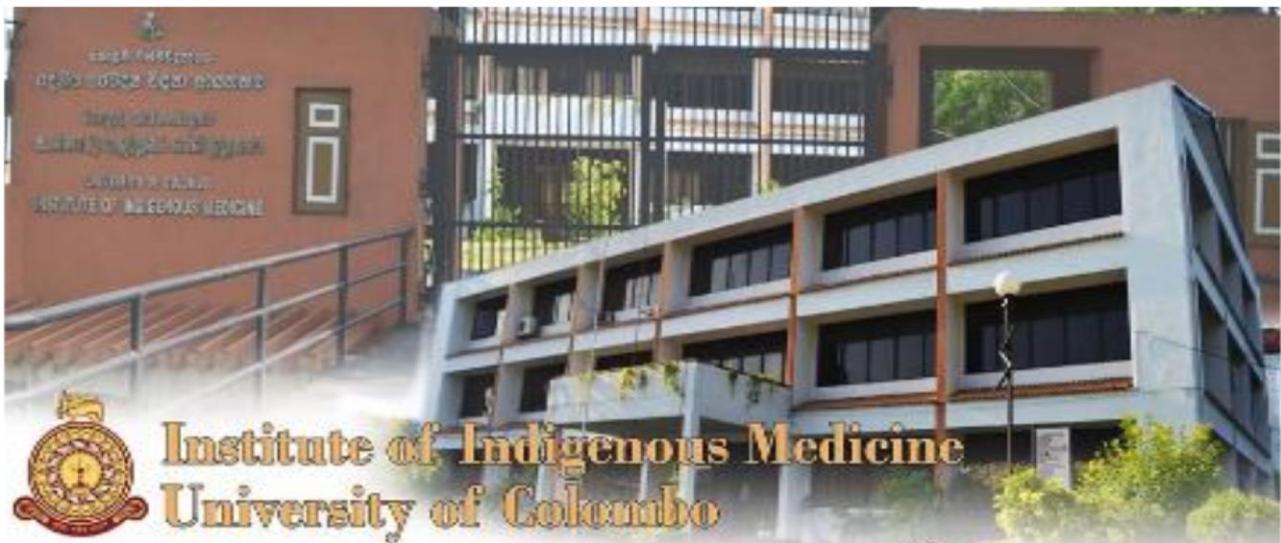




PROGRAMME REVIEW REPORT
Bachelor of Ayurveda Medicine and Surgery
Degree (BAMS) Programme
Institute of Indigenous Medicine
University of Colombo
13th - 16th January 2020



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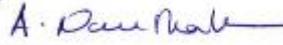
Quality Assurance Council
University Grants Commission, Sri Lanka

University: University of Colombo, Sri Lanka

Faculty/Institute: Institute of Indigenous Medicine

Program: Bachelor of Ayurveda Medicine and Surgery

Review Panel:

Name	Signature
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Dr. A Nanthakumaran	
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Dr. KPP Peiris (Chair)	

Date: 13th January - 16th Jan! 2020

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Section 1. Brief Introduction to the Programme

The Institute of Indigenous Medicine (IIM) which boasts of a proud history of 09 decades, is the pioneering Ayurveda Medical Institute in Sri Lanka. It offers degree programmes leading to Bachelor of Ayurveda Medicine and Surgery (BAMS) and Bachelor of Unani Medicine and Surgery (BUMS), and has a student population of around 1200. Being affiliated to University of Colombo, the institute proudly claims to provide quality education to the undergraduate and postgraduate students and keenly engaged in research to uplift the Indigenous Medicine system in Sri Lanka. The IIM can be considered to be one of the best knowledge hubs of Ayurveda and Unani systems of medicine, with highly qualified academics who have multidisciplinary postgraduate training. At present, the Institute has two departments of study (Department of Ayurveda and Department of Unani) that deliver the undergraduate study programs. The Department of Ayurveda offers the Bachelor of Ayurveda Medicine and Surgery (BAMS) Degree with the aim of producing competent Ayurveda Medical Professionals to address the global health challenges in a safe, effective and ethical manner.

The Institute has long history. It was established in 1929 as the "SwadeshiyaVaidyaVidyalaya" with an initial intake of 72 students. In 1941, with the introduction of the Indigenous Medical Ordinance of No.17, the Ayurveda Advisory Board and the College and Hospital Board helped to upgrade the quality of teaching. In 1961, under the Ayurveda Act No. 31, the "SwadeshiyaVaidyaVidyalaya" was renamed as "Government Ayurvedic Medical College" and re-located to premises in Rajagiriya. In 1977, it was further upgraded and renamed as the Institute of Ayurveda Medicine, University of Sri Lanka. The Institute was affiliated to the University of Colombo with effect from 1st January 1980 under the Universities Act No.16 of 1978 and once again renamed as the Institute of Indigenous Medicine" (IIM), University of Colombo.

The initial programme of study and qualification offered by the Institute was a Diploma in Indigenous Medicine and Surgery (DIMS). This was replaced by the Diploma in Ayurveda Medicine and Surgery (DAMS) in 1961. Since 1929 the curriculum has been repeatedly reviewed and in 1982, the DAMS was replaced by a Bachelor's degree known as the Bachelor of Ayurveda Medicine and Surgery (BAMS).

