available			English	21-54	-	-
	2020	224	24	224	24							
	2019	268	37	266	36							
	2018	218	32	218	32							
	Part 3	341	47	341	47	Not Available			English	22-74	-`	-
Bachelor of Humanities and	Part 1	2396	382	2396	382	Not Available			Sinhala	21-56	-	-
	Part 2	2517	539	2506	535	Not Available			Sinhala	22-77	-	-

¹ Full-time teaching staff includes permanent academic staff and part-time teaching staff includes visiting staff

² Academic staff includes permanent academic staff and administrative staff includes permanent administrative staff

Social Sciences (General) External Degree	Part 3	1009	193	999	190	Not Available	Sinhala	24-61	-	-
Bachelor of Social Sciences in Environmental and Development Studies (General) External Degree	Part 1	116	67	115	67	Not Available	Sinhala	21-51	-	-
	Part 2	66	46	66	46	Not Available	Sinhala	20-45	-	-
	Part 3	56	50	56	49	Not Available	Sinhala	22-59	-	-
Bachelor of Science Management (Public) General (External) Degree	Part 1	421	151	421	151	Not Available	Sinhala	21-45	-	-
	Part 2	421	158	419	158	Not Available	Sinhala	19-38	-	-
	Part 3	593	195	590	192	Not Available	Sinhala	19-46	-	-
Bachelor of Commerce (General) External Degree	Part 1	479	182	479	182	Not Available	Sinhala	20-50	-	-
	Part 2	586	222	586	222	Not Available	Sinhala	21-48	-	-
	Part 3	497	179	497	179	Not Available	Sinhala	22-49	-	-
Total		10208	2504	10179	2436					

D. Profile of Plan of Work

21. What is the temporal plan of academic work in the institution?

Table 20: Temporal plan of academic work

Plan	Number of Programmes
Semester System	
Annual System	06
Choice-Based Credit	
Any other	

22. Outline the academic year for the institution and provide details of average time required for relevant activities such as advertising of programmes, admission/registration, despatch of study material, turnaround time for assignments, commencement of examinations, release of results and awards.

Advertising of programmes	1 month
Admission/ Registration	3 months
Dispatch of study material	4 months
Turnaround time for assignments	1 month
Commencement of examination	1 month
Release of results and awards	3 months

23. Is the credit system of instruction followed?

Yes ☒ No ☐

If - No please give details of the system of instruction.

24. What is the current total budget of the institution?

Table 21: Total budget of the institution

Type	Capital budget	Recurrent budget
Government allocation	-	-
Self-generated	Rs. 9,000,000	Rs. 85,000,000
Donor assistance	-	-

25. What was the generated income from EDPs & ECs during the last 3 years?

Table 22: Generated income from EDPs & ECs

Year	Programme	Amount (LKR in m)
2020	All EDPs	297,784,833.00
2019	All EDPs	421,640,254.00
2018	All EDPs	319,007,862.00

E. Profile of Major Avenues of Learning

26. What are the major avenues used for learning? (Please tick wherever applicable)

Table 23: Major avenues used for learning

Material	✓
Printed material	✓
AV material	✓
Electronic	✓
Online	✓
Face-to-face component	✓
Other (specify)	✓

27. List and state the nature of the collaborations/ linkages / partnerships (if any) with local/ state/ national and International level institutions

No data is available

28. Are adopting/ adapting open educational resources being used /considered? If —Yes, give examples. If —No, state why it is not considered

Yes, Examples : LMS, E - Library

Part 2: Compliance with Criteria and Standards

Introduction

This part of the SER carries out a detailed evaluation of the degree programme in relation to 6 criteria specified in the EDP manual. All the criteria have standards that need to be claimed with evidence for the evaluation. For the ease of evaluation, we have kept the original standard intact on the table and furnished a claim for the same right underneath it. While for some standards there is more than one claim, for many there is only one claim. For all the claims made, we have provided evidence. Thus, the first column of each table carries the serial number of the criteria. For example, the first serial number of the first criterion indicates the first standard -1.1. The second column indicates the original standard mentioned in the EDP manual and underneath that, coded as SC, (Standard Claim) is the claim made for the standard. The third column provides evidence for the claim and the last column carries the code of the evidence.

Criterion 1 – Governance and Management

The EDECU, and the Department of English and Linguistics are the two main parties involved in the Governance and Management of the Bachelor of Arts in English (General) External Degree programme. While this is done very methodically through collaboration, the Study Board for Humanities and Social Sciences for EDPs, and Management Board for EDPs are the legitimate entities for decision making. All administrative work is carried out efficiently and meticulously by the EDECU who is in constant contact with the course coordinator. The course coordinator handles the academic affairs and regularly updates the academic staff of the programme. All academic matters pertaining to the programme are discussed and decisions are made at the Departmental level at Department meetings. The following standards and evidence will provide examples to this endeavour.

Serial No.	Standards	Sources of Evidence	Evidence Code	Score Guide 0 – Inadequate 1 – Barely Adequate 2 – Adequate 3 – Good
1.1	<p>Compliance with the National Policy Framework as per the handbook on EDP and ECs</p> <p>SC.1.1.1. This programme complies with the National Policy Framework of UGC (Commission Circular No. 932 - 2010)</p>	<p>E.1.1.1.1. Paper advertisements for student admission</p> <p>E.1.1.1.2. Admission Requirements</p> <p>E.1.1.1.3. Budget Documents</p> <p>E.1.1.1.4. Statistics on admission</p> <p>E.1.1.1.5. Board of Studies/Management Committee Minutes</p> <p>E.1.1.1.6. Employability Records</p>	<p>FHSS/EDP/BAE/E.1.1.1.1.</p> <p>FHSS/EDP/BAE/E.1.1.1.2.</p> <p>FHSS/EDP/BAE/E.1.1.1.3.</p> <p>FHSS/EDP/BAE/E.1.1.1.4.</p> <p>FHSS/EDP/BAE/E.1.1.1.5.</p> <p>FHSS/EDP/BAE/E.1.1.1.6.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>
1.2	<p>The institution has vision and mission statements that are relevant to its operational context of the external degree programmes. This to be supported by clearly stated goals and objectives; clearly defined policy documents and plans which are periodically</p>			<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>

	<p>reviewed and communicated systematically to all its constituents.</p> <p>SC.1.2.1. The programme has been designed in such a way that its goals and objectives clearly support the vision and the mission of the university.</p>	<p>E.1.2.1.1. The programme document in the course outline book</p> <p>E.1.2.1.2. Vision and Mission of the University on the University web</p>	<p>FHSS/EDP/BAE/ E.1.2.1.1.</p> <p>FHSS/EDP/BAE/ E.1.2.1.2.</p>	
1.3	<p>The organizational structure and operational units of the Administrative Entity that handles all matters relating to EDPs and ECs, are appropriate for its operations and are governed on the principle of participation and transparency.</p> <p>SC.1.3.1. This programme functions under EDECU which operates on the principle of participation and transparency.</p>	<p>E.1.3.1.1. Board and Management Committee Meeting Minutes</p>	<p>FHSS/EDP/BAE/ E.1.3.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
1.4	<p>Director/Administrative Entity coordinates development of the policy regarding ECs implementation of initiatives and practices, and facilitates the flow of information between departments offering EDPs and senior management.</p> <p>SC.1.4.1. The programme coordinator appointed from the department</p>	<p>E.1.4.1.1. Board Meeting/Management Committee Meeting Minutes</p>	<p>FHSS/EDP/BAE/ E.1.4.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

	of English and Linguistics works closely with the Director and the administration of EDECU to facilitate the information flow between the department and the management.			
1.5	<p>Clearly stated and documented procedures are in place reflecting the institution's commitment to learners (viz. By-laws, rules and regulations, academic calendar, orientation, counselling and other services) and made known to all concerned in a timely manner.</p> <p>SC.1.5.1. The programme is in compliance with this requirement/good practice and has clearly stated and documented procedures reflecting institution's commitment to learners.</p>	<p>E.1.5.1.1. By-laws</p> <p>E.1.5.1.2. Rules & regulations</p> <p>E.1.5.1.3. Student Handbook</p> <p>E.1.5.1.4. Prospectus</p> <p>E.1.5.1.5. Minutes of the Board of Study</p> <p>E.1.5.1.6. Minutes of the Management Board</p>	<p>FHSS/EDP/BAE/ E.1.5.1.1.</p> <p>FHSS/EDP/BAE/ E.1.5.1.2.</p> <p>FHSS/EDP/BAE/ E.1.5.1.3.</p> <p>FHSS/EDP/BAE/ E.1.5.1.4.</p> <p>FHSS/EDP/BAE/ E.1.5.1.5.</p> <p>FHSS/EDP/BAE/ E.1.5.1.6.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

1.6	<p>The institution has clearly identified policy and selection procedures for collaborative relationships and partnerships between state and nonstate institutions or organizations for academic and extension purposes with clearly defined responsibilities and accountability.</p> <p>SC.1.6.1. The programme has developed collaborative relationships and partnerships between state and non-state institutions for extension purposes.</p>	E.1.6.1.1. Letters of appointments given to visiting academic staff from other state universities and institutions.	FHSS/EDP/BAE/ E.1.6.1.1.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>
1.7	<p>There are specified criteria for regular monitoring and evaluating the effectiveness and efficiency of the services of the collaborative partners and reviewing their status. (Currently not in practice)</p>			

