Ministry of Higher Education and Highways

University Grants Commission

Accelerating Higher Education Expansion and Development (AHEAD)

Results Area Two:

Improve the Quality of Higher Education

Enriching Learning, Teaching, Assessment

and

English Language Skills Enhancement

Development Projects (ELTA-ELSE DPs)

Guidelines for Proposal Submission

Department/Unit Development Projects

February 2018

LIST OF ABBREVIATIONS

AHEAD	-	Accelerating Higher Education Expansion and Development
DELT	-	Department of English Language Teaching
DP	-	Development Project
ELSE	-	English Language Skills Enhancement
ELTA	-	Enriching Learning, Teaching, Assessment
ELTC	-	English Language Teaching Centre
ELTU	-	English Language Teaching Unit
HETC	-	Higher Education for the Twenty-First Century
KPI	-	Key Performance Indicator
LCT	-	Learner-centered Teaching
LKR	-	Sri Lankan Rupees
MHEH	-	Ministry of Higher Education and Highways
OBE	-	Outcome-based Education
OECD	-	Organization for Economic Co-operation and Development
OMST	-	Operations and Monitoring Support Team
PAT	-	Performance Achievement Template
PforR	-	Program-for-Results
PP	-	Procurement Plan
TESL	-	Teaching English as a Second Language
OVAA	-	Other Value-Added Activities
UGC	-	University Grants Commission
USD	-	United States Dollars

Contents

Page

Contents

1. INTRODUCTION 4
2. IMPROVING THE QUALITY OF HIGHER EDUCATION: ENRICHING LEARNING, TEACHING, ASSESSMENT AND ENGLISH LANGUAGE SKILLS ENHANCEMENT (ELTA-ELSE) DP 4
2.1: Enriching Learning, Teaching and Assessment (ELTA) 5
2.2: English Language Skills Enhancement (ELSE) 5
2.3: Operationalizing the ELTA-ELSE DP.....5
3. ELIGIBILITY 8
4. ELIGIBLE ACTIVITIES 8
5. ELIGIBLE EXPENDITURE 9
6. BUDGETING GUIDELINES 10
7. STRUCTURE OF THE PROPOSAL 11
8. KEY PERFORMANCE INDICATORS (KPIs) 15
9. EVALUATION CRITERIA ..... .16
10. EVALUATION PROCESS 17
11. TIME SCHEDULE 18
12. SUBMISSION PROCEDURE 18
13. MONITORING AND EVALUATION 19
Appendix 1. Background information 20
Appendix 2. ELTA-ELSE: Key steps 22
Appendix 3. Key Performance Indicators (KPIs) 23

1. INTRODUCTION

1. Accelerating Higher Education Expansion and Development (AHEAD) will focus on expanding, diversifying and developing the higher education sector in Sri Lanka to drive economic growth through knowledge-based industrial and service sector activity and on producing graduates of global quality. This program will be financed by the World Bank through the Ministry of Higher Education and Highways (MHEH) via the Program-for-Results (PforR) financing instrument. The PforR's distinctive features include linking the disbursement of funds directly to the achievement of specific program results. The AHEAD program will have the following three results areas:

- Increase access to higher education in priority areas for economic development
- Improve the quality of higher education
- Promote research, development and innovation

2. This document focuses on Enriching Learning, Teaching, Assessment and English Language Skills Enhancement (ELTA-ELSE)[1] Development Projects (DPs) for Departments/Units[2], a vitally important component of Results Area Two: 'Improve the quality of higher education' and provides guidelines for proposal preparation for the ELTA-ELSE Department/Unit DPs.

2. IMPROVING THE QUALITY OF HIGHER EDUCATION: ENRICHING LEARNING, TEACHING, ASSESSMENT AND ENGLISH LANGUAGE SKILLS ENHANCEMENT (ELTA-ELSE) DP

3. Higher education systems in developed and upper-middle income countries are increasingly being linked with the industrial and service sectors. In particular, close linkages are being formed between higher education institutions and private sector industries and firms. In Sri Lanka such linkages in terms of academic programs, staff and student interactions with industry, and research, development and innovation linkages between universities and industry still need to be developed in order to be internationally competitive.

4. Globally, higher education systems and institutions are becoming more performance-oriented and funding for institutions is being linked to performance targets, in accordance with national goals and objectives. However, in Sri Lanka higher education funding is still based on historical norms and negotiation. The country urgently needs to rise to performance-based funding of higher education institutions for them to be high-performing and competitive in their operations.

5. The Enriching Learning, Teaching, Assessment and English Language Skills Enhancement (ELTA-ELSE) DP aims at improving the quality of higher education and has two main components: (a) academic and socio-emotional skills development[3] and (b) enhancement of English language skills. The ELTA and ELSE components of the DP will target these areas and are described below.

6. The undergraduate degree programs of Sri Lankan universities exhibit a wide range of quality. At the high end, there are degrees on par with those of reputed universities in OECD countries.

[1] Enriching Learning, Teaching and Assessment (ELTA); English Language Skills Enhancement (ELSE)

[2] English Language Teaching Units (ELTUs) /Centers (ELTCs) will not be eligible to apply for DPs as they do not conduct degree programs. Departments of English Language Teaching (DELTs) are eligible to apply provided that they conduct Teaching English as Second language (TESL) degree programs. However, DELTs/ELTUs/ELTCs will be eligible for the ELSE component of the DP of any winning Department/Unit (refer also Section 6. Budgeting Guidelines).

