



PROGRAMME REVIEW FINAL REPORT
Bachelor of Science Honours in Physiotherapy Degree Programme,
Department of Allied Health Sciences,
Faculty of Medicine,
University of Colombo, Sri Lanka
05th to 08th February 2020



Review Panel: **Eng. (Dr.) Sudhira De Silva (Chair)**
 Prof. Meena Senthilnathanan
 Prof. Neil Alles

The Quality Assurance Council
University Grants Commission, Sri Lanka

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Quality Assurance Council
University Grants Commission, Sri Lanka

Final Report

- 1. University** : **University of Colombo, Sri Lanka**

- 2. Faculty** : **Faculty of Medicine**

- 3. Program** : **B.Sc. (Honours) in Physiotherapy**

- 4. Review Panel :**

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(Chair)
Prof. Meena Senthilnathanan, University of Jaffna
Prof. Neil Alles, University of Peradeniya

- 5. Site Visit Dates** : **05th to 08th February 2020**

Signature Page

Review Team Signatures

Programme Review: B. Sc. (Honours) in Physiotherapy Degree Programme, Department of Allied Health Sciences, Faculty of Medicine, University of Colombo

Site visit from 5th to 8th February 2020

Designation	Name and affiliation	Signature	Date
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Team member	Prof. M. Senthilnathanan University of Jaffna		11 th May 2020
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Section 1 Introduction to the Programme

1.1 Introduction to the programme

The Bachelor of Science (Honours) in Physiotherapy Degree programme commenced in the academic year 2006 with the enrolment of students of GCE(A/L)/2005 batch, at the Allied Health Sciences Unit, Faculty of Medicine, University of Colombo and was upgraded to a department on 26th November 2016. The Department of Allied Health Sciences is currently temporarily located at No. 124/1, Barnes Place, Colombo 07.

The course was initiated by the University Grants Commission to introduce undergraduate courses in the field of Allied Health Sciences in the University system. The course was planned and designed by a committee comprising of academic staff of the Faculty of Medicine, University of Colombo, the staff of School of Physiotherapy and Occupational Therapy of the Ministry of Health and the extended faculty staff of the National Hospital of Sri Lanka.

The degree programme is of four years duration with 120 credits (SLQF 6) and comprises of five main streams. The Basic Sciences Stream provides an extensive knowledge in musculoskeletal Anatomy and a vital understanding of the physiological mechanisms of the human body. The Applied Physiotherapy Stream deals with core concepts of theory and practical aspects of physiotherapy which are crucial components of the curriculum. The Research Stream which deals with the basic concepts and principles of research, guides the student to design a research project, critically evaluate the research findings and communicate the research findings at scientific fora, while the Behavioural Sciences Stream helps in molding the student into an effective individual and professional. The Clinical Stream which is based on practice-based learning, helps the students to obtain hands on experience in physiotherapy in a wide spectrum of clinical settings.

The undergraduates gain their clinical training at the National Hospital, Colombo, Ragama Rehabilitation Hospital, Chest Hospital Welisara, Lady Ridgway Hospital for Children and Community Rehabilitation Centers.

With the progressive requirements of the physiotherapy profession and to uplift the academic standards of the currently serving physiotherapists in Sri Lanka and based on requests from practicing physiotherapy diplomates, a lateral entry programme to the existing B. Sc. (Hons) in Physiotherapy Programme was introduced in 2015. Therefore, the practicing physiotherapists in the Ministry of Health, Sri Lanka get an opportunity to enter the B. Sc. (Hons) in Physiotherapy programme and complete the 120 credits requirement for the degree.