1.8	<p>The institution ensures that information is available to all staff and learners regarding services in the institution, its outreach centers and outsourced centers.</p> <p>SC.1.8.1. All information concerning the programme is available to all staff and learners through the website and regular communication with the coordinator at Department meetings.</p>	<p>E.1.8.1.1. Student handbook</p> <p>E.1.8.1.2. Prospectus</p> <p>E.1.8.1.3. Website path for information flow</p> <ul style="list-style-type: none"> · University Website · EDECU Website · LMS <p>E.1.8.1.4. Interaction with learners</p> <ul style="list-style-type: none"> · LMS · Common Email · Information Centre · SMS system 	<p>FHSS/EDP/BAE/ E.1.8.1.1.</p> <p>FHSS/EDP/BAE/ E.1.8.1.2.</p> <p>FHSS/EDP/BAE/ E.1.8.1.3.</p> <p>FHSS/EDP/BAE/ E.1.8.1.4.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
1.9	<p>Sufficiently qualified and competent academic, administrative and academic support staff are employed, as per approved selection criteria, to meet the institution's objectives of EDPs and ECs.</p> <p>SC.1.9.1. The programme has employed highly qualified academic staff members who are assisted by the administrative and supportive staff of the EDECU.</p>	<p>E.1.9.1.1. Cadre provision documents of UGC.</p> <p>E.1.9.1.2. Staff Profiles /CVs</p>	<p>FHSS/EDP/BAE/ E.1.9.1.1.</p> <p>FHSS/EDP/BAE/ E.1.9.1.2.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

1.10	<p>The institution provides regular ongoing staff training programmes which respond to identified needs of all categories of staff involved in enhancing knowledge and skills of distance learners.</p> <p>SC.1.10.1. Staff training programmes are conducted from time to time to address identified needs.</p>	<p>E.1.10.1.1. Training schedules and training manuals</p> <ul style="list-style-type: none"> · MA training · IT training for Online Examinations <p>E.1.10.1.2. Feedback on training programmes.</p> <ul style="list-style-type: none"> · Feedback Report · Training budget 	<p>FHSS/EDP/BAE/ E.1.10.1.1.</p> <p>FHSS/EDP/BAE/ E.1.10.1.2.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
1.11	<p>There is an effective performance management and appraisal system for all categories of staff engaged in EDPs and ECs which promotes accountability and effectiveness of staff in performing their activities.</p> <p>SC.1.11.1. An effective performance management and appraisal system is in place for all categories of staff engaged in the programme.</p>	<p>E.1.11.1.1. Workshops conducted for non-academic staff</p> <p>E.1.11.1.2. Budget document (allowances for staff involved)</p> <p>E.1.11.1.3. Staff promotion for academic staff - letters of promotion.</p>	<p>FHSS/EDP/BAE/ E.1.11.1.1.</p> <p>FHSS/EDP/BAE/ E.1.11.1.2.</p> <p>FHSS/EDP/BAE/ E.1.11.1.3.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

1.12	<p>The institution has an effective transparent financial management system in respect of EDPs and ECs and ensures that finances are judiciously allocated and effectively utilized to make the programme and functioning cost-effective.</p> <p>SC.1.12.1. A well-organized, transparent financial management system is in place for the programme to ensure that financial resources are judiciously allocated and effectively utilised.</p>	<p>E.1.12.1.1. Minutes of finance committee meetings indicating allocations.</p> <p>E.1.12.1.2. Annual reports</p> <p>E.1.12.1.3. Audit reports</p> <p>E.1.12.1.4. Cash flow and balance sheets.</p> <p>E.1.12.1.5. Programme Budget</p>	<p>FHSS/EDP/BAE/ E.1.12.1.1.</p> <p>FHSS/EDP/BAE/ E.1.12.1.2.</p> <p>FHSS/EDP/BAE/ E.1.12.1.3.</p> <p>FHSS/EDP/BAE/ E.1.12.1.4.</p> <p>FHSS/EDP/BAE/ E.1.12.1.5.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
1.13	<p>The institution makes adequate financial allocation from the self-generated funds, for procurement, maintenance, replacement and the upgrading of media/technology and infrastructure required for effective teaching-learning for distance learners.</p> <p>SC.1.13.1. Resources are allocated to upgrade media/technology, and infrastructure required for effective teaching-learning for distance learners involved in the programme.</p>	<p>E.1.13.1.1. Minutes of finance committee meetings indicating allocations.</p> <p>E.1.13.1.2. Annual reports.</p> <p>E.1.13.1.3. Audit reports.</p>	<p>FHSS/EDP/BAE/ E.1.13.1.1.</p> <p>FHSS/EDP/BAE/ E.1.13.1.2.</p> <p>FHSS/EDP/BAE/ E.1.13.1.3.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

		<p>E.1.13.1.4. Cash flow and balance sheets</p> <p>E.1.13.1.5. Minutes of Management Committee.</p> <p>E.1.13.1.6. Zoom Reports</p> <p>E.1.13.1.7. LMS</p>	<p>FHSS/EDP/BAE/ E.1.13.1.4.</p> <p>FHSS/EDP/BAE/ E.1.13.1.5.</p> <p>FHSS/EDP/BAE/ E.1.13.1.6</p> <p>FHSS/EDP/BAE/ E.1.13.1.7.</p>	
1.14	<p>The institution (Centre for ODL or its equivalent) provides a clear, accurate and comprehensive information package at the commencement of the academic year for potential learners regarding all aspects of EDPs on offer through ODL to enable students to make informed choices of their study.</p> <p>SC.1.14.1. Students registered for the programme are provided with sufficient information about all aspects of the programme.</p>	<p>E.1.14.1.1. Handbook/prospectus.</p> <p>E.1.14.1.2. Programme/course information.</p> <p>E.1.14.1.3. Brochures</p> <p>E.1.14.1.4. Website</p> <p>E.1.14.1.5. Advertisements</p> <p>E.1.14.1.6. Course outline book</p>	<p>FHSS/EDP/BAE/ E.1.14.1.1.</p> <p>FHSS/EDP/BAE/ E.1.14.1.2.</p> <p>FHSS/EDP/BAE/ E.1.14.1.3.</p> <p>FHSS/EDP/BAE/ E.1.14.1.4.</p> <p>FHSS/EDP/BAE/ E.1.14.1.5.</p> <p>FHSS/EDP/BAE/ E.1.14.1.6.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

1.15	<p>Admission and selection criteria are consistent with regulations laid down by the UGC and the number of students selected takes into account its capacity to offer good quality learning, modes of delivery and market needs.</p> <p>SC.1.15.1. The programme uses admission and selection criteria which are consistent with the UGC regulations and the number of students selected takes into account its capacity to offer good quality learning, modes of delivery and market needs.</p>	<p>E.1.15.1.1. UGC documents</p> <ul style="list-style-type: none"> · 932 circular · 2021/01 circular <p>Selection criteria</p> <p>E.1.15.1.2. Numbers approved by senate</p> <ul style="list-style-type: none"> · BOS minutes · FB minutes · Senate minutes <p>E.1.15.1.3. Advertisement</p>	<p>FHSS/EDP/BAE/E.1.15.1.1</p> <p>FHSS/EDP/BAE/E.1.15.1.2.</p> <p>FHSS/EDP/BAE/E.1.15.1.3.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
1.16	<p>The institution ensures maintenance of an up-to-date and comprehensive database on learners of EDPs.</p> <p>SC.1.16.1. EDECU maintains an up-to-date and comprehensive database of learners registered for the programme.</p>	<p>E.1.16.1.1. Database</p>	<p>FHSS/EDP/BAE/E.1.16.1.1.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
1.17	<p>The institution has effective channels of communication and coordination between management, faculty, staff, current and past learners to ensure timely information flow across them.</p>			<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

	SC.1.17.1 A system is in place for effective communication and coordination between the EDECU management, department staff and current and past learners.	E.1.17.1.1. Emails received, sent and replies between the coordinator and the management of EDECU, staff and learners.	FHSS/EDP/BAE/ E.1.17.1.1.	
1.18	<p>The institution has transparent mechanisms to monitor and evaluate the effectiveness of communication strategies for improvement.</p> <p>SC.1.18.1. Efforts are made to monitor and evaluate the effectiveness of communication strategies for continuous improvement.</p>	<p>E.1.18.1.1. Interaction with staff and students.</p> <p>E.1.18.1.2. Student handbook</p>	<p>FHSS/EDP/BAE/ E.1.18.1.1.</p> <p>FHSS/EDP/BAE/ E.1.18.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
1.19	<p>There is transparent, fair, effective and expeditious grievance redressal mechanisms for learners.</p> <p>SC.1.19.1. A mechanism is in place for fair, effective and expeditious handling of student grievances related to the programme.</p>	<p>E.1.19.1.1. Examination By-laws</p> <p>E.1.19.1.2. General discipline by-laws</p> <p>E.1.19.1.3. Minutes of grievance committee or its equivalent structure.</p> <p>E.1.19.1.4. Interaction with learners.</p> <p>E.1.19.1.5. Emails received and replied regarding grievances by the coordinator.</p>	<p>FHSS/EDP/BAE/ E.1.19.1.1.</p> <p>FHSS/EDP/BAE/ E.1.19.1.2.</p> <p>FHSS/EDP/BAE/ E.1.19.1.3.</p> <p>FHSS/EDP/BAE/ E.1.19.1.4.</p> <p>FHSS/EDP/BAE/ E.1.19.1.5.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