[3] Socio-emotional skills develop from infancy upwards, based on neurobiological development. But high level socio- emotional skills such as the calibration of risks and rewards, thinking ahead, long-term planning, prioritizing, and controlling emotions, seem to develop mainly in the age range 19-29, which includes the undergraduate years.

Graduates of such degree programs easily enroll in postgraduate programs in the world's highest-ranked universities, as well as obtain jobs in prestigious firms in Sri Lanka and overseas. At the opposite end of the spectrum, graduates cease to participate in the labor force a few years after graduation, opt not to work in the private sector despite significantly higher wages and more opportunities than in the public sector, or are limited in the socio-emotional and English language skills required to be employed, especially in the private sector. Employers in both the private and public sector note the need to develop socio-emotional skills such as achievement motivation, accountability, confidence, resilience, teamwork, and problem solving, and English among graduates. The Sri Lanka Qualifications Framework (SLQF) also incorporates the development of socio-emotional skills as an important element.

2.1: Enriching Learning, Teaching and Assessment (ELTA)

7. The nature of degree programs is undergoing rapid change and development worldwide, driven partly by an explosion of scholarship, information and knowledge, and partly by the swift pace of technological progress. There is also a global trend towards promoting the integration of academic excellence and enhanced socio-emotional skills among university students, so that they are well prepared for the world of work, and for wider social and civic life upon graduation. These are especially important for students from the Arts, Humanities, Social Sciences, Commerce, Management, and Pure and Applied Sciences as these degree programs prepare the students for the world of work in general and therefore students from these disciplines need to be prepared for employment in a wide range of occupations. The ELTA component of the DP seeks to address this issue through the meaningful integration of socio-emotional skills into the academic programs of the above Faculties.

2.2: English Language Skills Enhancement (ELSE)

8. The lack of English language skills of the undergraduates has been identified as a considerable barrier to performing well in the private sector as well as in certain areas of the public sector. Therefore the ELSE component of the DP aims specifically at improving the English language proficiency of the undergraduates, particularly those from the Faculties of Arts, Humanities, Social Sciences, Commerce, Management, and Pure and Applied Sciences.

2.3: Operationalizing the ELTA-ELSE DP

9. In the above context, the AHEAD project will initiate a funding scheme with a view to improving the quality of learning, teaching and assessment combined with socio-emotional skills and English language skills of students from the fields Arts, Humanities, Social Sciences, Commerce, Management, and Pure and Applied Sciences, so as to strengthen the social and economic relevance of the university programs.

10. The ELTA-ELSE Department/Unit DP will be a competitive funding scheme[4] under the overall leadership and responsibility of the Head/Coordinator of the Department/Unit.

Rounds for competition

11. The ELTA-ELSE funding scheme will run in 2 Rounds. Round One will start in 2019 and will be for a period of 3 years. Round Two will start in 2020 and run for 3 years. The DP beneficiaries of Round One **will not** be eligible to apply for Round Two. However, applicants who have been unsuccessful in Round One can apply in Round Two.

[4] There will be an ELTA-ELSE Faculty DP which is also part of the Enriching Learning, Teaching, Assessment and English Language Skills Enhancement (ELTA-ELSE) DP. This will have separate guidelines and applications will be called before calling for the first round of the ELTA-ELSE Department/Unit DPs.

Windows for competition

12. There will be 3 Windows under which ELTA-ELSE DPs will be awarded in Rounds One and Two:

- Arts/Humanities/Social Sciences
- Commerce/Management
- Pure/ Applied Sciences

13. Each Round will have 24 DPs at Department/Unit level distributed among the Windows as given in Table 1. The competition among Departments/Units will be within Windows and within Tiers (see paragraph 14 for a description of the Tiers).

Table 1: Windows for ELTA-ELSE DPs and Number of Projects

DP Type	**Round**	**Windows**			**Total No of DPs**
		Arts/ Humanities/ Social Sciences	Commerce/ Management	Pure / Applied Sciences	
ELTA-ELSE Department/Unit	**1**	8	8	8	**24**
	2	8	8	8	**24**
TOTAL		**16**	**16**	**16**	**48**

Note: The maximum number of ELTA-ELSE Department/Unit DPs awarded to any University will be 3 per Round with a maximum of 5 across the two Rounds. However, if 2 or more Departments/Units from the same University gain the same marks based on the evaluation criteria and the above cannot be implemented, the DP funds will be divided equally among these Departments/Units.

Tiers for competition

14. Universities will be organized into 2 Tiers for the competition for funds. Tier One will consist of older, more established Universities which were not located in conflict-affected areas. Tier Two will consist of Universities that were established after 1995 (new universities) and Universities affected by the 30-year secessionist conflict in the Northern and Eastern Provinces.

The number of DPs across Tiers is given in Table 2 below.