Since 1982, several attempts were made to amend the curriculum. The IIM finally succeeded in doing so in 2011, by adopting the semester system for conducting the study programme, with a GPA system for grading the achievements. The medium of instruction is English, with some assistance in Sinhala language. Another significant initiative was the introduction of a six-credit research component, which motivates students to engage in research from early on in their careers. The revised curriculum also focused on student centered learning, giving space for students to improve their overall knowledge, skills and attitudes.

During implementation of the 2011 curriculum revision, several drawbacks were identified and the curriculum was revised again in 2019 as per the guidelines of UGC. This was a long process which took into consideration comments from all stakeholders, to bring the

programme on par with other medical degree programmes in the country. The 2019 revision was implemented with the new intake for the academic year 2018/2019.

The BAMS degree programme spreads over a period of 06 years that includes a one-year internship. The curriculum is designed to meet SLQF Level 6 standards. The degree is awarded upon successful completion of the five-year programme of study and one year of internship.

The degree programme is based on the course unit system consisting of compulsory course units and optional course units totaling to 195 credits, spread over more than 8000 notional hours during 5 years of course work. The academic programme is organized at five levels (Level I, II, III, IV & V) and each level consists of one academic year, comprising two semesters of 15 weeks' duration each. Course evaluation includes continuous assessments and end of semester examinations. The GPA system is being used to grade students. The BAMS degree programme aims to produce competent Ayurveda graduate doctors who can deliver best knowledge, skills and practices with good attitudes for the betterment of the national health care service. The BAMS programme is offered jointly by all eight academic units of the Department of Ayurveda, with the 54 core course units and 10 optional course units. At present, 914 students are reading the BAMS programme, as shown in Table 1.

Table 1. Number of students in programme at present, by year of study

Academic Year	No. of students presently registered
2017/2018 – 1st Year	170
2016/2017 - 2nd Year	174
2015/2016 - 3rd Year	150
2014/2015 - 3rd Year	131
2013/2014 - 4th Year	133
2012/2013 - 5th Year	156

Table 2 provides data on the places available for each intake over the past five years, and the number who initially enrolled for the degree programme, while Table 3 shows the number who have graduated each year over the past five years.

Table 2. Enrolment capacity and initial enrolment

Academic Year	Capacity	No. of students enrolled
2017/2018	180	175
2016/2017	180	183
2015/2016	180	172
2014/2015	180	161
2013/2014	160	147
2012/2013	150	179

Table 3. Number of graduates over the past five years

Year of Convocation	Numbers Graduated
2019	120
2018	93
2017	85
2016	79
2015	63
2014	62

The IIM has a well-planned organizational structure. The Institute's strategic plan and action plans were available. The IIM website appears to be regularly updated. The Department of Ayurveda has an adequate number of academic staff to deliver the BAMS study programme. The profile and the number of academic staff of the Department of Ayurveda is given in Table 4.

Table 4. Profile of academic staff in the Department of Ayurveda

Academic Profile	No. of Employees
Senior Professor	02
Professor	01
Senior Lecturer Grade I	15
Senior Lecturer Grade II	24
Lecturer (Unconfirmed)	02
Lecturer (Probationary)	05
Temporary Demonstrators	20

More than 50% of the academics hold MDs obtained overseas, while other members have local postgraduate qualifications.

Adequate student facilities are available such as IT, sports, recreational, hostel and library etc.

Section 2. Review Team's Observations on SER

The Department of Ayurveda, Institute of Indigenous Medicine (IIM) adopted a participatory and transparent process for writing the SER for review of the study programme leading to its Bachelor of Ayurveda Medicine and Surgery (BAMS) degree. The IIM appointed the team for SER writing, accommodating senior staff members as domain coordinators. The appointed team participated in the awareness workshop on SER writing conducted by UGC in December 2018. Further all staff members were provided with individual copies of the Programme Review. The IIM also obtained suggestions and guidelines from experts identified by the academic staff. Each criterion was assigned to a team and a total of eight teams were involved in data collection for the eight criteria. A writing team consisting of three staff members was appointed by the Director IIM. The writing team wrote the SER with the help of the criterion-wise coordinators and discussed the draft report in a meeting held in March 2019. Then the SER was finalized and submitted on time, as scheduled.

The coordinator, IQAC of the IIM was also involved in the writing process and in the overall coordination of SER writing and coordinating the site visit. The academic staff members of the department participated in the discussion meetings and provided relevant inputs to complete the SER. During the writing process, it had been decided that the top officials (Director/IIM, Sectional Head/Ayurveda, Deputy Registrar, Deputy Bursar and Senior Asst. Librarian) should handle Criterion 1 as it is more or less common, and related to Programme Management. The other seven criteria were assigned for seven domain coordinators and others helped them. The Review Team observed the involvement of Heads of Departments, senior and junior academics in the process of writing SER and it showed the teamwork spirit within the department.