1.20	<p>The institution has formal and informal mechanisms and instruments in place for regular monitoring and feedback processes to obtain data from current and past learners, all categories of staff and employers with respect to administration, curriculum, technology and examination matters and feedback results fed into improvement of policies and programmes.</p> <p>SC.1.20.1. Based on the feedback obtained from current and past learners and the staff, measures are taken to improve the quality of the programme.</p>	<p>E.1.20.1.1. Feedback forms collected from learners.</p> <p>E.1.20.1.2. Minutes of the Department meetings</p>	<p>FHSS/EDP/BAE/E. 1.20.1.1.</p> <p>FHSS/EDP/BAE/E. 1.20.1.2.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>
1.21	<p>A mechanism is in place for external consultants to critically study the quality of graduates periodically and make appropriate recommendations.</p> <p>(This is not currently in use)</p>			
1.22	<p>The QA policy and procedures for EDPs have a formal status and publicly available through the institution's Corporate Plan.</p> <p>(Not relevant at programme level)</p>			

1.23	<p>An internal mechanism is in place to ensure that appropriate changes in policies/systems/processes in relation to EDPs operations identified through monitoring and evaluation are communicated to all relevant stakeholders and acted upon.</p> <p>(Not relevant at programme level)</p>			
1.24	<p>Policy and procedures are in place for continuous improvement of all aspects of programmes and QA system through introspection and self-assessment practices and move towards excellence.</p> <p>SC.1.24.1. Policy and procedures are in place for continuous improvement of all aspects of the programme.</p>	<p>E.1.24.1.1. QA framework of institution.</p> <p>E.1.24.1.2. Minutes of the mnagemnt board and stydy boardrdrd</p>	<p>FHSS/EDP/BAE/E.1.24.1.1.</p> <p>FHSS/EDP/BAE/E.1.24.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
1.25	<p>The institution has a stated policy of QA of EDPs towards objective appraisal of institutional practices by external agencies and satisfies the requirements of external quality reviews.</p> <p>(Not relevant at programme level)</p>			

Criterion 2 – Programme Design and Organization

Programme design and organization is a vital aspect of overall corporate planning of an institution which determines the institution's present standing as well as future trajectory. Since an institution links with society and the outside world through the programmes it offers, such programme design and organization involves several stakeholders, different levels of planning and coordination, should align with national goals, adhere to established principles and criteria, and demonstrate shared responsibility, among many other things. The following section focuses on programme design and organization with respect to the Bachelor of Arts in English (General) External Degree offered by the Department of English and Linguistics of the University of Sri Jayewardenepura. It offers a detailed picture of the key aspects/components, under a number of standards within the broader outlines mentioned above.

Serial no	Standards	Sources of Evidence	Evidence Code	Score Guide 0 – Inadequate 1-Barely Adequate 2 – Adequate 3 - Good
2.1	<p>Programmes are consistent with the mission, goals and objectives of the institution, national and market needs and reflect global trends.</p> <p>SC.2.1.1. The programme is consistent with the mission, goals and objectives of the university.</p> <p>SC.2.1.2. The programme is designed considering the national need for qualified persons to teach English as a second language and literature -especially at school level.</p>	<p>E.2.1.1.1 Introduction to the degree programme in the course outline book.</p> <p>E.2.1.2.1. National records on a number of available qualified teachers of English - Department of Education statistics in 2014.</p> <p>E.2.1.2.2. High failure rates of students at G. C. E. Ordinary Level in 2014 and before that. - Evaluation reports of the department of Examinations</p>	<p>FHSS/EDP/BAE/E.2.1.1.1</p> <p>FHSS/EDP/BAE/E.2.1.2.1.</p> <p>FHSS/EDP/BAE/E.2.1.2.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

2.2	<p>The institution establishes policies, rules and regulations, clearly communicated to all stakeholders on curriculum development, programme design and approvals, programme specification, credit currency, credit accumulation and transfer, evaluation and review of programmes and awards.</p> <p>SC.2.2.1. Curriculum development workshops were held by the university for the academic staff where the policies, rules and regulations regarding curriculum design were clearly communicated.</p> <p>SC.2.2.2. The academic staff shared the particulars about curriculum development and programme design with the other stakeholders through stakeholder meetings.</p>	<p>E.2.2.1.1. Attendance sheets of the curriculum development workshops</p> <p>E.2.2.2.1. Initial discussion reports with the stakeholder.</p> <p>E.2.2.2.2. Curriculum committee meeting reports.</p> <p>E.2.2.2.3. Proposal of the degree program.</p>	<p>FHSS/EDP/BAE/ E.2.2.1.1.</p> <p>FHSS/EDP/BAE/ E.2.2.2.1.</p> <p>FHSS/EDP/BAE/ E.2.2.2.2.</p> <p>FHSS/EDP/BAE/ E.2.2.2.3.</p>	<div style="text-align: center;"> 0 1 2 3 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>
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2.3	<p>Curriculum is developed through a survey of learning needs of the target group and relevant stakeholders and with relevance to the national needs.</p> <p>SC.2.3.1. The programme has been developed based on a needs survey and analysis.</p>	<p>E.2.3.1.1. Reports of need survey analysis</p> <p>E.2.3.1.2. Stakeholder survey report</p> <p>E.2.3.1.3. Minutes of planning/course planning meetings</p> <p>E.2.3.1.4. Development plans/schedules</p>	<p>FHSS/EDP/BAE/ E.2.3.1.1</p> <p>FHSS/EDP/BAE/ E.2.3.1.2.</p> <p>FHSS/EDP/BAE/ E.2.3.1.3.</p> <p>FHSS/EDP/BAE/ E.2.3.1.4.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
2.4	<p>All decisions pertaining to the curriculum are based on the programme level learning outcomes and aligned with teaching and learning and assessment (constructive alignment) to ensure all graduates possess the full complement of the graduate profile.</p> <p>SC.2.4.1. The learning outcomes of the programme align with teaching and learning and assessment to ensure the complement of the graduate profile.</p>	<p>E.2.4.1.1. Evidence of adopting SBS, SLQF, standards of professional bodies in programme/course development in the course outline book. Course structure in the course outline book.</p> <p>E.2.4.1.2. Senate approved programme/course offerings - letters of approval</p> <p>E.2.4.1.3. Minutes of the curriculum development committee</p>	<p>FHSS/EDP/BAE/ E.2.4.1.1.</p> <p>FHSS/EDP/BAE/ E.2.4.1.2.</p> <p>FHSS/EDP/BAE/ E.2.4.1.3.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

2.5	<p>The programme objectives are clearly defined in the programme document and aligned to Subject Benchmark Statements (where available) and focus on the development of knowledge, attitudes, values and skills and their application in work environment.</p> <p>SC.2.5.1. The programme document aligns with the Subject Benchmark statements for English and Linguistics.</p> <p>SC.2.5.2. All courses focus on the development of knowledge, attitudes, values and skills and their application in work environment.</p>	<p>E.2.5.1.1. Benchmarks statements for English and Linguistics – URL for Subject Benchmarks and the programme document in the course outline book.</p> <p>E.2.5.2.1. Course outline book – course specifications</p>	<p>FHSS/EDP/BAE/ E.2.5.1.1.</p> <p>FHSS/EDP/BAE/ E.2.5.2.1.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>
2.6	<p>The academic standard of each programme is appropriate to the level and nature of the award and aligned to the SLQF and SBS.</p> <p>SC.2.6.1. The academic standard of the programme matches the SLQF level and the SBS.</p>	<p>E.2.6.1.1. Programme document in the course outline book with SLQF and SBS URLs</p>	<p>FHSS/EDP/BAE/ E.2.6.1.1.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>

2.7	<p>The programme design maintains an appropriate balance of theoretical, practical and experiential knowledge and skills and has sufficient disciplinary content and theoretical depth at the appropriate level of study as per SLQF and SBS.</p> <p>SC.2.7.1. The programme is designed in such a way that it has an appropriate balance of theoretical and practical knowledge of all course units it offers as per the SLQF and SBS.</p>	E.2.7.1.1. Course specifications of the course outline book	FHSS/EDP/BAE/ E.2.7.1.1.	<div>0 1 2 3</div> <div>○ ○ ○ ○</div>
2.8	<p>The programme planning and budgeting takes into account potential generated income, learning infrastructure, human resources and related matters affecting the feasibility and sustainability of the programme(s).</p> <p>SC.2.8.1. The programme planning and budgeting takes into account the potential generated income, learning infrastructure, human resources, feasibility and sustainability of the programme.</p>	<p>E.2.8.1.1. Management Board decisions related to course fee and budgeting</p> <p>E.2.8.1.2. Copies of programme budgets</p> <p>E.2.8.1.3. Payment receipts to academics and non-academics</p>	<p>FHSS/EDP/BAE/ E.2.8.1.1.</p> <p>FHSS/EDP/BAE/ E.2.8.1.2.</p> <p>FHSS/EDP/BAE/ E.2.8.1.3.</p>	<div>0 1 2 3</div> <div>○ ○ ○ ○</div>