Table 2: Distribution of Department/Unit Funds by Tiers

Round	Tiers	Window One	Window Two	Window Three	Total
		Arts/Humanities/ Social Sciences	Commerce/ Management	Pure/Applied Sciences	
1	**Tier One Universities** Colombo Kelaniya Moratuwa Peradeniya Ruhuna Sri Jayewardenepura	3	3	3	**9**
	Tier Two Universities Eastern Jaffna Rajarata Sabaragamuwa South Eastern Uva Wellassa Visual and Performing Arts Wayamba	5	5	5	**15**
	Total	**8**	**8**	**8**	**24**
2	**Tier One Universities** Colombo Kelaniya Moratuwa Peradeniya Ruhuna Sri Jayewardenepura	3	3	3	**9**
	Tier Two Universities Eastern Jaffna Rajarata Sabaragamuwa South Eastern Uva Wellassa Visual and Performing Arts Wayamba	5	5	5	**15**
	Total	**8**	**8**	**8**	**24**

Note: The Open University is excluded because it offers different types of degree programs to the conventional universities, and will be supported under Results Area One of AHEAD.

15. **The proposals should identify Key Performance Indicators (KPIs) against which performance will be measured and monitored (see also Sections 7 and 8). Performance will be monitored regularly (quarterly, semi-annually, and annually) by the OMST. Where performance is unsatisfactory, all or a part of the DP funding will be cancelled.**

3. ELIGIBILITY

16. The ELTA-ELSE Department/Unit DPs will be available to Departments/Units in the Faculties of Arts, Humanities, Social Sciences, Commerce, Management, and Pure and Applied Sciences in the Universities which come under the purview of the UGC and have internal students. All applications should be approved and forwarded through the Head/Coordinator of the Department/Unit, Dean of the respective Faculty and the Vice-Chancellor of the University.

17. In order for a Department/Unit to submit a proposal, it is mandatory that the Faculty it belongs to has already submitted a proposal for a Faculty DP (see footnote 4 regarding Faculty DPs) and that the relevant Department/Unit has participated in developing the Faculty proposal (see Faculty guidelines para 17). If a Department/Unit has not contributed towards its Faculty's proposal, it is not eligible to submit a Department/Unit proposal. Whether the Faculty DP was successful or not is irrelevant. Any Department/Unit seeking to access resources under this DP should include a process of consultation with academics, students, Career Guidance Units, Employers' Associations and Chambers of Commerce and any other relevant stakeholders such as Staff Development Centers.

18. The proposals should address both components of the DP, i.e. (a) improving the quality of learning, teaching and assessment integrated with socio-emotional skills; and (b) English language skills[5]. In order to address component (b), it is strongly recommended that the relevant DELT/ELTU/ELTC should be consulted and their participation sought[6].

4. ELIGIBLE ACTIVITIES

19. The objective of the ELTA-ELSE DPs is to promote academic excellence and develop socio-emotional skills and English language skills among students to enable them, when they graduate, to contribute productively to social and economic development.

20. Proposals should identify 5 activities and up to 3 sub-activities under each activity that form a coherent program to address the above. **At least one activity should target the English language component.** ELTA-ELSE DPs will support a wide range of activities and sub-activities that meet their objectives. Some examples of activities for ELTA would be enriching assessment procedures, enriching curricula, teaching, and learning in line with assessment reform, mapping courses against SLQF guidelines, introducing inter-faculty courses/programs, enhancing the flexibility of and widening student choice in courses/programs, benchmarking with internationally recognized courses/programs, introducing innovative and learner centered teaching, learning, and assessment methods, redesigning courses for interactive learning, introducing/enhancing career guidance programs, introducing/enhancing student placement/internship programs, promoting university-industry linkages in teaching, learning, and assessment. Some examples of activities for ELSE would be enriching existing ESL courses, introducing new Business English/Academic English/ English for Specific Purposes (ESP) courses, and courses to aid in the transition to English medium instruction. It is expected that these innovations will integrate academic excellence, socio-emotional skills important for employment, and a high level of English language skills. All activities and sub-activities should be tied to the assessment process and count towards the GPA. Activities and sub-activities need not be limited to the above, and applicants can introduce new activities.

[5] Two departments will be exceptions to this rule: (a) Departments of English, and (b) Departments of English Language Teaching which conduct Teaching English as a Second Language (TESL) degree programs. Thus, in effect, these two Departments can only qualify for the ELTA component of the DP i.e. LKR 10.5 million (see also Table 3).

[6] If a DELT/ELTU/ELTC declines to participate in the proposal, the Department/Unit has the option of obtaining the services of another suitable English as a Second Language (ESL) service providing entity. In this case, the proposal should contain evidence of the stance of the relevant DELT/ELTU/ELTC.

Innovation and creativity in identifying and designing activities and sub-activities is encouraged and will be given due recognition. Collaboration with employers or other relevant stakeholders such as students and alumni is vital in designing activities. The collaborating stakeholders must be identified and their commitment indicated in the proposal (see Section 7. Structure of the Proposal). In this regard, applicants are requested to pay special attention to the Evaluation Criteria as stated in Section 9 of these Guidelines.

21. Overseas staff development activities and Masters/PhD programs will not be eligible under ELTA-ELSE DPs as there is a separate HRD component under AHEAD. However, a limited number of domestic short-term (i.e. less than 3 months) training initiatives directly relevant to the activities will be eligible.

5. ELIGIBLE EXPENDITURE

22. The eligible expenditure to be proposed under the ELTA-ELSE DPs will be limited to the items described in the four cost components given in the following sections.