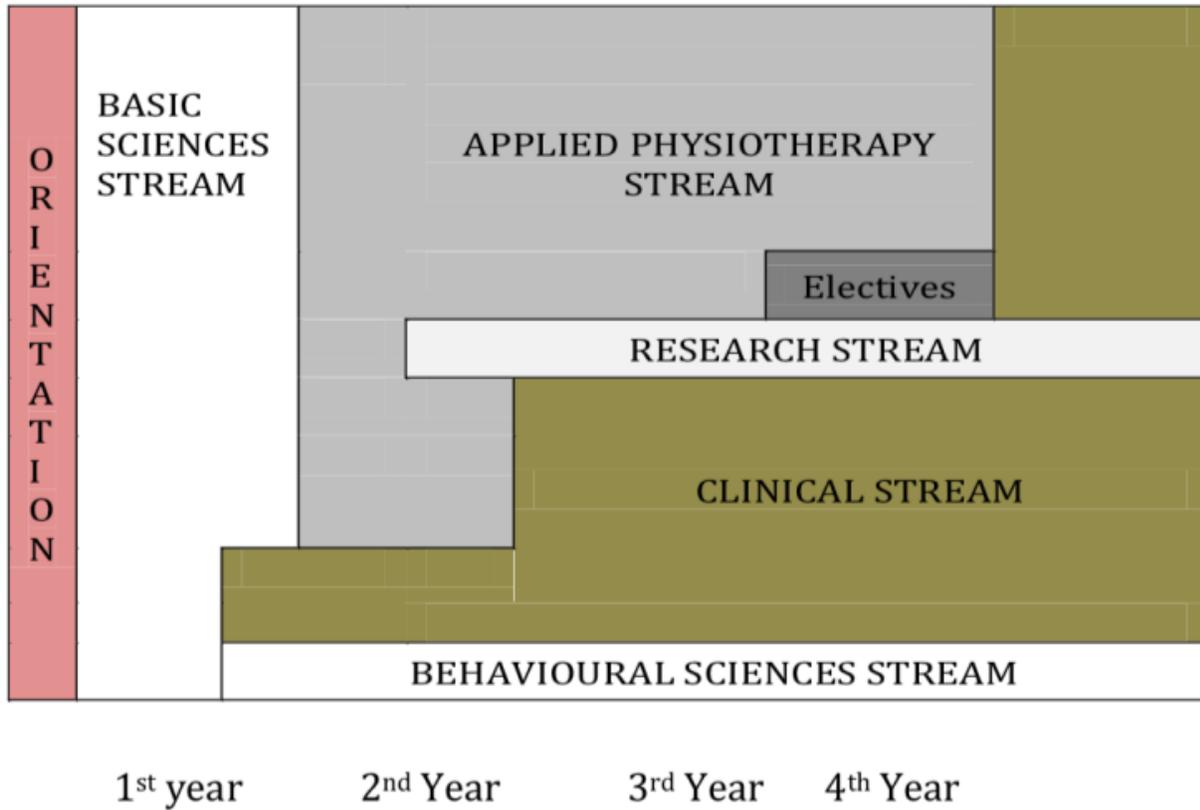


Figure 1.1: Distribution of five streams of the B.Sc. (Honors) in Physiotherapy Degree Programme (extracted from the SER submitted by DAHS)

Table 1.1: Number of Students in the Faculty of Medicine at present-breakdown in years

Faculty	Department	Programme	Year 2014	Year 2015	Year 2016	Year 2017	Year 2018
Faculty of Medicine	Anatomy	MBBS – Bachelor of Medicine, Bachelor of Surgery	2013/2014 Batch - 203	2014/2015 Batch - 198	2015/2016 Batch - 198	2016/2017 Batch - 198	2017/2018 Batch - 205
	Biochemistry and Molecular Biology						
	Clinical Medicine						
	Community Medicine						
	Family Medicine						
	Forensic Medicine and Toxicology						
	Medical Education						
	Medical Humanities						
	Microbiology						
	Obstetrics and Gynecology						
	Paediatrics'						
	Parasitology						
	Pathology						
	Pharmacology						
	Physiology						
	Psychiatry						
	Surgery						
	Allied Health Sciences	Bachelor of Science Honours in Physiotherapy	2012 AL Batch - 30 2013 AL Batch - 28	**	2014 AL Batch - 29 2015 AL Batch - 29	2016 AL Batch - 40	2017 AL Batch - 29

Table 1.2: Maximum Number of Students allocated by University Grants Commission in the last five years

Year	UGC student allocation	Batch	No. of Students in batches - UGC	No. of Students in batches – Lateral Entry	Total
2014	30	2012 AL	24 + 1 (JJB:2011AL)	5	30
	30	2013 AL	23	5	28
2016	30	2014 AL	24 + 1 (JJB: 2013AL)	4	29
	30	2015AL	26	3	29
2017	33	2016 AL	33 + 1 (Foreign Student)	6	40
2018	33	2017 AL	28	1	29
2019	33	2018 AL	30	*	30