2.9	<p>Mechanism and procedures are in place for the programme coordinator to undertake co-ordination of design, development and delivery of the programme/course, regular monitoring and evaluation of the programme/course through a regular and structured feedback mechanism.</p> <p>SC. 2.9.1. The programme coordinator in agreement with the HoD assigns academics for teaching and assessments, plans the smooth functioning of the programme through preparation of schedules and timetables and regular coordination with the academics, non-academics and the students.</p> <p>SC.2.9.2. Feedback is collected from students at the end of each seminar series.</p> <p>SC.2.9.3. Feedback is shared and discussed with the academics at department meetings where the programme is a permanent item on the agenda.</p>	<p>E.2.9.1.1. Job description of the course coordinator.</p> <p>E.2.9.1.2. Minutes of the study board where updates are provided.</p> <p>E.2.9.1.3. Timetables for seminars and examinations and schedules prepared and published in the web – Web link for timetables.</p> <p>E.2.9.2.1. Student feedback forms</p> <p>E.2.9.3.1. Minutes of the department meetings</p>	<p>FHSS/EDP/BAE/ E.2.9.1.1.</p> <p>FHSS/EDP/BAE/ E.2.9.1.2.</p> <p>FHSS/EDP/BAE/ E.2.9.1.3.</p> <p>FHSS/EDP/BAE/ E.2.9.2.1</p> <p>FHSS/EDP/BAE/ E.2.9.3.1.</p>	<div>0 1 2 3</div> <div>○ ○ ○ ○</div>
2.10	<p>The institution provides an accurate academic calendar prepared at the beginning of every year that gives details such as dates for enrollment, commencement and completion of the programme, contact sessions, assignments,</p>			<div>0 1 2 3</div> <div>○ ○ ○ ○</div>

	<p>examinations, release of results, awards etc. and meticulously follows it.</p> <p>SC.2.10.1. The students were so far given timetables for examinations and seminars. However, an academic calendar is being prepared for the current batches.</p>	<p>E.2.10.1.1. Timetables published on the web - link</p> <p>E.2.10.1.2. Year planner/academic calendar of the university Operational schedules, prospectus and brochures Interaction with learners and tutors (interviews, feedback surveys)</p>	<p>FHSS/EDP/BAE/ E.2.10.1.1.</p> <p>FHSS/EDP/BAE/ E.2.10.1.2.</p>	
2.11	<p>Structured mechanism in place for reviewing a programme after 3 - 4 years of the first offer, at mid-life to assess the effectiveness of the programme achieving its objectives.</p> <p>SC.2.11.1. Programme is reviewed for minor changes annually when the course outline is prepared. A major curriculum revision and reviews are being planned.</p>	<p>E.2.11.1.1.Changes made in the course outline book (comparison of 2016 and 2019)</p> <p>E.2.11.1.2. Senate approval for changes in the prospectus</p>	<p>FHSS/EDP/BAE/ E.2.11.1.1.</p> <p>FHSS/EDP/BAE/ E.2.11.1.2</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

2.12	<p>The programme is made up of courses to maintain coherence in course content within a given programme and allow learner mobility.</p> <p>SC.2.12.1. Courses are organised in a coherent manner so that there is a smooth transition from one academic year to another.</p> <p>SC.2.12.2. Learner mobility is made possible within the course that learners are able to take courses from any year after the first academic year.</p>	<p>E.2.12.1.1. Course outline</p> <p>E.2.12.2.1. Student interaction regarding student mobility</p> <p>E.2.12.2.2. Interactions with the learners – copies of emails</p>	<p>FHSS/EDP/BAE/E.2.12.1.1.</p> <p>FHSS/EDP/BAE/E.2.12.2.1.</p> <p>FHSS/EDP/BAE/E.2.12.2.2.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>
2.13	<p>The institution enforces external participation at key stages of the approval and review of the for ensuring standards and quality.</p> <p>SC.2.13.1. The FHSS and the Dept. of English and Linguistics have enforced external participation at key stages of curriculum development, review for ensuring standards and quality.</p>	<p>E.2.13.1.1. Attendance sheets of stakeholder meetings for curriculum development and review.</p> <p>E.2.13.1.2. Feedback forms received from external participants.</p>	<p>FHSS/EDP/BAE/E.2.13.1.1.</p> <p>FHSS/EDP/BAE/E.2.13.1.2.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>

Criterion 3 – Course Design and Development

All courses of the programme are designed according to the programme objectives, following a standard format developed by the curriculum development committee of the Faculty of Humanities and Social Sciences. Each course was designed by an academic who has the relevant expertise and experience and attention was given to the development of soft skills needed for the 21st century learner.

Serial No.	Standards	Sources of Evidence	Evidence Code	Score Guide 0 – Inadequate 1 – Barely Adequate 2 – Adequate 3 - Good
3.1	<p>The courses are designed according to the stated programme objectives and reflect current developments and knowledge in relevant fields of study.</p> <p>SC.3.1.1.The programme has three main objectives and all the course units contribute towards achieving these objectives.</p> <p>SC.3.1.2. A stakeholder survey was conducted to gain their insights into curriculum design.</p>	<p>E.3.1.1.1. Course outline book with the introduction to the programme.</p> <p>E.3.1.2.1. Report of the stakeholder survey</p> <p>E.3.1.2.2. Samples of responses of the participants of the survey</p>	<p>FHSS/EDP/BAE/E.3.1.1.1.</p> <p>FHSS/EDP/BAE/E.3.1.2.1.</p> <p>FHSS/EDP/BAE/E.3.1.2.2.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>

3.2	<p>Instructional design and course development is through a course team approach and based on a course plan that describes processes, timelines, resources, delegation of responsibility of those who are involved thus ensuring quality.</p> <p>SC.3.2.1. All courses were developed through a team approach.</p> <p>SC.3.2.2. A methodical process was followed in designing the courses.</p>	<p>E.3.2.1.1. Minutes of the curriculum committee meetings for the programme</p> <p>E.3.2.2.1. Assignment of duties and guidelines for all academics</p>	<p>FHSS/EDP/BAE/ E.3.2.1.1.</p> <p>FHSS/EDP/BAE/ E.3.2.2.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
3.3	<p>Standard format/templates for instructional design and development are in place and complied with during the instructional design and development.</p> <p>SC.3.3.1. A standard format/template was developed and followed.</p>	<p>E.3.3.1.1. Course outline book</p>	<p>FHSS/EDP/BAE/ E.3.3.1.1</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
3.4	<p>Courses are designed based on learner-centred principles.</p> <p>SC.3.4.1. Methods of teaching and assessment are learner-centred.</p>	<p>E.3.4.1.1. Course outline</p>	<p>FHSS/EDP/BAE/ E.3.4.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

3.5	<p>Learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, lifelong learning, interpersonal communication and teamwork are integrated into the course.</p> <p>SC.3.5.1. All courses promote critical thinking, life-long learning, teamwork and interpersonal communication.</p>	<p>E.3.5.1.1. Course outline</p> <p>E.3.5.1.2. Lecture recordings - as evidence for developing these skills (Using breakout rooms on Zoom)</p>	<p>FHSS/EDP/BAE/ E.3.5.1.1.</p> <p>FHSS/EDP/BAE/ E.3.5.1.2</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
3.6	<p>Course design integrates assessment methods to teaching and learning strategy to enable learners to achieve stated learning outcomes.</p> <p>SC.3.6.1. All course specifications include details on methods of evaluation and learning outcome.</p>	<p>E.3.6.1.1. Course outline book.</p>	<p>FHSS/EDP/BAE/ E.3.6.1.1.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
3.7	<p>Learner support strategies are integrated into the course design</p> <p>SC.3.7.1. Learner support is provided through LMS.</p> <p>SC.3.7.2. Learner support is provided through the website.</p> <p>SC.3.7.3 Learners can directly communicate with the coordinator via email.</p>	<p>E.3.7.1.1. Recordings of lectures uploaded to LMS</p> <p>E.3.7.2.1. Link to the website - coordinator's contact details</p> <p>E.3.7.3.1. Copies of email conversations received and replied</p>	<p>FHSS/EDP/BAE/ E.3.7.1.1.</p> <p>FHSS/EDP/BAE/ E.3.7.2.1</p> <p>FHSS/EDP/BAE/ E.3.7.3.1.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