Goods

23. Goods to be procured under the ELTA-ELSE DP include equipment, furniture, books, journals, software etc. The project will support upgrading laboratories, modernizing teaching and learning equipment, support for repairing, upgrading and/or procuring new equipment etc. Procurement of teaching and learning aids could also be included. The project would also support the procurement of textbooks and other related learning materials (i.e. journals, magazines, software/CDs etc.) and upgrading libraries. Furniture purchases eligible to be proposed are limited to those required for classroom, laboratory, and student welfare purposes.

24. The proposed budget allocation for this component should not exceed 60% of the total budget**.**

Works

25. The civil works to be carried out under the project will be limited to construction at the eligible university, renovation or expansion/upgrading of the existing physical facilities relevant to the proposal. It is recommended that upgrading of student learning environment and the student welfare facilities are given high priority. Purchase of land would not be eligible.

26. The proposed budget allocation for this component should not exceed 30% of the total budget**.**

27. In addition, the budget for the above two components together (i.e. Goods + Works) should not exceed 90% of the total budget.

Services

Consultancies

28. International and domestic consultancies may be proposed to assist in curriculum development, promoting outcome based education, and student centered learning, develop modern assessment methods, and for other academic activities that target the DP objectives.

29. The proposed budget allocation for this component should not exceed 20% of the total budget.

Non-Consultancies

30. Activities that fall under this component are:

- Workshops/seminars/guest lectures for students and staff
- Career guidance programs
- Staff and student collaborative programs which contribute to the degree
- Activities that promote English language skills development
- Local study tours/field visits/excursions for students for academic purposes
- Other innovative activities that promote the DP objectives

In addition to the above, other services related to the DP will be considered with proper justification. However, in proposing this type of activity, the proposal writers should pay special attention to feasibility.

31. The proposed budget allocation for this component should not exceed 20% of the total budget.

Other Value-Added Activities (OVAA)

32. Other Value-Added Activities include the normal expenditures of the DP such as reasonable costs of goods and services required for day-to-day implementation, payments for activity coordinators, and academic and non-academic staff, maintenance of equipment, fuel, office supplies, utilities, consumables, office maintenance, academic staff travel, subsistence and accommodation, advertising expenses, communications expenses.

33. The proposed budget allocation for this component should be a maximum of 10% of the total budget.

6. BUDGETING GUIDELINES

34. As noted in Table 1, the total number of ELTA-ELSE Department/Unit DPs is 48. Each DP will be to the value of LKR 15 million, of which LKR 10.5 million is to be spent on ELTA and LKR 4.5 million is to be spent on ELSE. This distribution is provided in Table 3.

Table 3: Funds distribution for the ELTA-ELSE Department/Unit DPs

Tiers	Window One	Window Two	Window Three	Total
	Arts/ Humanities/ Social Sciences	Commerce/ Management	Pure/ Applied Sciences	
Tier One Colombo Kelaniya Moratuwa Peradeniya Ruhuna Sri Jayewardenepura	3	3	3	**9**
Tier Two Eastern Jaffna Rajarata Sabaragamuwa South Eastern Uva Wellassa Visual and Performing Arts Wayamba	5	5	5	**15**
Total allocation for a DP (LKR m)	15.0	15.0	15.0	**45.0**
Maximum Amount of an ELTA DP (LKR m)	10.5	10.5	10.5	**31.5**
Maximum Amount of an ELSE DP (LKR m)	4.5	4.5	4.5	**13.5**
No. of DPs in both Rounds	16	16	16	**48**
Total Allocation (LKR m)	240.0	240.0	240.0	**720.0**

35. If a Department/Unit wins the DP, the amount allocated to the ELTA component should be utilized for activities which integrate academic excellence with socio-emotional skills, and the ELSE component should be utilized for enhancing the English language skills of its undergraduates.

36. The proposed budget (see Table 7) should have a solid rationale showing how the resources will be invested to achieve the KPIs (see also paragraph 15 and Section 8 for a description of KPIs). It should also clearly reflect the manner in which funds are to be utilized for the ELTA and ELSE components separately. Time sequencing of the budget can be done by each Department, with up to 60 percent of expenditures being planned for the first year of the DP.

7. STRUCTURE OF THE PROPOSAL

37. The proposal should be limited to a maximum of 30 pages (excluding appendices) printed in A-4 paper, using 1.5 spacing and Times New Roman font size12.

38. Marks will be allocated for this proposal and the weightage is given in Section 9: Evaluation Criteria (Table 9).

Layout of the Proposal

1. Title page
2. Activity Team
3. Background
4. Activity Plan
   - 4.1 Proposed activities/sub-activities
   - 4.2 Activities and plan to achieve the KPIs
   - 4.3 Time schedule
   - 4.4 Stakeholders
   - 4.5 Budget justification
   - 4.6 Sustainability

39. All proposals should be submitted according to the above format. Marks will be allocated for ***Section 4: Activity Plan*** below and the scoring is indicated against each sub-section (***4.1- 4.6***) for transparency of the evaluation process. The other sections of the proposal will not be awarded marks but are necessary requirements.

1. Title page

DP name: ELTA-ELSE (Department/Unit) University:
Faculty:
Department/Unit:
Names and signatures of the team involved in the preparation of the proposal:
Signatures of Head/Coordinator, Dean, Vice-Chancellor:
Primary contact person (Project Coordinator)
Name:
Mobile/email:

2. Activity team

An activity team from the Department/Unit responsible for leading and coordinating the DP should be selected and indicated in the proposal. Faculty Board approval must be sought for the team and the relevant Faculty Board Minutes should be attached to the proposal.