In general, the report followed the guidelines provided in the Programme Review manual for preparation of the SER, including the sections of Introduction to the Study Programme, Process of Preparing the SER, Compliance with the Criteria and Standards and Summary. The introduction to the study programme explains the overview and history of the IIM, the development and the description of BAMS degree programme, Graduate profile, ILOs of the study programme, number of Departments contributing to this degree programme, list of academic units in the Department of study, number of students enrolled for the past seven years from 2010/2011 to 2016/2017, student choices in subject combinations, Number of academic, academic support and nonacademic staff details, learning resources of Library, Information Technology Unit, Quality Assurance Unit, Ethical Review Committee, Skill Laboratory, Physiology Laboratory, Anatomy Dissection Hall, Ayurveda Pharmacy, Dravyaguna Laboratory, Plant House, Animal House, Yoga Centre and Ayurveda Wellness center available in the institute, utilization of external resources such as clinical training at external centers, English Language Teaching, sites for field visits, community based clinical training, internship training, student support system and management including student counseling and mentoring, Career Guidance Unit, Institute Medical Centre, Accommodation,

Canteen facilities and recreation facilities. In addition to these, the student societies mainly the Indigenous Medical Students' Committee is with four sub committees Ayurveda Promotional Committee, Sports Sub Committee, Arts Sub Committee and Cultural Sub Committees. The report has a comprehensive Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis as well. The process of preparing the SER clearly describes the process with necessary components. Section 3 of the SER describes how the BAMS study programme is completed with the standards of the eight criteria in the same order as prescribed in the manual. The report has used the template given in the manual.

The table covers serial number of the standard, claims of the degree of internalization of best practices and the level of achievement of standards, documentary evidence to support the claim and codes of the evidence used. Also, at the end of each subsection, a summary statement on how the programme has complied with the standards of the respective criterion was made. This summary also reflects the BAMS degree programme of the IIM and explains how the best practices given in the manual have been internalized and the measures taken for continuous quality enhancement.

The SER is clear, concise, and a straightforward evaluation report. It is prepared in alignment with the standard formatting recommended in the PR manual. However, the evidence collected and arranged in the files were not aligned with what was written in SER, for some of the standards. This was observed during the site visit and the review team requested the required evidence for verification.

Section 3. A Brief Description of the Review Process

The original team of reviewers comprised Prof. Janitha A Liyanage (Chair), Dr. K.P.P. Peiris, Prof. P.A.S. Edirisinghe and Dr. A. Nanthakumaran. They received the reports on 30.05.2019 and they were given nearly eight weeks for desk evaluation of the SER submitted by the IIM. However, since Prof. Janitha A Liyanage was appointed as the Vice-Chairperson of the UGC just prior to the site visit to IIM, she was replaced by Dr. M.A.U. Mampitiya as a member and Dr. K.P.P. Peiris was appointed as the chair of the review team. Final remarks of desk evaluation for each standard for each criterion were discussed at the pre-site visit workshop on 02.08.2019 at the Auditorium of the Postgraduate Institute of Management located at 28 Lesley Ranagala Mawatha, Colombo 08. A schedule was prepared and finalized for 4-day site visit from 16th to 19th September 2019. Unfortunately, the team was not able to conduct the site visit as initially scheduled, due to trade union action by non-academic staff. The site visit finally took place from 13th to 16th January 2020.

The Review Panel commenced its site visit with a pre-review meeting at the hotel in Colombo on 12th January 2020 at 7.00 pm. From 13th January onwards, the review team met the Vice Chancellor/ University of Colombo, Director/IIM, Director/ IQAU, University of Colombo, Coordinator/ IQAC-IIM, Sectional Head/ Ayurveda, Academic staff of Department of Ayurveda, Coordinator and Academic team/ CGU, Instructor for Physical Education, Lecturer-In-Charge/ Recreation facilities, Administrative staff of the Institute, Academic supporting staff, Technical officers of the IIM, Student Counselors and Academic mentors of the IIM, stakeholders and alumni. (See Annex 1 for site visit schedule).

On 13th January 2020, the meetings started at 8.00 a.m. at College House, University of Colombo with the introduction of review team to the Vice-Chancellor and the Director/IIM. Afterwards the team met Director/IQAU. She briefed the activities of the IQAU / University of Colombo. IQAU of University of Colombo is well established, and located within the premises of College House. It has expanded its services on best practices through faculty level and the Institute level IQACs. Coordinator-IQAC /IIM coordinated all the activities during the site visit.

The review team met the sectional Head around 10.00 am. She presented the organogram of the IIM and stated that the BAMS by-laws were approved in 2018 by UGC. Afterwards we met senior academics. In the afternoon the team met student counselors, academic mentors and also visited all the laboratories and discussed about their academic activities and the shortcomings that they had. The review team also visited to observe the facilities available for students at their common room and the canteen facilities. At about 4.30pm, the team visited to the Library and observed the facilities and got to know about the online library services available for the students. Further the team observed a well-established welfare unit in the IIM premises. It provides student counseling facilities for the students. New entrants to IIM are provided with an awareness programme about it every year. This

welfare unit takes care of the mental health of students by way of counseling services provided for about two hours (4.00pm to 6.00pm) in the first week of every month.

On 14th January, the team started the day from 8.00 am to 11.00 am with verification of supporting evidence. Afterwards there was a meeting with Director/ Physical Education, University of Colombo, and a fruitful discussion with the students of all five levels of study about their academic activities and on student activities, extra-curricular activities, cultural events, community outreach activities etc. From 1.30 pm to 2.40 pm, the team met the other stakeholders of IIM. The review team spent the latter part of the day, from 3.00 pm to 8.00 pm, on further verification of supporting documents.

On 15th January too, the team started with checking supporting evidence. Two members of the team had a meeting with non-academic staff. The team also had an opportunity to observe the hostel facilities provided to male and female students at Rajagiriya. On 16th January, two members of the team continued with evidence checking while the other two members visited the hospital to observe the facilities and the students' clinical training available at the hospital.