3.8	<p>Relevant copyright procedures have been followed when reproducing diagrams, photographs etc.</p> <p>SC.3.8.1. Copyright procedures are followed when published material is shared for learning purposes.</p> <p>SC.3.8.2. When extracts are used for evaluation, the references are provided.</p>	<p>E.3.8.1.1. Recordings of lectures uploaded to LMS</p> <p>E.3.8.2.1. Copies of past papers</p>	<p>FHSS/EDP/BAE/ E.3.8.1.1.</p> <p>FHSS/EDP/BAE/ E.3.8.2.1.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
3.9	<p>The course materials developed are pilot-tested and quality assured before release.</p> <p>SC.3.9.1. Inputs received through stakeholder survey were incorporated into the course material.</p>	<p>E.3.9.1.1. Reports of the stakeholder survey</p> <p>E.3.9.1.2. Course outline</p>	<p>FHSS/EDP/BAE/ E.3.9.1.1.</p> <p>FHSS/EDP/BAE/ E.3.9.1.2.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
3.10	<p>Appropriate personnel and procedures are in place to ensure timely production and distribution of instructional package to learners.</p> <p>SC.3.10.1. The non-academic staff of the EDECU print and distribute the course outlines to the learners.</p>	<p>E.3.10.1.1. Reports on distribution of course outline to the learners with their signatures</p>	<p>FHSS/EDP/BAE/ E.3.10.1.1.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

3.11	<p>Evaluation mechanism is in place to evaluate the instructional package at the end of each course and its midlife for its content, user friendliness, appropriateness and effectiveness of teaching, measuring learning outcomes of learners and to assure that they meet programme standards. Feedback is utilised in improving the course materials.</p> <p>SC.3.11.1. All end course evaluations comply with the learning outcome.</p> <p>SC.3.11.2. Graduate employment confirms the achievement of learner outcome and programme objectives.</p>	<p>E.3.11.1.1. Past papers</p> <p>E.3.11.2.1. Survey reports of graduates</p>	<p>FHSS/EDP/BAE/ E.3.11.1.1.</p> <p>FHSS/EDP/BAE/ E.3.11.2.1.</p>	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>
3.12	<p>Mechanisms for adoption and adaptation are established to encourage linkages with national and international institutions for course design, development and delivery.</p> <p>SC.3.12.1. SLQF and Subject Benchmarks were considered for course design and programme design.</p>	<p>E.3.12.1.1. SLQAF</p> <p>E.3.12.1.2. Subject Benchmark statements</p> <p>E.3.12.1.3. Course outline book</p>	<p>FHSS/EDP/BAE/ E.3.12.1.1.</p> <p>FHSS/EDP/BAE/ E.3.12.1.2</p> <p>FHSS/EDP/BAE/ E.3.12.1.3.</p>	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>
3.13	<p>The institution has a policy to encourage the adoption/adaptation of OER.</p>			<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>

	SC.3.13.1. A project is being planned to develop an e-repository.	E.3.13.1.1. Project proposal for the e-repository E.3.13.1.2. Faculty board minutes for the approval of the e-repository	FHSS/EDP/BAE/ E.3.13.1.1. FHSS/EDP/BAE/ E.3.13.1.2.	
3.14	Institution provides training and continuous training to all staff engaged in the design and delivery of programmes/courses. SC.3.14.1. Training workshops are conducted for the academic staff on curriculum design.	E.3.14.1.1. Attendance sheets of the workshop E.3.14.1.2. Report of the workshop E.3.14.1.3. Feedback from participants.	FHSS/EDP/BAE/ E.3.14.1.1. FHSS/EDP/BAE/ E.3.14.1.2. FHSS/EDP/BAE/ E.3.14.1.3.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>
3.15	Institution provides opportunities for students to develop creative, critical thinking, independent and lifelong learning, interpersonal communication and team work skills through appropriate teaching learning strategies integrated into the design of courses. SC.3.15.1. The institution provides opportunities for students to improve their critical thinking, creativity, interpersonal communication and teamwork skills through the Vidumini programme.	E.3.15.1.1. List of participants to the Vidumini programme E.3.15.1.2. Vidumini project proposal E.3.15.1.3. Survey reports of graduates	FHSS/EDP/BAE/ E.3.15.1.1. FHSS/EDP/BAE/ E.3.15.1.2. FHSS/EDP/BAE/ E.3.15.1.3.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>

3.16	<p>The institution provides a pathway to students to acquire credit for prior certificated/non-certificated learning to meet the needs of student diversity and context of lifelong learning.</p> <p>SC.3.16.1.Relevant prior learning is recognized for admission to the degree programme.</p>	<p>E.3.16.1.1.Students with a minimum of S pass for G.E.E. Advanced Level English are exempted from the selection test. Call for application - advertisement and Course outline entry criteria</p> <p>E.3.16.1.2. Certain diplomas with SLQF level 4 are considered fit as an entry qualification - Advertisement -call for application - minutes of the Study Board recognising such courses</p>	<p>FHSS/EDP/BAE/ E.3.16.1.1.</p> <p>FHSS/EDP/BAE/ E.3.16.1.2.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>
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Criterion 4 – Infrastructure and Learning Resources

In the past few years the University of Sri Jayewardenepura has taken many progressive initiatives to develop the EDECU and infrastructure facilities related to the degree programmes that come under its purview. As the biggest university in Sri Lanka in terms of its student population, it recognizes the need and importance of developing infrastructure facilities related to the External degree programmes.

Serial No	Standards	Sources of Evidence	Evidence Code	Score Guide 0 – Inadequate 1 – Barely Adequate 2 – Adequate 3 – Good
4.1	<p>The institution has adequate infrastructure facilities including ICT facilities and human resources for effective and efficient administration functioning of the administrative entity handling EDPs programmes.</p> <p>SC.4.1.1. The university has adequate infrastructure facilities to carry out the degree programme.</p> <p>SC.4.1.2. The university has a mechanism in place to recruit visiting staff to carry out the degree programme successfully.</p>	<p>E.4.1.1.1. The new building for the EDECU</p> <p>E.4.1.1.2. Letters of appointment for visiting staff</p> <p>E.4.1.2.1. By-laws or circular relevant for recruitment</p>	<p>FHSS/EDP/BAE/E.4.1.1.1.</p> <p>FHSS/EDP/BAE/E.4.1.1.2.</p> <p>FHSS/EDP/BAE/E.4.1.2.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
4.2	<p>The institution provides appropriate ICT facilities to staff to support ODL.</p> <p>SC.4.2.1. All learners and academic staff are</p>	<p>E.4.2.1.1. List of participants in</p>	<p>FHSS/EDP/BAE/E.4.2.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

	provided with individual LMS accounts to upload, view and carry out the academic work.	LMS and physical verification of LMS accounts		
4.3	<p>Learning resources such as library, laboratory and ICT facilities necessary for effective production and delivery of EDPs are made accessible for learners.</p> <p>SC.4.3.1. A physical reference library is in place for the external students.</p> <p>SC.4.3.2. An e-repository project is being planned for learners.</p>	<p>E.4.3.1.1. Physical verification of the library.</p> <p>E.4.3.2.1. Project proposal and approval of the Faculty board (minutes of the Faculty Board Meeting)</p>	<p>FHSS/EDP/BAE/ E.4.3.1.1.</p> <p>FHSS/EDP/BAE/ E.4.3.2.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
4.4	<p>The institution ensures that accountable mechanism and adequate financial resources are in place for procurement, repair, and sustained maintenance and upkeep of infrastructure and learning resources for distance learners.</p> <p>SC.4.4.1. The EDECU has adequate financial resources in place for procurement, repair, and sustained maintenance and upkeep of infrastructure and learning resources for distance learners.</p>	<p>E.4.4.1.1. Payment receipts for infrastructure repairs and ICT work</p> <p>4.4.1.2. Quotation for ICT equipment purchase</p>	<p>FHSS/EDP/BAE/ E.4.4.1.1.</p> <p>FHSS/EDP/BAE/ 4.4.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

		<p>4.4.1.3 Letters of requesting ICT facilities to the EDECU</p> <p>4.4.1.4. Field service reports of ICT equipments</p>	<p>FHSS/EDP/BAE/ 4.4.1.3.</p> <p>FHSS/EDP/BAE/ 4.4.1.4.</p>	
4.5	<p>The institution ensures recruitment of qualified, competent and adequate staff as per institution approved selection criteria for effective implementation of EDPs.</p> <p>SC.4.5.1. All permanent academic staff on the programme are qualified and competent.</p> <p>SC.4.5.2. All visiting academic staff on the programme are qualified and competent.</p>	<p>E.4.5.1.1. Curriculum Vitae of permanent academic staff</p> <p>E.4.5.2.1. Curriculum Vitae of visiting academic staff</p>	<p>FHSS/EDP/BAE/ E.4.5.1.1</p> <p>FHSS/EDP/BAE/ E.4.5.2.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
4.6	<p>The institution has policies and procedures for recruiting and defining the roles and responsibilities of visiting /contract staff assessing their performance periodically and taking remedial actions.</p> <p>SC.4.6.1. The EDECU provides the staff with a detailed letter of appointment for seminars, examination supervision and invigilation, paper</p>	<p>E.4.6.1.1. Letters of appointments to staff for conducting seminars, examination</p>	<p>FHSS/EDP/BAE/ E.4.6.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