The activity team should consist of a team leader (i.e. Project Coordinator) and team members (i.e. Activity Coordinators). The Project Coordinator should be in the position of a senior lecturer or above, but should NOT be the Head/Coordinator of the Department/Unit. Only a person who is able to function as the Project Coordinator for the total DP period should be appointed. The Project Coordinator should be responsible for the overall preparation and supervision of the activities and also handle one activity proposed (see Section 4. Eligible Activities). There can be up to two Activity Coordinators under the Project Coordinator and they will handle the remaining four activities. It is recommended that the above Activity Team is part of the team of proposal writers. The leadership for the preparation and submission of the proposal should be provided by the Project Coordinator.

3. Background

This section should include information regarding the Department/Unit along the lines below. Any other information/tables/graphs that the Department/Unit considers relevant could also be included as appendices.

- Current student enrolment by year and gender (Appendix 1- Table 1)
- Existing activities to promote socio-emotional skills as given in the SLQF guidelines of September 2015[5] (refer Table on page 14, items 3-10) and any others. Provide a concise description (maximum two pages)
- Existing activities to promote English language skills. Provide a concise description (maximum one page)
- Undergraduate course units and medium of instruction (Appendix 1 - Table 2)
- Graduate employment experience – most recent year (Appendix 1 - Table 3)
- Qualifications of academic staff (Appendix 1 - Table 4)
- Physical resources (Appendix 1 - Table 5)

4. Activity Plan

This section of the proposal will be awarded marks. Instructions for reviewers and the weightage for each sub-section is given below in **bold and italicized text**.

4.1 Proposed activities/ sub-activities

The proposed activities, and the rationale should be presented in this section following the format provided in Table 4. The rationale for each activity should indicate how the proposed activity (and sub-activities) will achieve the key results which will reflect the larger objectives of the ELTA-ELSE DP.

Proposals should identify 5 activities and up to 3 sub-activities under each activity (see also Section 4. Eligible Activities).

Table 4: Rationale for activities

Activity	Rationale
1.	
2.	
3.	
4.	
5.	

Note: This table should include all 5 activities.

Reviewer: Rate the relevance of each proposed activity to the ELTA-ELSE objectives (15 marks).

[5] University Grants Commission (2015). Sri Lanka Qualifications Framework (SLQF).

4.2 Activities and plan to achieve the KPIs

The performance of the DP will be reflected through a set of KPIs (see also paragraph 15 and Section 8 for a description of KPIs). The team must identify the most appropriate set of KPIs to reflect the objectives of the DP and state them using the format provided in Table 5. The activities and sub-activities proposed should contribute to the achievement of the KPIs. It may be the case that one activity is relevant to more than one KPI and vice-versa.

Table 5: Activities and plan to achieve KPIs

Activity	**Sub-activity**	**KPIs**	
		Intermediate outcomes	Outcomes
1.	1.1		
	1.2		
	1.3		
2.	2.1		
	2.2		
	2.3		

Note: This table should include all 5 activities and related sub-activities.

Reviewer: Rate the feasibility of the activities and sub-activities and the appropriateness of the relationship between the activities and the KPIs (45 marks)

4.3 Time schedule

Provide a detailed schedule for the implementation of the sub-activity using the format depicted in Table 6.

Table 6: Time schedule

Activity	**Sub-Activity**	**Year 1**				**Year 2**				**Year 3**			
		Q1	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
Activity 1	1.1												
	1.2												
	1.3												
Activity 2	2.1												
	2.2												
	2.3												
Activity 3	3.1												
	3.2												
	3.3												

Note: This table should include all 5 activities and related sub-activities.

Reviewer: Rate the ability to achieve the actions within the time period (5 marks)

4.4 Stakeholders

The proposal writing process should be carried out with the participation of the relevant stakeholders (i.e. all categories of academic staff, students, alumni, prospective employers etc.). Show clearly and briefly (i.e. through minutes of meetings, correspondence etc.) the involvement of the stakeholders in developing the activities and their role related to implementation.

Reviewer: Rate the involvement of different stakeholders and appropriateness of the role they play (10 marks)

4.5 Budget justification

Provide a budget justification for the resources needed for implementing the activity using the format provided in Table 7. The resources and investments for each activity and sub-activity should equal the total budget for which the guidelines were given above.

Table 7: Proposed Budget

Activity	**Estimated cost (LKR)**					
	Goods	**Works**	**Services**		**OVAA**	**Total**
			Con.	**Non. Con.**		
1						
2						
3						

Reviewer: Rate whether the budget is justifiable in terms of the requirements (10 marks)

4.6 Sustainability

Describe how the activity and sub-activities will be sustained after the project period. Aspects described should include its financial implications, commitment and allocation of resources for the continuation of this activity after the project period and adaption of good practices.

Reviewer: Rate the mechanisms given for sustainability and their plausibility (15 marks)

8. KEY PERFORMANCE INDICATORS (KPIs)

40. A set of KPIs will be used to measure the performance of the activities and sub-activities and the progress of the KPIs will be monitored regularly (quarterly, semi-annually, and annually). Disbursement of funds will be linked to the achievement of the KPIs identified in the proposal.

KPIs will be divided into the following categories.