The discussion with the DR/Examinations was held in his office and the facilities in the examination branch were noted. The DR explained about how the confidentiality of student records are maintained. They have a confidential room for the examination work, especially for question paper packing.

The discussion with young lecturers on the academic staff revealed that they concentrate more on classroom activities and that opportunities for clinical sessions are limited. They were of the view that it impedes the young staff's professional development.

Discussion with students on the BAMS degree programme (1st to 5th years) indicated that they are satisfied with the teaching and learning activities and the facilities provided for them. The students organize cultural events and social activities every year. They expressed satisfaction with the study programme offered by the department, academic staff commitment, mentoring, counseling and their relations. Students were quiet and well-disciplined and maintained good practices to keep the institute environment clean. However, the stakeholder's view was that just two months with one traditional physician during the internship programme was not adequate for their successful medical practices.

Very good student common rooms with canteen facilities are available to the students at IIM premises. The Students Union is provided a separate room with enough privacy to plan their activities. Sports and recreation facilities including indoor and outdoor games, playground, gymnasium, physical fitness and exercise machines, yoga and meditation center facilities and their accessibility to the students are excellent.

The review team had the opportunity to observe teaching sessions. The lecture rooms have proper facilities, but space is limited to accommodate a maximum of 180 students in each batch. The academic staff uploaded the lecture notes through LMS prior to the lectures. But

the students find difficulties to get the hard copies on time to have them during the particular lecture hours due to lack of printing facilities.

Section 4. Overview of the Institute's approach to Quality and Standards

The Internal Quality Assurance Unit (IQAU) of the university was established in 2010 by the Vice Chancellor of the University of Colombo, as the Subject and Institutional Review process was launched in Sri Lanka by the Quality Assurance and Accreditation Council of the University Grant's Commission. The IQAU Management Committee consists of academics drawn from all faculties and affiliated institutes of the university. Currently, Prof. Dr. Nirmalie Pallewatta, from the Faculty of Science serves as the Director of the IQAU of the University, under the purview of the Vice Chancellor.

The Institute of Indigenous Medicine (IIM) has established an Internal Quality Assurance Cell (IQAC) in 2014. A quality assurance policy framework and by laws have been developed and have received the approval of the Board of Management (BOM) of the IIM, Senate and the Council of the university. It provides services such as development of policies and procedures to improve the quality of teaching and learning, submission of QA review reports annually to the Senate, facilitate the implementation of follow-up actions and monitoring the progress and maintenance of ethics and standards of students, staff, examination and research. However, no proper records and action / work plan were available.

The coordinator IQAC of IIM regularly attends the IQAU meetings at University of Colombo and reports to the Director IQAU on quality assurance activities. IQAC office of the IIM is located in the main administration building. Further, student feed backs / satisfaction reports are analyzed and considered for curriculum revision.

Though an IQAC is established at the Institute, its functions appear to be limited. There was no evidence of regular monthly meetings, and discussion of progress at the Ayurveda sectional committee (ASC) meetings was not evident.

A few workshops have been conducted by the IQAC to create awareness about quality assurance. In maintaining the quality of education, the institute adheres to the academic calendar and timely communicating course timetables and lecture schedules.

The Department of Ayurveda, IIM has changed the medium of instruction on the BAMS program to English, in recognition of global trends and to suit the international context and to thereby enhance the graduate employability.

Regular monitoring and reviewing of the curriculum, has produced a successfully revised curriculum in 2019 which is par with other medical curricula and SLQF guidelines. The revised curriculum has clear course specifications with ILOs, teaching learning methods and

assessment strategies. However, the study programme offered by the institute is not formally monitored by the IQAC.

The dedication of the academic staff to establish student centered learning (SCL) is appreciated. The IIM now organizes an annual international research forum, in order to give the opportunity for young researchers to develop their research capacities.

Section 5: Judgment on Compliance with the Eight Criteria

Our judgment on compliance with the eight criteria for Programme Review is based on the 156 standards listed in the Programme Review manual. The standards in the PR manual are defined as “exactly how a task should be carried out or completed or what the level of attainment or performance or what the desired outputs and outcomes should be”. In the SER of the BAMS study programme, the IIM was expected to describe the level of compliance with, and internalization of best practices and the degree of attainment of the corresponding ‘standards’ with supporting evidence. The Review Team having first scrutinized the claims made in the SER at the desk review, then continued to verification of evidence provided during the site visit.

The Review Team allocated marks 0, 1, 2 or 3 for each standard after first carefully studying the claim of the degree of internalization of best practices and level of achievements of standards stated in the SER with respect to that standard and then observing if the documentary evidence made available to support the claim was sufficient.

It must be noted that the task of the Review Team was made difficult by some deficiencies in the SER. Several standards were misinterpreted by the SER writers and answered to them incorrectly; unrelated evidence was provided in many instances; and evidence provided did not cover the minimum 3 -year period as required. Further, during the site visit, the Review Team also found instances where the SER has failed to cite appropriate evidence even though they are available in the Institute. Due to these shortcomings in the SER, the team found it difficult to assess some standards since the SER listed disorganized evidence that was not aligned with the relevant standard.