	<p>setting and moderating outlining the responsibilities and tasks.</p> <p>SC.4.6.2. The EDECU adheres to the rules and regulations already in place in the state university system regarding periodical assessments and promotions of its staff.</p>	<p>supervision and invigilation</p> <p>E.4.6.2.1. UGC circulars on recruitment and promotion</p>	<p>FHSS/EDP/BAE/ E.4.6.2.1.</p>	
4.7	<p>The institution has an effective policy for human resource development to orient, train, re-train and motivate academic and tutorial staff and a mechanism for impact assessment of the training undertaken.</p> <p>SC.4.7.1. The EDECU conducts training workshops for the non-academic and academic staff at least once a year to train and motivate them to carry out the work of the programme.</p>	<p>E.4.7.1.1. Attendance sheets of the participants to the training programmes</p> <p>E.4.7.1.2. Feedback forms of the participants to the workshops</p>	<p>FHSS/EDP/BAE/ E.4.7.1.1.</p> <p>FHSS/EDP/BAE/ E.4.7.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

4.8	<p>The institution has an effective performance management and appraisal system of staff for identification training needs in order to improve staff performance.</p> <p>SC.4.8.1. The EDECU recognises and adheres to the performance management and appraisal system of staff that is in place at university level for identification training needs to improve staff performance.</p>	E.4.8.1.1. Gazettes on staff promotion	FHSS/EDP/BAE/ E.4.8.1.1.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>
4.9	<p>The institution has adequate staff: learner ratio to ensure learning conditions /environment conducive to teaching learning for distance learners.</p> <p>SC.4.9.1. The student-teacher ratio is manageable for teaching and evaluation.</p>	E.4.9.1.1. Number of students and staff -records kept by the EDECU	FHSS/EDP/BAE/ E.4.9.1.1.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>

4.10	<p>The institution has mechanisms to monitor (regularly) and evaluate periodically (annually) the quality, adequacy and accessibility of infrastructure facilities including those of outreach centers/collaborating external institutions, data analyzed and appropriate remedial measures taken.</p>			<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>
	<p>SC.4.10.1. Infrastructure facilities are annually monitored and physical verifications are carried out.</p>	<p>E.4.10.1.1. Inventory reports prepared by non-academic staff at annual verifications</p>	<p>FHSS/EDP/BAE/ E.4.10.1.1.</p>	

Criterion 5 – Learner Support and Progression

The Bachelor of Arts in English (General) External Degree provides its students with a professional support system which is supported through technology. The students have many channels to communicate with the academic staff and the non-academic staff such as the telephone hotline, chat service and email services provided through the website. Students are also provided with the email address of the course coordinator for any academic matters. They are able to access the lecturers and the non-academic staff through the chat option on LMS. The following claims and evidence to the statements prove so.

Serial No.	Standards	Sources of Evidence	Evidence Code	Score Guide 0 – Inadequate 1 – Barely Adequate 2 – Adequate 3 – Good
5.1	<p>The institution maintains a permanent record (manual and digital) of all currently enrolled students of admission, academic, financial and examination records in an up-to-date comprehensive database of learners to make informed decisions on appropriate learner support.</p> <p>SC.5.1.1. The EDECU maintains manual and digital records of all of all currently enrolled students of admission, academic, financial and examination records in an up-to-date comprehensive database.</p> <p>SC.5.1.2. Information from the digital and manual records are used for decision making at Study Boards and Management Boards.</p>	<p>E.5.1.1.1. Minutes of the Study Board and Management Board</p> <p>E.5.1.1.1. Minutes of the Study Board and Management Board</p>	<p>FHSS/EDP/BAE/E.5.1.1.1.</p> <p>FHSS/EDP/BAE/E.5.1.1.1.</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>

5.2	<p>Clear channels of communication are established between current learners, tutors, staff and policy making bodies and timely information flow is ensured amongst them.</p> <p>SC.5.2.1. Learners are provided with easy channels of communication with the academic staff and the course coordinator.</p>	<p>E.5.2.1.1. Email address of the course coordinator on the website - link to the web page</p> <p>E.5.2.1.2. Link to the LMS chat room and forum</p>	<p>FHSS/EDP/BAE/ E.5.2.1.1.</p> <p>FHSS/EDP/BAE/ E.5.2.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
5.3	<p>The institution provides orientation sessions on ODL for new learners immediately after admission procedure is completed, and effectiveness of the sessions is improved through regular learner feedback.</p> <p>SC.5.3.1. Orientations are held for each new batch with the participation of the Vice Chancellor and other dignitaries.</p>	<p>E.5.3.1.1. Attendance sheets and photographs of the orientations</p> <p>E.5.3.1.2. Approved copies of the budget for orientations</p>	<p>FHSS/EDP/BAE/ E.5.3.1.1.</p> <p>FHSS/EDP/BAE/ E.5.3.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
5.4	<p>The production, development and dispatch of learner-centred instructional package and delivery of courses are timely and quality assured.</p> <p>SC.5.4.1. Courses are delivered according to a preplanned schedule which is given to the students at</p>	<p>E.5.4.1.1. Timetables given to the students.</p>	<p>FHSS/EDP/BAE/ E.5.4.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

	<p>the orientation and displayed on the web.</p> <p>SC.5.4.2. Delivery of courses is done by a panel of experts to ensure its quality.</p>	<p>E.5.4.1.2. Web link to the timetable</p> <p>E.5.4.2.1. Curriculum Vitaes and links for the Google scholar accounts of the academic staff</p>	<p>FHSS/EDP/BAE/ E.5.4.1.2.</p> <p>FHSS/EDP/BAE/ E.5.4.2.1.</p>	
5.5	<p>There is appropriate guidance and support structures and instructional processes empowering learners to acquire skills for introspection, critical thinking, independent learning, interactive learning, collaborative learning and development of learning communities.</p> <p>SC.5.5.1. Appropriate guidance and support are provided by the academic staff during seminars and by the course coordinator via email.</p> <p>SC.5.5.2. Learners' skill for introspection, critical thinking, independent learning and collaborative learning are developed within the teaching-learning process such as via interactive teamwork activities during lectures.</p>	<p>E.5.5.1.1. Link to the contact details of the course coordinator on the web and the email for student inquiries through</p> <p>E.5.5.2.1. Recorded live lectures - use of breakout rooms in Zoom</p>	<p>FHSS/EDP/BAE/ E.5.5.1.1.</p> <p>FHSS/EDP/BAE/ E.5.5.2.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
5.6	<p>Learners have access to tutors through a variety of media including ICT and at outreach centres.</p> <p>SC.5.6.1. Learners can access the lecturers through the LMS at any time and they can email the course coordinator directly for any matter.</p>	<p>E.5.6.1.1. Emails received and replied by the course coordinator</p>	<p>FHSS/EDP/BAE/ E.5.6.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

		E.5.6.1.2. Chat messages sent and replied to on LMS	FHSS/EDP/BAE/ E.5.6.1.2.	
5.7	<p>Learners are supported through a combination of a variety of learning resources such as self-learning study material, audio visual aids, CDROM, on-line learning, face-to-face contact sessions laboratory sessions, library and outreach centres (blended learning) and a variety of learning strategies.</p> <p>SC.5.7.1. Learners receive input through various media such as live interactive lectures, recorded lectures shared through the LMS and material shared by the lecturers on the LMS.</p>	<p>E.5.7.1.1. Links to the recorded live lectures uploaded to the LMS</p> <p>E.5.7.1.2. Links to recorded lectures</p> <p>E.5.7.1.3. Links to learner material (reading material and audio-visual material) shared on the LMS</p>	<p>FHSS/EDP/BAE/ E.5.7.1.1.</p> <p>FHSS/EDP/BAE/ E.5.7.1.2.</p> <p>FHSS/EDP/BAE/ E.5.7.1.3.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

5.8	<p>Institution ensures sufficient academic support to learners who may be under-prepared for learning at a distance through the provision of bridging courses, additional units within existing courses or increasing face-to-face support.</p> <p>SC.5.8.1. Even though bridging courses or additional courses are not available, additional support is readily provided whenever learners seek it.</p>	E.5.8.1.1. Extra academic support provided for students through emails - copies of emails	FHSS/EDP/BAE/ E.5.8.1.1.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>
5.9	<p>The institution has a transparent mechanism in place to regularly obtain (formal & informal; qualitative and quantitative), feedback from multiple sources on aspects such as extent to which the intended learning outcomes of the programme have been achieved, learner satisfaction, teaching learning process, adequacy and accessibility of support services, learner achievement etc.</p> <p>SC.5.9.1. Feedback is regularly collected from the learners at the end of every seminar series.</p>	E.5.9.1.1. Completed feedback forms collected from students	FHSS/EDP/BAE/ E.5.9.1.1.	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>
5.10	<p>Collated and analyzed data of the feedback used for improvement.</p> <p>SC.5.10.1. Feedback is shared with academic staff for necessary measures.</p>	E.5.10.1.1. Minutes of Department meetings	FHSS/EDP/BAE/ E.5.10.1.1. .	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>

5.11	<p>The institution ensures that the learner support system in place targets retention (reduce drop out %) and facilitates progression of learners from one level of education to the next higher level, successfully completes courses /programme and towards gainful employment.</p> <p>SC.5.11.1. Students are given opportunities to repeat the subjects they fail many times.</p> <p>SC.5.11.2. Bylaws are in place to allow students to repeat courses from any part of the degree programme irrespective of their current academic year.</p>	<p>E.5.11.1.1. Repeat past papers</p> <p>E.5.11.2.1. Examination bylaws.</p>	<p>FHSS/EDP/BAE/ E.5.11.1.1.</p> <p>FHSS/EDP/BAE/ E.5.11.2.1.</p>	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>
5.12	<p>The institution ensures that the retention rate, progression rate, course completion rate and graduation rate are monitored on a continuous basis in relation to institutional/national targets and documented with a view to improve teaching learning process and resource management.</p> <p>SC.5.12.1. The EDECU generates reports regularly to monitor retention and graduation rates to improve teaching and learning.</p>	<p>E.5.12.1.1. Report on results by the EDECU</p>	<p>FHSS/EDP/BE/ E.5.12.1.1.</p>	<div>0 1 2 3</div> <div><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></div>

Criterion 6 – Evaluation, Learner Assessment and Awards

The Bachelor of Arts in English (General) External Degree is quite well-known in the field of education for its high quality standards in relation to assessment and evaluation. The EDECU has a very effective mechanism in place and qualified staff to carry out the administration work related to conducting examinations, grading, recording and issuing results. All procedures and processes of all assessments are explicit, fair, transparent, valid and consistent and ensure integrity. The program has summative assessment annually to evaluate the learners according to the learning outcomes formulated in the programme and in each course unit.