(a) **Intermediate Outcome Indicators:** These are indicators which mark the specific milestones that will help achieve the main outcomes of the ELTA-ELSE DP. Achievement of these milestones is in the control of the ELTA-ELSE team. For instance, the number of academic staff members trained in OBE-LCT is in the control

of the team. As it will contribute to the outcome of practicing OBE-LCT in undergraduate teaching, learning, and assessment, this is an intermediate outcome.

(b) **Outcome indicators:** These are indicators which mark the full completion of an ELTA-ELSE activity. For instance, the teaching, learning, and assessment of a degree program practicing OBE-LCT methods can be considered an outcome indicator.

(c) **Impact indicators:** These are the final socio-economic impacts of the ELTA-ELSE DP. These impact indicators need to be disaggregated by gender and sector of employment, private or public. These impact indicators are outside the control of the DP but are important for the well-being of the graduates and for the contribution of the university to national development.

The KPIs of the proposed DP must be given using the format provided in Table 8. The baseline value should be provided based on the current situation. Applicants can include indicators based on the activities they propose. What is provided in Table 8 is only an example of possible KPIs (see Appendix 3 for a detailed list of possible KPIs). The selection of the KPIs can be made based on one of the following three scenarios:

(a) 5 outcome indicators and 5 intermediate outcome indicators from the menu in Table 8;
(b) 4 outcome indicators and 4 intermediate outcome indicators from the menu and another outcome indicator and intermediate outcome indicator which is outside the menu;
(c) 3 outcome indicators and three intermediate outcome indicators from the menu and two outcome indicators and intermediate outcome indicators outside of the menu.

Only the intermediate outcome indicators and the outcome indicators need to be provided in the proposal. The impact indicators need not be provided at the proposal writing stage but will be required during the implementation stage and will be monitored.

41. Methods used to measure each KPI and to obtain the data must be outlined in the methods column. These methods can be clarified/changed based on the reviewers'/OMST's feedback.

Table 8: Key Performance Indicators (KPIs)

Indicator	***Baseline****	***End of Year 1***	***End of Year 2***	***End of Year 3***	***Methods***
Intermediate Outcome Indicators					
1					
2					
Outcome Indicators					
1					
2					
Impact Indicators					
1					
2					

* The baseline value should be provided based on the current situation.

9. EVALUATION CRITERIA

42. The reviewers will evaluate the proposal based on the marking scheme given in Section 4 above using the format provided in Table 9.

Table 9: Marking scheme

Section	Maximum Mark	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Total
Proposed activities and rationale	15						
Activities and plan to achieve the KPIs	45						
Time schedule	5						
Stakeholders	10						
Budget justification	10						
Sustainability	15						
TOTAL	100						

Scores will be given based on the following formula.

$$\text{Final marks} = \frac{xxx}{500} \times 100 = \ldots\ldots\ldots\ldots..$$

10. EVALUATION PROCESS

43. The evaluation process will be fair, objective, and transparent. Any potential conflict of interest will be prevented in the evaluation process. Hence, the reviewers will not be allowed to evaluate the proposals submitted by their own university or an institution to which they have an affiliation, a financial connection or a personal interest.

44. Marks will be allocated first for a desk evaluation and then a site evaluation. The marking scheme given in Table 9 will be used for both the desk evaluation and the site evaluation. Only proposals gaining a score 65 or above will proceed to the site evaluation. The average of the two marks will be taken as the final score. Only those gaining 65 or above when the marks are averaged will be considered for DPs.

45. Where the mark obtained at the desk evaluation is less than 65, recommendations will be made for further improvement of the proposal. The main purpose of providing this feedback is to enable the Department/Unit to seek alternative funding for the proposal, including from the subsequent round of the ELTA-ELSE competition. In the event that the current round does not have sufficient winning proposals, the OMST may invite re-submission from those who have obtained between 60 and 64 marks in order that these revised proposals to be considered for the present round of funding.

46. The main objective of the site evaluation is to assess the conformity between the written proposal and the ground realities, and to draw a final judgment on the feasibility of the proposed plan. In particular, the site evaluation has the following objectives:

- Validation of the data included in the proposal;
- Clarification of issues that would have arisen during the desk evaluation;
- Assessment of the Department/Unit's commitment to the project activities outlined in the proposal.

47. The desk evaluation and the site evaluation will be carried out by a panel of reviewers. The proposal will be reviewed by academics of similar disciplines who will not be from competing Departments/ Units. The reviewers will be selected from among those who have experience in proposal evaluation in the IRQUE Project and the HETC Project, and by new reviewers. Further reviewer training will be provided to all by the OMST. The list of reviewers will be made available and if it is felt that any academic or expert should not review your proposal due to any possible conflict of interest, please indicate this in a separate confidential letter.

48. An appeal mechanism will be in operation and any applicant is eligible to forward an appeal after marks have been released. The format of the appeal can be obtained from the OMST. Appeals should be forwarded to the OMST within five working days of announcement of results. A decision will be given within three weeks of the receipt of the appeal.