The Review Team observed the following strengths and weaknesses in relation to each criterion. Further, we also list the recommendations relevant to each criterion for enhancement of quality in the BAMS study programme.

Criterion 1. Programme Management

Strengths:

- IIM is the pioneering traditional Ayurveda Medical Institute offering the degree programme in BAMS in the country with a student population of around 1200.

- The BAMS is a professional degree programme which preserves traditional medical practices.
- The curriculum of the BAMS programme follows Central Council of Indian Medicine (CCIM) and World Health Organization (WHO) standards in the absence of a local SBS for the subject area.
- The five-year academic calendar that the Department has recently developed enables students to complete the programme and graduate at the stipulated time.
- The IIM is an independent Institute which receives funding directly from the Ministry of Higher Education.
- The IIM has adequate physical infrastructure facilities, particularly the common amenities for students including hostels.
- General information is made available for students in the Handbook
- The Institute website is up-to-date.
- Recent steps have been taken to make the IIM a ragging-free place
- Links have been established with foreign universities for academic and research cooperation.
- The IIM has made an effort to advance the student intake by shortening the semester time, with lectures conducted during weekends.
- The IIM has its own administrative staff of DR, SAR, AR, SAB and AB
- The IQAC of the IIM is guided by the IQAU at the University.
- Students have sufficient access to adequate library facilities with online search.
- Students have satisfactory access to modern sports facilities such as a gym, playground, indoor games, and yoga centre.
- Students' feedback has been considered in curriculum revision.
- Staff are provided with duty lists.

Weaknesses:

- Three ministries are involved in managing the IIM.
- The ASC has no student representation.
- There has been no initiative to absorb differently-abled students to the study programme
- Inadequate staff development programmes, including training for academic staff on SCL
- Lack of control over English language teaching/ curriculum to impart adequate subject relevant knowledge on English to the students.
- Limited functioning of the IQAC (No evidence of regular monthly meetings of discussion of its progress at the ASC meeting)
- There is no best research awards scheme at the Institute level.
- Policy on GEE is poorly adopted.
- Limited CGU activities / programmes for students.

- No evidence to support implementation and monitoring of Institute's Action Plan
- No documented procedures for handling confidential permanent records of students
- In the past many groups of students have not received the IIM Prospectus.
- The student handbook is not available every year.

Recommendations

- Grant student representation in the Ayurveda Sectional Committee (ASC).
- Reconsider the current practice of not allowing differently abled students entry to the study programme
- The IIM should get the control of English language teaching/ curriculum to impart adequate subject relevant knowledge on English to the students.

Criterion 2. Human and Physical Resources

Strengths:

- Number of available academic staff having MDs and PhDs.
- 52 out of 56 academic cadre positions have been filled
- Availability of adequate infrastructure for the teaching -learning process.
- Satisfactory library facilities and resources.
- Efficient utilization of physical resources such as IT laboratory.
- Reasonable level of student involvement in extracurricular activities.
- Compulsory requirement of a passing grade for the English Language Competency Test (ELCT) for the graduation of students

Weaknesses:

- Lack of HRD policy is a key weakness: probationary lecturers are not guided in their postgraduate studies towards specialization in areas required for the present and future requirements of the study programme.
- As of now, only 109 out of 159 non-academic cadre positions in the IIM are filled
- Inadequate CPD on OBE and SCL for academics in the Institute
- Students do not receive sufficient clinical exposure in the study programme
- IIM does not have its own staff to teach the English language course to the students.

Recommendations

- Encourage the senior academic staff to apply for promotions in a timely fashion, and increase the limited number of Professors currently in the Department
- Take steps to increase the clinical training facilities
- Try to fill the vacant non-academic cadre positions in the IIM (50 of 159 (31%) of approved cadre)

Criterion 3. Programme Design and Development

Strengths:

- The BAMS study programme addresses national needs and reflects the global trends and current knowledge and practices in the field of Ayurveda Medicine and Surgery.
- The study programme has been revised to ensure the professionalism of the study programme offered is comparable with SLQF requirements and some other international academic standards.
- One-year internship in different disciplines
- Steps taken to revise the 2011 BAMS curriculum to meet the SLQF requirements.
- Flexibility given to students to choose 10 credits worth of course units according to their likings.
- Survey conducted among stakeholders before the 2019 curriculum revision.

Weaknesses:

- Lack of a Curriculum Development Policy in the IIM, though curriculum development has been considered in the Strategic Management Plan.
- The external stakeholder participation in key stages of planning, design, development and review of the BAMS program.
- The lifelong learning aspect of learning outcomes of the program is to be further considered in the BAMS curriculum.
- No fall-back option for the study programme is available.
- Even though IQAC at the Institute is established, no proper records are available, such as regular meetings minutes, action plan/ work plan.
- No evidence to demonstrate that the BAMS conforms to the vision and mission of the IIM.
- IIM stance of not recruiting differently-abled students to the BAMS.