*JJB: Joined Junior Batch, *Will enroll for their 3rd term*

Table 1.3: Number of batches graduated through the programme

a) Numbers graduated from the programme over the past five years:

Year	Batch	No. of students graduated
2015	2009 AL	26
	2008 AL	1
2016	2010 AL	23
2017	2011 AL	35
	2010 AL	2
2018	2012 AL	29
	2010 AL	2
	2011 AL	1
2019	2013 AL	28

b) Final degree results of past five years

Year	Batch	No. of students graduated	Final results – Classes obtained
2015	2009	26	First Class – 0 Second Class Upper Division – 3 Second Class Lower Division – 8 Pass - 15
	2008	1	Pass
2016	2010	23	First Class – 0 Second Class Upper Division – 2 Second Class Lower Division – 7 Pass - 14
2017	2011	35	First Class – 0 Second Class Upper Division – 6 Second Class Lower Division – 16 Pass - 13
	2010	2	Pass
2018	2012	29	First Class – 0 Second Class Upper Division – 1 Second Class Lower Division – 10 Pass - 18
	2010	2	Pass
	2011	1	Pass
2019	2013	28	First Class – 2 Second Class Upper Division – 2 Second Class Lower Division – 8 Pass - 16

Table 1.4: Academic Staff and their Qualifications

Name of the academic staff member	Degree Qualifications
Dr. (Mrs.) DGSKL Jayawardana	<p>Doctorate 2017 Faculty of Medicine, University of Colombo, Sri Lanka</p> <p>Certificate in Teaching in Higher Education 2010 Staff Development Centre, University of Colombo</p> <p>Bachelor of Sciences 2002 University of Kelaniya, Sri Lanka</p> <p>Diploma in Physiotherapy 1995 School of Physiotherapy & Occupational Therapy, Department of Health services, Sri Lanka</p>
Dr. GLRS Perera	<p>Doctor of Philosophy (PhD) 2017 Faculty of Medicine, University of Colombo</p> <p>Certificate in Teaching in Higher Education 2010 Staff Development Centre, University of Colombo</p> <p>Certificate in Teaching in Higher Education 2010 Staff Education and Development Association (SEDA)</p> <p>Bachelor of Medicine, Bachelor of Surgery 2006 University of Colombo, Sri Lanka</p>
Dr. DC Ranasinghe	<p>Doctor of Philosophy 2018 School of Exercise and Nutrition Sciences Queensland University of Technology, Australia.</p> <p>Bachelor of Medicine, Bachelor of Surgery 2007 University of Colombo, Sri Lanka</p> <p>Certificate of teaching in higher education Accredited by Staff & Education Development Association (SEDA) 2011 Staff Development Center, University of Colombo, Sri Lanka</p> <p>Post Graduate Diploma in Sports Medicine 2015 Post Graduate Institute of Medicine University of Colombo Sri Lanka</p>
Ms. JLR Jayalath	<p>Master of Philosophy in Physiotherapy 2018 La Trobe University, Australia</p> <p>Certificate of Teaching in Higher Education 2015 Staff Development Centre, University of Colombo with SEDA accreditation</p>

	<p>Post Graduate Diploma in Health Development 2014 Faculty of Medicine, University of Colombo</p> <p>Bachelor of Science in Physiotherapy 2011 Faculty of Medicine, University of Colombo, Sri Lanka</p>
Ms. AH Weththasinghe	<p>Master of Science in Exercise and Sports Science 2017 University of Peradeniya</p> <p>B.Sc. in Physiotherapy (Hons) 2011 University of Colombo, Sri Lanka</p> <p>Certificate of teaching in higher education 2014 University of Colombo SEDA</p>
Ms. HHN Kalyani	<p>Bachelor of Science in Physiotherapy (Hons) 2011 Faculty of Medicine, University of Colombo, Sri Lanka</p> <p>Certificate in Teaching and Higher Education 2015 Staff and Education Development Association (SEDA), UK</p> <p>Diploma in Pharmacy Management and Practice 2011 Aquinas College of higher studies</p>
Ms. WWCA Wickramasinghe	<p>Bachelor of Science in Physiotherapy 2013 University of Colombo, Sri Lanka</p> <p>Certificate of teaching in higher education 2018 University of Colombo, SEDA</p>
Ms. C Pathmanathan	<p>Bachelor of Science (Hons) in Physiotherapy 2001 University of Peradeniya, Sri Lanka</p> <p>MRes, Dundee University, UK</p>
Ms. AWBWS Wijesiriwardana	<p>BSc. Physiotherapy 2015 University of Colombo</p> <p>Pg. Dip. In Applied Statistics 2019 University of Colombo</p>