11. TIME SCHEDULE

Table 10: Time schedule

Activity	Date
Release of Guidelines	March 2018
Call for Expression of Interest	April-May 2018
Training on Proposal Writing	April-May 2018
Training of Reviewers	April–May 2018
Call for Proposals	July 2018
Submission of Proposals	August 2018
Desk Evaluation	August-September 2018
Site Evaluation	September-October 2018
Release of Marks	October 2018
Acceptance of Appeals	October 2018
Announcement of Winners	November 2018
PAT Preparation	November 2018
Award of DP	December

12. SUBMISSION PROCEDURE

49. The proposal must be accompanied by a cover letter signed by the Head/Coordinator of the Department/Unit, Dean of the relevant Faculty, and the Vice-Chancellor. The final form of the Proposal and all supporting documents should be emailed to the OMST by the deadline. Applications received beyond the deadline will not be considered.

50. Proposals should be submitted to the following email address:

elta.else@gmail.com

13. MONITORING AND EVALUATION

51. Monitoring and evaluation of the ELTA-ELSE DPs and will be conducted through the following means:

- Continuous progress monitoring
- Biannual progress reports
- Mid-year forum
- Mid-term review

52. The *continuous progress monitoring* will be conducted monthly. The main tool for this will be the Performance Achievement Template (PAT). A copy of the PAT and training in its use will be provided for the winners of DPs. In addition, monitoring visits will also be made by relevant experts commissioned by the OMST. Such visits will at times be pre-arranged and at times be unannounced.

53. The *biannual progress monitoring* is aimed at assessing the progress achieved during the previous six months. Each Department/Unit that receives an ELTA-ELSE DP is expected to submit biannual progress reports to the OMST according to a format that will be provided. This report will include brief descriptions of major achievements, good practices introduced, obstacles encountered, and actions taken to overcome them. The available data on KPIs should also be included in the report.

54. The *mid-year forum* is usually conducted in the form of a workshop where all winners are requested to present the progress of their projects. The objectives of the mid-year forum are to share experiences/good practices among winners and to find solutions for common problems.

55. The primary objective of the *mid-term review* which will take the form of a report (a template will be provided closer to the date) is to assess the progress to date and to discuss any fine-tuning required to achieve the KPIs. In particular, the mid-term review will:

- assess the awardee's capacity to implement the plan;
- assess the feasibility of achieving the KPIs within the given timeframe;
- recommend necessary corrective action where needed to improve performance.

Appendix 1

Table 1. Current student enrolment by year and gender

Faculty	**Department /Unit**	**1st year**		**2nd year**		**3rd year**		**4th year**	
		M	**F**	**M**	**F**	**M**	**F**	**M**	**F**
	General /Study Stream*								
	Special *								
	Total								

Note: *Only for Faculties/Departments/Units that conduct these degree programs have the given breakdown.

Table 2: Undergraduate course units and medium of instruction

Year	**Total no of course units offered by the Department/Unit**	**Medium of instruction***			
		Only Sinhala	Only English	Only Tamil	Offered in more than one language
1st year					
2nd year					
3rd year					
4th year					

Note: * This excludes departments that teach languages

Table 3: Graduate employment experience in …… (insert most recent year)**

……. in ……..**			
Employment experience	**Male**	**Female**	**Both**
Average time taken to get first job after graduation (months)			
Number of students employed in the private sector			
Number of students employed in the public sector			
Total number of students who graduate in the given year			

Note: ** If a Department/Unit conducts general and Special degree programs it need only provide information on its special degree students

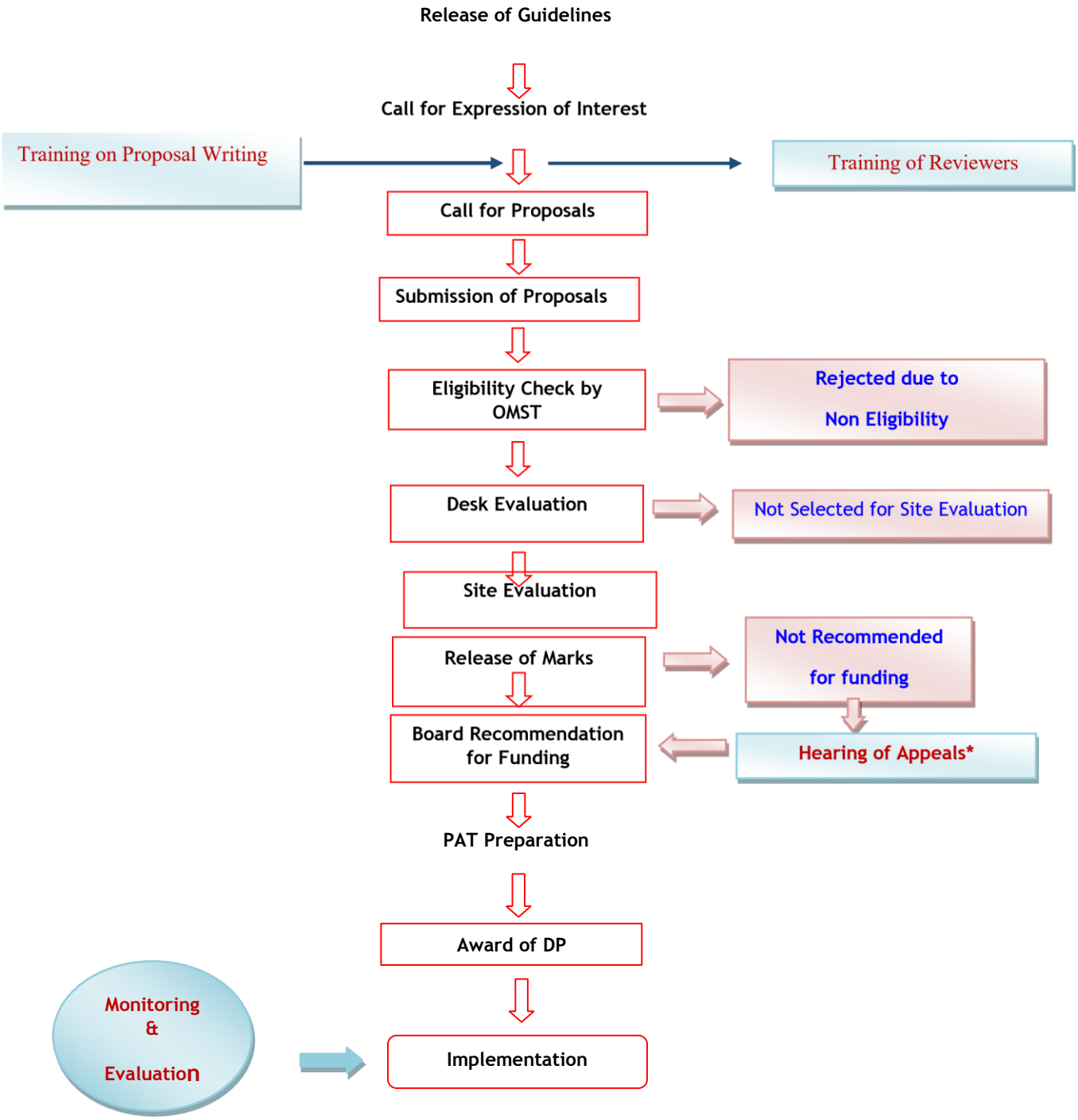
Table 4: Qualifications of academic staff