Recommendations:

- IIM should develop a policy document on course unit design and development, that will include a TOR for the CDC and a common course unit design template
- Reconsider the current practice of not allowing differently abled students to the study programme
- Introduce a regular agenda item on IQAC matters at the ASC meeting in order to discuss the progress of QA activities at the IIM

Criterion 4. Course/Module Design and Development

Strengths:

- IIM claim that the BAMS revised curriculum 2019 adheres to SLQF standards.
- The deficiencies in the old curriculum have been identified and rectified in subsequent years therefore, course has evolved to become better.
- The course ILOs seem to be aligned with programme ILOs in 2019 curriculum.
- All course units provided descriptions of ILOs, assessment strategy and learning resources.
- The course is deliverable within stipulated time provided especially in new curriculum.
- The BAMS programme 2019 has been mapped and aligned with the SLQF.
- The student handbook was given to students since 2018.
- Since 2018, course unit handbooks have been given to students.
- Facilities for differently abled students during the programme has been provided in hostels.
- Student feedback on teachers and peer evaluation has been initiated and practiced in recent years, it has to be streamlined and strengthened.
- Attempts have been made by the academic staff to introduce a student-centered learning process.

Weaknesses:

- There is no policy document regarding course design and development.
- CDC does not have TOR on course design and development.
- There is no university approved course design template.
- No evidence on course ILOs aligned with assessment strategy.
- Regular course unit evaluation reports are not evident.
- Regular feedbacks on overall course is not evident.
- Student feedback on teacher evaluation and peer evaluation has to be streamlined and strengthened.
- Lack of a policy on inclusion of differently abled students in the study programme.
- Student feedback has not been considered regularly for further improvement of the course.
- Lack of evidence regarding a formal internal monitoring system to improve the courses.
- No fallback option for the study programme is available.

Recommendations

- IIM to develop a policy document on course unit design and development that will include a TOR for the CDC and a common course unit designer template
- Reconsider the current practice of not allowing differently abled students to the study programme

- Introduce more formative assessments to the course units taught in the BAMS study programme,

Criterion 5. Teaching and Learning

Strengths:

- Timely communication of course timetables and lecture schedules to students.
- Adequate number of academic staff in the Department.
- Managing available classroom infrastructure facilities well (available but needs improvement)
- The clinical training groups are large but for the better exposure, dividing the groups further and providing more facilitators is evident.
- A 6-credit research component in the BAMS study programme.
- Detailed description of assessment of research project is evident in 2019 revised curriculum.
- Encouragement given to students to publish their research findings.
- Evidence of using LMS for teaching and learning process.

Weaknesses:

- Limited number of Professors in the Department
- Insufficient clinical training facilities
- Lack of a proper associated teaching hospital
- Lack of a streamlined mechanism to get the services of extended faculty in clinical training.
- Lack of a structured industrial training component in the study programme.
- Most assessment methods practiced are traditional
- Lack of a Medical Education Unit in the IIM
- No award scheme for excellence in teaching
- Lack of evidence for regular monitoring of teaching and learning for further improvement.
- No evidence of using information gained from assessments to improve teaching and learning.

Recommendations

- Take steps to increase the clinical training facilities
- Give top priority and establish a proper Teaching Hospital affiliated to IIM by signing an MOU with Indigenous Sector of the Ministry of Health
- Establish a Medical Education Unit in the IIM
- Arrange more training workshops for the academics to strengthen the assessment methods used in the course units and in particular consider introducing Objective

Structured Practical Examination (OSPE), Objective Structured Clinical Examination (OSCE) methods for clinical assessments

Criterion6. Learning Environment, Student Support and Progression

Strengths:

- Recent steps taken to create a ragging-free environment conducive to learning.
- Effective counselling and mentoring system are evident.
- Adequate collection of books is available in the library
- Evidence of library usage into learning process is good.
- Availability of IT facility with 40 computer terminals.
- Students have access to free Wi-Fi facilities.
- Well-structured orientation programme conducted by the Institute for all incoming students.
- Availability of student support services E.g. Health, Sports, Recreational & Aesthetic etc.
- Provision of hostel facilities, mainly for first and final year students.
- Student participation in sports activities of University of Colombo with good achievements.
- Organizing several OBT programmes.
- Adoption of the University of Colombo GEE policy.

Weaknesses:

- Lack of avenues for alumni to assist students in preparing for their professional career.
- No evidence of having a formally established IIM Alumni Association.
- Lack of evidence of regular student satisfaction survey reports.
- Lack of evidence for regular monitoring of the course outcomes.
- Lack of CPD programmes for academics.
- No evidence of staff and student rewarding system.
- Lack of well-established MOUs with industrial community.
- Institute policy document of differently abled students is not evident.
- No evidence of employability survey reports and tracer studies.
- Poor reprographic services available in the Institute.
- Recreational and sports facilities within the premises limited.

Recommendations

- Establish formal relationships through MOUs with industrial community in Ayurveda sector.

- Improve reprographic services for students in the Institute.

Criterion 7. Student Assessment and Awards

Strengths:

- Amended exam By-Laws of 2011 curriculum.
- Availability of a manual of examination procedures.
- Methods practiced in accurately documenting examination results.
- Releasing examination results within the stipulated time in recent years.
- Students awareness of the examination By-Laws, rules and regulations.
- Availability of marking schemes in preparing question papers.
- Availability of second examiners reports in recent years.

Weaknesses:

- Lack of evidence to show that the assessment strategies are aligned with course ILOs and SLQF level descriptors.
- Lack of evidence of staff feedback regarding assessment strategies.
- No evidence of exit survey reports.
- Transcript issued to students is not comprehensive and is lacking standard academic details.
- Students have no online access to view their results sheets.
- The range of assessment methods used is limited.
- Practical components of the clinical subjects are evaluated separately one after the other, and so it takes longer time to complete all the students (120-180batch).