Table 1.5: Non-Academic Staff and their Qualifications

Name of the non-academic staff member	Designation	Qualifications
Ms. CS Kaluthota	Staff Management Assistant	Bachelor of Arts (Peradeniya) Diploma in English (Wayamba) Information Technology (NIBM, SLIOP, University of Colombo)
Ms. WKRT Premathilaka	Technical officer – Grade II	NDT Chemical Engineering Stage I Certification for Electrical Eng. (IESL-CE) Level 1 Non Destructive Testing (MT,PT,UT, ET)
Ms. HHKSN Hettiarachchi	Management Assistant – Grade III	Advance Diploma in Business Management (NIBM) Certificate Course in Human Resource Management (IPM) Certificate Course in Computer Studies (Informatics)
Mr. RPRY Rajapaksha	Trainee Technical Officer	Certificate of Training Electronics &IT for Laboratory staff National Certificate in computer application Certificate in English for Careers
Mr. RAW Kumara	Lab Attendant – Grade I	Experience – 22 years
Mr. JMK Jayasundara	Works aide	G.C.E. Advance level

Section 2 Review Team's Observations on the Self Evaluation Report (SER)

2.1 Observation on Section 1: Introduction to the Study Programme

Section 1 of the Self Evaluation Report (SER) gives enough detailed information of the overview of the Department of Allied Health Sciences (DAHS), Faculty of Medicine, University of Colombo. The graduate profile including disciplinary knowledge, skills, attributes, values and professionalism is well explained in Section 1 of the SER. The review panel also observed the aim of the degree programme along with the intended learning outcome for DAHS. It was also observed that the graduate profile for the study programme has been developed based on the attributes such as intellectual excellence, employability, innovativeness, enterprisingness and global awareness.

The review team critically evaluated the SER preparation process of the degree programme of Bachelor of Science (Honors) in Physiotherapy. It has been prepared after assessing the guidelines, standards and best practices specified in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions of University Grants Commission. Even though some lapses and mistakes were identified in the file compiling procedures, a three to five- year period of evidence of the internalization of best practices were provided for many standards.

The criterion coordinating team had been appointed by the Dean at the meeting held at the Department of Allied Health Sciences (DAHS) on 13th August 2018 to familiarize with the SER writing process. The SER writing team consisted of 4 members and IQAC coordinator had been appointed at the Faculty Board meeting held on 11th December 2018. All members of the SER writing team had been given the task to formulate the first draft of the SER document in line with the criteria and respective standards provided in the relevant chapters and guidelines stipulated in the PR manual by 15th January 2019. Most of the time the meetings of the SER writing team of DAHS were held along with the SER writing team of the MBBS degree of the Faculty of Medicine. The Review team recognized this as an added advantage and a great opportunity for the SER writing team of DAHS to share knowledge and take advice from well experienced individuals. The final SER report had been compiled by the IQAC Coordinator with the guidance of the Dean and regular discussions with the Deputy Coordinator of IQAC and the SER writing team.

Even though a well-organized SER preparation procedure had been employed, lapses have been identified in the SWOT analysis and in compiling precise evidence for individual standards. It showed the lack of experience and/or training of the staff especially the temporary staff in collecting evidence and compiling files. Some of the identified lapses were unfiled feedback forms without any analysis reports, lack of employer and stakeholder survey reports, external stakeholder feedback and assessment cycle on programme specification listing ILOs and programme evaluation, evidence of adoption of policies and procedures in curriculum design, monitoring and improvement of programmes and student

satisfaction survey reports in the respective files. But, most of the above lapses were rectified during the scheduled, adhoc and special meetings, scrutinization of original documentary evidence available at other places other than those provided for the review team, and with the physical inspections.