	PhD		MPhil/ Masters		Postgrad. Diploma		Bachelors		Other academic awards/scholarships (Including CTHE)	
	M	F	M	F	M	F	M	F	M	F
No. of professors										
No. of senior lecturers										
No. of lecturers										
No. of lecturers (probationary)										
No. of temporary assistant lecturer										
No of tutors										
No. of demonstrators										
No. of visiting lecturers										

Table 5. Physical resources

Department/ Unit	Library	Computer Units	Computers for staff use	Computers for student use	Classrooms with multimedia	Laboratories	Other

Appendix 2. ELTA-ELSE: Key steps



* If proposal resubmission is required, it will be done at this stage.

Appendix 3. Key Performance Indicators (KPIs)

Indicator	*Baseline**	*End of Year 1*	*End of Year 2*	*End of Year 3*	*Methods*
Intermediate Outcome Indicators					
Number of OBE-LCT master trainers available to conduct Faculty-level academic staff training programs					
Number of OBE-LCT training sessions conducted					
Number of academic staff members trained in OBE-LCT					
Number of curricula and assessments for degree programs/course units enriched to align with OBE-LCT principles					
Number of workshops/guest sessions/company visits/field visits between students and potential employers					
Number of students benefiting from such interactions					
Number of internship programs					
Number of students participating in internship programs					
Number of mentoring programs					
Number of students participating in mentoring programs					
Number of career fairs organized by the Faculty					
Number of companies/firms participating in career fairs					
Number of students participating in career fairs					
Number of students receiving job offers through career fairs					
Number of students attending sessions conducted by career guidance units					
Number of students registered at the career guidance unit					
Number of positions advertised through career guidance units					
Purchasing of equipment required for digital-based teaching, learning, and assessment					

Number of academics trained in digital-based teaching, learning, and assessment					
Number of new ESL courses introduced to the curriculum					
Number of students in new ESL courses					
Number of ESL courses that enrich their teaching-learning methods to include OBE and LCT					
Number of ESL courses that enrich their assessment methods					
Number of workshops conducted on transitioning to Bilingual Education					
Number of academics attending Bilingual Education workshops					
Number of students in bilingual courses					
Number of students sitting the UTEL					
Outcome indicators					
Percentage of degree programs practicing OBE-LCT in teaching, learning, and assessment					
Percentage of course units in all the degree programs of the Faculty practicing OBE-LCT in teaching, learning, and assessment					
Number of academic staff practicing OBE-LCT in teaching, learning, and assessment					
Number of students benefiting from OBE-LCT in teaching, learning, and assessment					
Number of students obtaining job offers through workshops/guest sessions/company visits/field visits conducted by potential employers					
Number of students obtaining employment after internship programs					
Number of students benefiting from mentoring programs					

Number of students obtaining jobs through career fairs					
Number of jobs obtained through career guidance units					
Number of degree programs enriched by digital-based teaching, learning, and assessment					
Number of academics practicing digital-based teaching, learning, and assessment					
Number of courses that transition to Sinhala/Tamil and English					
Number of students showing an improved UTEL band score					
Impact Indicators					
Number of graduates employed within 3 months of graduation					
Percentage of graduates employed within 3 months of graduation					
Number of graduates employed within 6 months of graduation					
Percentage of graduates employed within 6 months of graduation					
Average salary of the first job obtained by graduates					
Level of employer satisfaction**					
Level of employer satisfaction regarding English proficiency of graduates**					

* The baseline value should be provided based on the current situation.

** If this indicator is to be utilized, indicate how it will be implemented and measured.