Recommendations

- Introduce online access to students to view their exam results
- Introduce a complete transcript indicating the course units followed, their relative weightage, grades obtained and class (if any) achieved and make it available to all students at graduation.
- Introduce more formative assessments to the course units taught in the BAMS study programme.
- Introduce rotation method for practical evaluation in clinical subjects to reduce the time taken for the evaluation process of the practical components.

Criterion 8. Innovative and Healthy Practices

Strengths:

- Establishment and active use of LMS by the academic staff to facilitate multimode teaching delivery and learning
- Use of ICTplatform, mainly LMS, to enable students to obtain learning materials/ lecture notes prior to the lectures.
- Providing one-year internship training.
- Research excellence of academic staff rewarded by University research awards.
- Keen student involvement in social, cultural and aesthetic activities.
- Support extended by the IIM to students to participate in sports activities

Weaknesses:

- Lack of a reward system to encourage academic excellence / outreach activities at Institute level.
- Lack of an approved policy and guidelines on the use of Open Educational Resources (OER).
- Lack of an approved policy regarding credit transfer
- Lack of external examiners for most modules taught in the study programme
- Absence of a fall-back option for BAMS students
- Not fully utilizing the facilities to promote fee-levying programmes to the general public.

Recommendations

- Introduce external examiners for course units taught in the study programme
- Consider offering fee-levying short-term courses to the general public by fully utilizing the facilities available in the IIM.

Section 6. Grading of overall performances of the programme

Based on the guidelines given in the PR manual, grading of the overall performance of the study programme is as follows:

No	Assessment Criteria	Weight	Actual criterion-wise score	Weighted Minimum Score (WMS)	Above WMS (Y/N)
1	Programme Management	150	133	75	Yes
2	Human and Physical Resources	100	86	50	Yes
3	Programme Design and Development	150	104	75	Yes
4	Course/ Module Design and Development	150	113	75	Yes
5	Teaching and Learning	150	118	75	Yes
6	Learning Environment, Student Support and Progression	100	72	50	Yes
7	Student Assessment and Awards	150	103	75	Yes
8	Innovative and Healthy Practices	50	30	25	Yes
Total Score		1000	760		
Total Score (%)			76		
Grade		B			
Performance descriptor		Good			
Interpretation of descriptor		Satisfactory level of accomplishment of quality expected of a programme of study; requires improvement in a few aspects			

Section 7. Commendations and Recommendations

Since Section 5 gives details of the strengths, weaknesses and recommendations at great length, in order to avoid unnecessary repetition, we list below what we consider are the most important commendations and recommendations. They are not necessarily in any priority order.

Commendations

- The curriculum of the BAMS study programme follows Central Council of Indian Medicine (CCIM) and World Health Organization (WHO) standards in the absence of a local SBS for the subject area.
- The five-year academic calendar that the Department has recently developed enabling the students to complete the study programme and graduate at the stipulated time.
- The recent steps taken by the IIM to make the institute premises a ragging-free place.
- IIM has filled 93% of the (52 out of 56) academic cadre positions.
- The study programme has been revised in 2019 to ensure the professionalism of the study programme offered is comparable with SLQF requirements and some other international academic standards.
- Releasing examination results within the stipulated time in recent years.
- Establishment and active use of LMS by the academic staff to facilitate multimode teaching delivery and learning.
- Having lockers for almost all the students.

Recommendations

- Grant student representation in the Ayurveda Sectional Committee(ASC).
- Reconsider the current practice of not allowing differently abled students entrance to the study programme.
- Introduce a regular agenda item on IQAC matters at the ASC meeting in order to discuss the progress of QA activities at the IIM.
- Develop an HRD policy so that the probationary lecturers could be guided in their postgraduate studies, specializing areas where it requires for the present and future requirement of the study programme.
- Try to fill the vacant non-academic cadre positions in the IIM.
- Develop a policy document on course unit design and development that will include a TOR for the CDC and a common course unit designer template.
- Streamline and further strengthen student feedback of teacher evaluation and peer evaluation mechanisms

- Encourage the senior academic staff to get timely promotions and increase the limited number of Professors currently in the Department.
- Take steps to increase the clinical training facilities.
- Give top priority and establish a proper Teaching Hospital affiliated to IIM by signing a MOU with Indigenous Sector of the Ministry of Health.
- Arrange more training workshops for academics to strengthen their assessment methods used in the course units and in particular, consider introducing Objective Structured Practical Examination (OSPE), Objective Structured Clinical Examination (OSCE) methods for clinical assessments.
- Establish a Medical Education Unit in the IIM.
- Introduce a complete transcript indicating the course units followed, their relative weightage, grades obtained and class (if any) achieved and make it available to all students at graduation.
- Introduce external examiners for course units taught in the study programme.
- Obtain effective control of English language teaching/ curriculum to impart adequate subject relevant knowledge on English to the students.

Section 8. Summary

The Bachelor of Ayurveda Medicine and Surgery degree programme offered by the Institute of Indigenous Medicine, University of Colombo was reviewed by a panel of four members.

The BAMS is a professional degree programme intended to preserve traditional medical practices. The SER was compiled according to the Programme Review manual and the staff of Dept. of Ayurveda had taken care to systematically present the documentation of the review visit. An induction programme is organized for the new entrants, providing them with a code of conduct and a student handbook. The website is up to date. Institute has established links with foreign universities for academic and research cooperation.