Serial No	Standards	Sources of Evidence	Evidence Code	Score Guide 0 –Inadequate 1 – Barely Adequate 2 – Adequate 3 - Good
6.1	<p>Different forms of assessment strategies appropriate to achieving the stated learning outcomes of the individual programme/course are decided at the programme/course development stage and stated in the course material.</p> <p>SC.6.1.1. Forms of assessment are decided at the course development stage and indicated in the detailed course specifications.</p>	E.6.1.1.1. Course outline	FHSS/EDP/BAE/ E.6.1.1.1.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">0 ○</div> <div style="text-align: center;">1 ○</div> <div style="text-align: center;">2 ○</div> <div style="text-align: center;">3 ○</div> </div>

6.2	<p>Assessment procedures and processes are in place through by-laws, regulations and rules; security, confidentiality and integrity of assessment systems and processes related to setting, marking and record keeping are ensured; Criteria regulations and procedures are communicated to all students and staff and applied consistently.</p> <p>SC.6.2.1. Assessment procedures are in place through bylaws of the EDECU and are provided to learners in their student handbook and the prospectus.</p> <p>SC.6.2.2. Confidentiality and integrity related to setting, moderating, first marking and second marking are maintained and records are maintained.</p>	<p>E.6.2.1.1 Student handbook</p> <p>E.6.2.1.2 Prospectus</p> <p>E.6.2.2.1. Examination schedules prepared by the HoD</p> <p>E.6.2.2.2. Letters of appointments for setters with declaration forms to maintain confidentiality and integrity.</p>	<p>FHSS/EDP/BAE/ E.6.2.1.1.</p> <p>FHSS/EDP/BAE/ E.6.2.1.2.</p> <p>FHSS/EDP/BAE/ E.6.2.2.1</p> <p>FHSS/EDP/BAE/ E.6.2.2.2</p>	<div> <div>0</div> <div>1</div> <div>2</div> <div>3</div> <div>○</div> <div>○</div> <div>○</div> <div>○</div> </div>
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6.3	<p>Institution ensures that the amount of timing of assessment, and weightage of different types of assessments take into account the level of study, credit requirements and intended outcomes of the programme/course.</p> <p>SC.6.3.1. Summative written assessments are conducted annually and papers are set and moderated by the lecturers who teach the same course to ensure that the intended learner outcomes are assessed accurately.</p> <p>SC.6.3.2. All final assessments match the number of credits and the weightage of the course.</p>	<p>E.6.3.1.1. Past papers and examination schedule and seminar schedules</p> <p>E.6.3.2.1. Course outline book and past papers</p>	<p>FHSS/EDP/BAE/ E.6.3.1.1.</p> <p>FHSS/EDP/BAE/ E.6.3.2.1.</p>	<div>0 1 2 3</div> <div>○ ○ ○ ○</div>
6.4	<p>At the beginning of each academic year, institution communicates to the learners through course information/sheets/schedules complete information on the different types of assessment and assessment techniques, for programme/course, grading criteria, timelines for assessments and publication of results.</p>			<div>0 1 2 3</div> <div>○ ○ ○ ○</div>

	<p>SC.6.4.1. Details of the assessment criteria are communicated to the students at the beginning of the course through the course outline book.</p> <p>SC.6.4.2. Grading criteria is clearly indicated in the prospectus given to the students at the orientation.</p>	<p>E.6.4.1.1. Course outline book</p> <p>E.6.4.2.1. Prospectus - page number for grading criteria</p> <p>E.6.4.2.2. Prospectus - page for calculation of GPA</p>	<p>FHSS/EDP/BAE/ E.6.4.1.1.</p> <p>FHSS/EDP/BAE/ E.6.4.2.1.</p> <p>FHSS/EDP/BAE/ E.6.4.2.2.</p>	
6.5	<p>The institution ensures learners receive timely constructive feedback on assessments in a way that promotes learning and facilitates academic improvement.</p> <p>SC.6.5.1. Learner feedback is offered through grading.</p> <p>SC.6.5.2. Overall feedback is also offered to the learners during seminars on their performance.</p>	<p>E.6.5.1.1. Issuing of results on the website - link</p> <p>E.6.5.2.1. Seminar recordings - link</p>	<p>FHSS/EDP/BAE/ E.6.5.1.1.</p> <p>FHSS/EDP/BAE/ E.6.5.2.1.</p>	<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>
6.6	<p>Assessment results are documented and communicated without delay to all learners.</p>			<p>0 1 2 3</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>

	<p>SC.6.6.1. Result sheets are stored and recorded methodically at the EDECU securing confidentiality.</p> <p>SC.6.6.2. Results are released on the web as soon as they are ready.</p>	<p>E. 6.6.1.1. Maintenance of records of at the EDECU</p> <p>E.6.6.2.1. Web link for results issued</p>	<p>FHSS/EDP/BAE/ E. 6.6.1.1</p> <p>FHSS/EDP/BAE/ E.6.6.2.1.</p>	
6.7	<p>Institution ensures transparency, fairness and consistency in the assessment system.</p> <p>SC.6.7.1. Transparency, fairness and consistency in the assessment system is ensured through moderating and second marking of all the answer scripts.</p>	<p>E.6.7.1.1. Examination schedules indicating the details of setters, moderators, first examiners and second examiners for all the courses</p> <p>E.6.7.1.2. Graded answer scripts and marks sheets</p>	<p>FHSS/EDP/BAE/ E.6.7.1.1.</p> <p>FHSS/EDP/BAE/ E.6.7.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
6.8	<p>Assessment strategy of the institution has provision for external examiners for setting, moderating and marking.</p> <p>SC.6.8.1. External examiners could be appointed for assessment and evaluation.</p>	<p>E.6.8.1.1. Examination schedules indicating the details of</p>	<p>FHSS/EDP/BAE/ E.6.8.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

		setters, moderators, first examiners and second examiners including external examiners		
6.9	<p>Detailed and standardized marking schemes be provided to all examiners and examiners be orientated on the marking schemes to ensure consistency in marking.</p> <p>SC.6.9.1. Marking schemes are provided only when it is necessary -for example when there are more than one examiner for a course.</p>	<p>E.6.9.1.1. Copy of a marking scheme.</p> <p>E.6.9.1.2. Marking schemes and marking key provided for selection tests</p>	<p>FHSS/EDP/BAE/ E.6.9.1.1</p> <p>FHSS/EDP/BAE/ E.6.9.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
6.10	<p>The intuition has a mechanism through evaluation of programmes, courses and awards for reviewing the effectiveness of the teaching learning processes and the overall performance of learners.</p> <p>SC.6.10.1. An award scheme is being planned for the best performers at the final examination.</p>	<p>.</p> <p>E.6.10.1.1. Minutes of Department meetings in relation to the initiation of an award scheme for external students.</p>	<p>FHSS/EDP/BAE/ E.6.10.1.1.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

6.11	<p>There is a clearly stated disciplinary procedure for handling malpractices and violation of code of conduct and ethical standards relating to copying, plagiarism and reproduction of open-source materials.</p> <p>SC.6.11.1. Malpractices and violation of code of conduct and ethical standards relating to copying, plagiarism and reproduction of open-source materials are dealt with at the institutional level. There are by-laws and committees to deal with such issues.</p>	<p>E.6.11.1.1. Minutes and decisions made by the committee of examination malpractice</p> <p>E.6.11.1.2. Student handbook stating the by-laws related to examination fraud.</p>	<p>FHSS/EDP/BAE/ E.6.11.1.1</p> <p>FHSS/EDP/BAE/ E.6.11.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
6.12	<p>The institution adheres to the disciplinary procedure and initiates timely and justifiable disciplinary action wherever applicable.</p> <p>SC.6.12.1. The EDECU executes the decisions made by the committee of examination fraud and malpractice.</p>	<p>E.6.12.1.1. Letters received by the EDECU from the committee regarding decisions</p> <p>E.6.12.1.2. A result sheet where results were withheld due to examination fraud</p>	<p>FHSS/EDP/BAE/ E.6.12.1.1.</p> <p>FHSS/EDP/BAE/ E.6.12.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