Many facilities are available for students such as Sports, IT, Medical care, Aesthetic and hostel etc. Recently there is an organized student counseling programme leads to make the IIM a ragging free institute.

Gender Equity and Equality Centre is not established. The library is well arranged and equipped. Students have the access to adequate library facilities with online search.

Computer facilities are available at the computer center. All the academic staff members, including probationary lectures have completed their staff development program.

The academic staff need to be encouraged to engage in more research activities and publish in indexed journals. There is no system of rewarding the performance of the academic staff. The student feedbacks and peer evaluations are in place, but the outcome is not considered regularly for further improvement of the study program.

A proper mechanism to monitor implementation of the action plan needs to be established. The positive collaboration among staff had made the evaluation process an experience of growth. The staff is aware of their strengths and weaknesses and are interested in improving the quality of their performance for their personal benefit as well as for the benefit of hundreds of students who place their confidence in the Sri Lankan University system for quality learning.

Annex 1. Schedule for site visit

**QUALITY ASSURANCE COUNCIL OF THE UGC
PROGRAMME REVIEWS
SCHEDULE FOR SITE VISIT
Institute of Indigenous Medicine, University of Colombo
13-16 January 2020**

Day 1- 13 January 2020 (Monday)

Time	Activity	Participants
8.30 AM – 9.00 AM	Meeting with the Vice Chancellor ✓	Vice Chancellor, Director, IQAU coordinator and IQAC Coordinator, HOD Ayurveda (Chair SER Preparation)
9.00 AM – 9.30 AM	Meeting with the IQAU Coordinator and the Director / IIM ✓	IQAU Coordinator and Director / IIM
9.45 AM – 10.45 AM	Presentation about the Institute and respective study program <i>Working Tea</i>	Head / Ayurveda, IQAC Coordinator, All HOU's of the Institute, Chair and SER Team, Study program coordinators Presentation by the sectional head / Ayurveda
10:45 AM -11:45 AM	Meeting with academic staff in permanent cadre (excluding HOD and HOU's)	Academic staff members of BAMS program (excluding HOD and HOU's)
11:45 AM -12:15 PM	Meeting with temporary academic staff	Temporary Demonstrators, Tutors etc.
12:15 PM -1:00 PM	Meeting with Administrative Staff	Deputy Registrar, Deputy Bursar, SARs, SABs, ARs
1:00 PM -1:30 PM	<i>Lunch</i>	
1:30 PM-2:30 PM	Meeting with Student Counselors	Senior Student Counselors and student counselors
2:30 PM - 4:00 PM	Observing, Physical Facilities <i>Tea</i>	Review Team/ Facilitators

Day 2 - 14 January 2020 (Tuesday)

Time	Activity	Participants
8.30 AM – 9.30 AM	Observing facilities in the hospital	Review Team, IQAC coordinator and HOD
9.30 AM – 10.30 AM	Observing teaching sessions and facilities <i>Working Tea</i>	Review Team
10.30 AM – 11.30 AM	Meeting with Students	Group of students (30) representative of gender, ethnicity, level of study programs
11.30 PM -12:30	Meeting of support for student welfare	Director Physical Education, Medical Officer
12:30 PM -1:15 PM	<i>Lunch</i>	
1:15 PM -2:15 PM	Meeting with external stakeholders <i>Working Tea</i>	Group of external stakeholders (about 20 employers, industry, private sector, representatives)
2:15 PM –4:00 PM	Observing Documentation	Review Team
4.00 PM – 4.30 PM	Meeting with intern Doctors (15)	Review Team

Day 3 - 15 January 2020 (Wednesday)

Time	Activity	Participants
8.30 AM – 9.30 AM	Observing documentation	Review Team / Facilitators
9.30 AM – 10.00 AM	Meeting on research activities	Members of research committee
10.00 AM-10.30 AM	Meeting with a cross section of academic support staff and non-academic staff	Representative group of academic support staff and non-academic staff (10), Hostel wardens and sub wardens
10.30 AM – 11.00 AM	Meeting with Librarian / Senior Assistant Librarians [Library Visit]	Librarian/Senior Assistant Librarian/ Library Staff
11.00 AM -11:30 AM	Meeting with Technical Officers	All Technical officers
11:30 AM -12:30 AM	Observing Documentation	Review Team
12:30 PM -1:30 PM	<i>Lunch</i>	
1:30 PM –4:00 PM	Observing Documentation <i>Working Tea</i>	Review Team
4.00 PM – 5.00 PM	Open hour for any stakeholder to meet review panel	Review Team

Day 4 - 16 January 2020

Time	Activity	Participants
8.30 AM – 9.00 AM	Meeting with Career Guidance staff	Coordinator – Career Guidance
9.00 AM – 9.30 AM	English Teaching Unit	Members of English teaching unit
9.30 AM – 12.30 AM	Observing Documentation <i>Working Tea</i>	Review Team
12:30 PM - 1:30 PM	<i>Lunch</i>	
1:30 PM - 2:00 PM	Private meeting of reviewers and report writing <i>Working Tea</i>	Review Team
2:00 PM - 3:00 PM	Closing meeting for debriefing	Vice Chancellor, Director, , HOU, IQAU, Coordinator, Chair & the SER Team