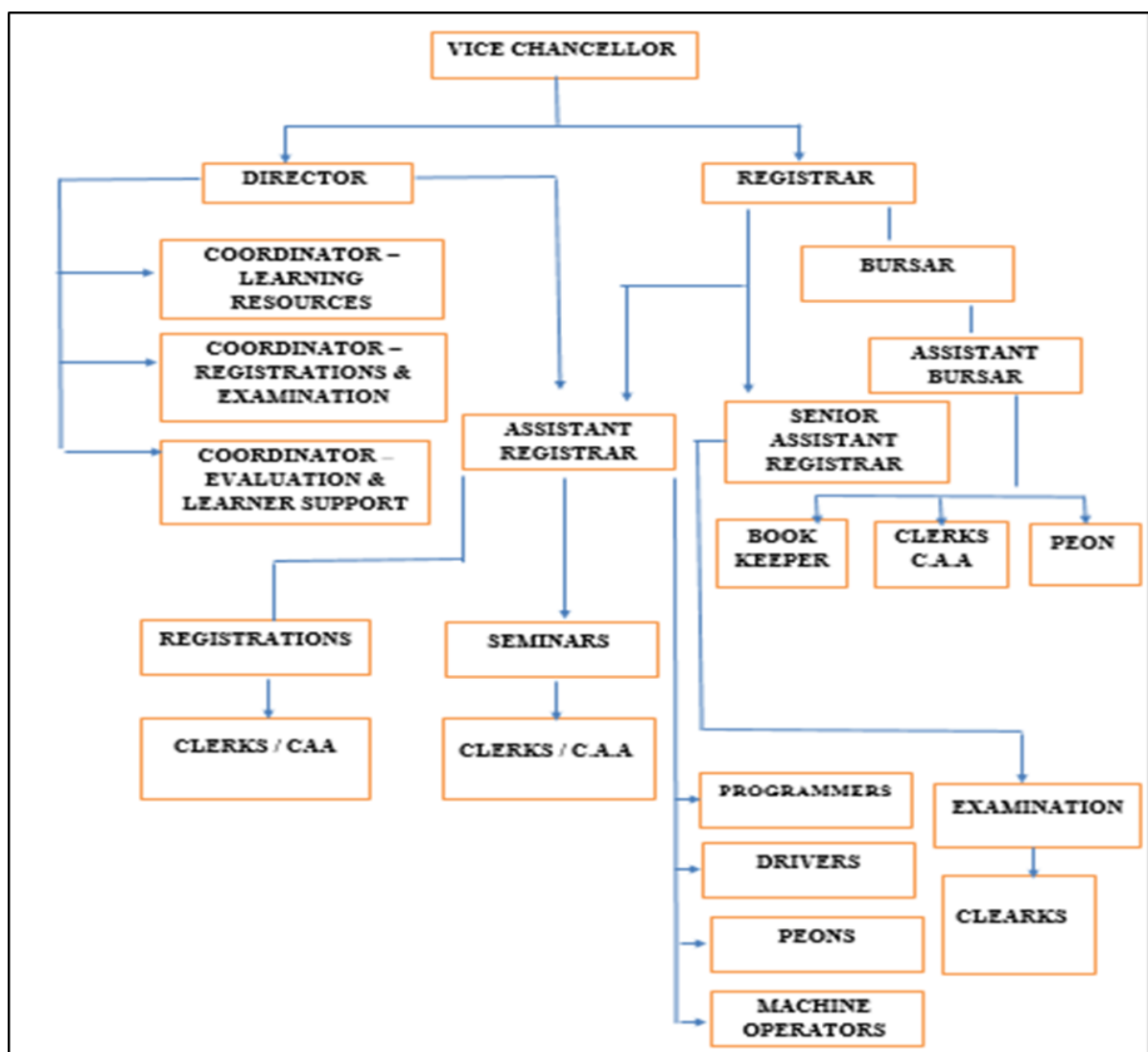
6.13	<p>There is a mechanism to ensure that complaints from the learners about the fairness of the assessment and formal appeal against assessment results are dealt with fairly and in a timely manner.</p> <p>SC.6.13.1. All candidates have the facility to apply for re-scrutiny.</p>	<p>E.6.13.1.1. Applications received and processed regarding re-scrutiny</p> <p>E.6.13.1.2. Results sheets and reports on re-scrutiny signed by examiners</p>	<p>FHSS/EDP/BAE/ E.6.13.1.1.</p> <p>FHSS/EDP/BAE/ E.6.13.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>
6.14	<p>Assessment standards are benchmarked against the practices in the national university system.</p> <p>SC.6.14.1. Calculation of GPA meets the national standards.</p>	<p>E.6.14.1.1. Prospectus</p> <p>E.6.14.1.2. QAAC documents</p>	<p>FHSS/EDP/BAE/ E.6.14.1.1.</p> <p>FHSS/EDP/BAE/ E.6.14.1.2.</p>	<p>0 1 2 3</p> <p>○ ○ ○ ○</p>

Conclusion

This SER, on the Bachelor of Arts in English (General) External degree was prepared by the academic staff of the Department of English and Linguistics with the support of a Management Assistant and with the fullest support of the EDECU of USJ. It carries out quite an in-depth evaluation of the programme pertaining to 6 criteria. There are claims made in the SER for almost all the standards mentioned for each criterion. The preparation of the SER has been a learning experience for all the academics of the Department as the members of the SER committee. We are assured that we would be able to develop the programme further with the comments from the evaluators.

Appendices

Appendix 01: Organizational Structure



Appendix 02: Curriculum structure of the degree programme

First Year

Description	Course Code	Course Title	Credit Value
English Literature	ELIT 1001	Introduction to English Literature	04
	ELIT 1002	Literature from the Medieval to the Metaphysical	04
English Language	ELAN 1001	Critical Reading & Writing	04
	ELAN 1002	Understanding English Grammar	04
English Language Teaching Methodology	ELTM 1001	Introduction to ELT	04
	ELTM 1002	Approaches & Methods in Second Language Teaching	04
Classical Literature	CLIT 1105	Introduction to Classical Literature	04
Compulsory Course	SOSE 1106	IT -1	02
Compulsory Course	SOFT 1107	Sri Lankan Society	02

Second Year

Description	Course Ccode	Course Title	Credit Value
English Literature	ELIT 2001	Augustan & Romantic Literature	04
	ELIT 2002	Victorian Literature	04
English Language	ELAN 2001	English for Employment	04
	ELAN 2002	Structure of English	04

English Language Teaching Methodology	ELTM 2001	Teaching Language Skills	04
	ELTM 2002	Pedagogical applications	04
Classical Literature	CLIT 2105	Greek Tragedy	04
Compulsory Course	SOSE 2106	IT -2	02
Compulsory Course	SOFT 2107	Introduction to Management	02

Third Year

Description	Course Code	Course Title	Credit Value
English Literature	ELIT 3001	Modern and Postmodern Fiction	04
	ELIT 3002	Postcolonial & Sri Lankan Literature	04
English Language	ELAN 3001	Linguistics	04
	ELAN 3002	Discourse Analysis	04
English Language Teaching Methodology	ELTM 3001	Testing & Assessment	04
	ELTM 3002	ELT Materials Used in Sri Lanka	04
Classical Literature	CLIT 3105	Roman Comedy	04
Compulsory Course	SOSE 3106	IT -3	02
Compulsory Course	SOFT 3107	Leadership & Personality Development	02

Appendix 03: SWOT Analysis

SWOT Analysis of the Bachelor of Arts in English (General) External Degree

Strengths	<ul style="list-style-type: none">• A fully qualified academic staff.• A very competent executive and non-academic staff.• A well-functioning unit for administration (EDECU).• Well-established by-laws, rules, regulations and best practises that ensure the smooth functioning of the programme.• Infrastructure, financial and other facilities.• Well-designed academic programmes which are catered to develop the knowledge and essential skills required from students to meet the demands of today's workforce.• Education is provided through a range of teaching methods which are delivered via face-to-face lectures as well as online and recorded video lectures.• Study Board meetings and Management Board meetings are held every month to discuss, review and resolve issues in connection with all the external degrees offered by the Faculty and the University.• Recognition and Progression - the knowledge and skills gained through the program gives the students a solid foundation for further study in English and the degree is recognized by universities and institutions locally and globally as evidence of academic achievement.
Weaknesses	<ul style="list-style-type: none">• Difficulty to manage the heavy workload.• Difficulty to build a good rapport with the learners.
Opportunities	<ul style="list-style-type: none">• Demand in the field of English language education for graduates competent and knowledgeable in English language, English literature and English language teaching.• It gives a second chance/ lateral path to higher education for those who are competent yet have missed university entrance.

	<ul style="list-style-type: none"> As it attempts to cater to the general needs of English education, especially in schools, it helps English education at the national level.
Threats	<ul style="list-style-type: none"> Lower than expected competency level of the candidates as the number of candidates has been the priority to administer it - not their quality. The programme is run in three years, as a full time programme while students do it while working (as a part time course) which in turn yields poor quality. Heavy workload for the academics threatens the quality of the programme and quality of life of the academics.