The dearth of professors and PhD holders is listed under weaknesses in the SWOT analysis of the B.Sc. (Honors) in Physiotherapy degree programme. The number of PhD holders need to be increased in the Department by encouraging young academic staff to pursue postgraduate studies. In addition, the degree programme is yet to be recognized by the relevant professional bodies. This is mentioned under opportunities in the SWOT analysis. This is really lacking in the Faculty. Moreover, vigorous contribution of Alumni association had been identified as a major strength of the study programme in the SER, but the review panel could not verify this.

2.2 Observation on Section 2: Process of preparing the SER

The Faculty of Medicine of the University of Colombo appointed an SER writing team with all terms of references. The Coordinator of IQAC was very enthusiastic in coordinating the quality assurance activities of the Faculty and it was noted that the programme review process was initiated in August 2018 at a meeting chaired by Dean, Faculty of Medicine. The review panel also observed that the Table (refer page 15) of the Section 2.4 of the SER indicates all team leaders and team members for writing the SER and collecting evidence. It was also noted that the team leaders and SER writing team had been given responsibilities based on the criteria stipulated in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions published by the UGC.

The review panel understood that apart from the SER writing team, the other faculty members too were familiar with the programme review manual and it was revealed that meetings of the IQAC with academic staff were held in order to explain the programme review and SER writing processes to them. The review panel further observed evidence of progress review meetings with regard to SER writing. The methodology of data collection is given in the SER. Moreover, the SER describes the collation of data and evidence for which a meeting was held with the Vice Chancellor, Dean, Director of QA, Chairman of IQAC and senior academics of the Faculty. Eventually, a draft report of the SER was prepared and was proof read by the team leaders and Chairman of the IQAC. It was also observed that the draft report was discussed in a forum and a lengthy discussion had been triggered, which had been incorporated in the SER. The finalized report was submitted to the Faculty Board meeting held on 12th March 2019 and circulated among the members for further corrections and comments.

2.3 Observation on Section 3: Compliance with the Criteria and Standards

Compliance with the stipulated criteria and standards by the study programme as per the guidelines of the Manual for Review of Undergraduate Study Programmes given in the SER. The review panel observed that Section 5 is written under the following subtitles in accordance with the programme review manual.

1. Programme management with 27 standards
2. Human and physical resources with 12 standards
3. Programme design and development with 24 standards
4. Course / Module design and development with 19 standards
5. Teaching and learning with 19 standards
6. Learning environment, student support and progression with 24 standards
7. Students assessment and awards with 17 standards
8. Innovative and healthy practices with 14 standards

As per the review panel, it is worthwhile to note here that each of the eight criteria specified in the SER consists of a statement of summary on how the programme complies with the specific standards stated in the manual of programme review. All criteria in the SER is formed as per the table guideline of the manual.

Although the SER has shown the evidence for many of the standards specified in the Manual, there is lack evidence for certain standards. The observations of the review panel on the above lapses are given in Section 5.

Section 3 Description of the Review Process

3.1 Planning of Programme Review Visit

The programme review team comprised of three members and all the team members received training on the review process where procedures, possible issues and ToRs relating to reviews were discussed and clarified. Then, members of the review team individually carried out a desk evaluation of the SER submitted by the study programme. Later, they were given the opportunity to get-together and discuss their individual desk evaluations. The four-day review visit was organized in consultation with the Dean of Faculty of Medicine, Director of IQAU and Coordinator of IQAC prior to the visit. The review visit was initially scheduled from 17th – 21st November 2019 and later rescheduled from 5th - 8th February 2020 due to unavoidable circumstances. The four-day programme review schedule which was mutually agreed upon is given in **Annex 1**. On the evening of 4th February 2020, all members of the review team met and assigned the tasks and responsibilities to each member on mutual agreement and had a general discussion on how to conduct the review in an efficient and effective manner.

3.2 Review Team

Generally, the Quality Assurance Council (QAC) of UGC, in consultation with the respective Faculty/Institute, appoints the review team and its chair.

The review team comprising the following three academic members were appointed for the review of the B.Sc.(Honors) in Physiotherapy degree programme, Faculty of Medicine, University of Colombo.

Eng. (Dr.) Sudhira De Silva (Chair), University of Ruhuna

Prof. Meena Senthilnathanan (Member), University of Jaffna

Prof. Neil Alles (Member), University of Peradeniya

These reviewers were sufficiently trained and provided with clear guidelines necessary for successful completion of the review. All reviewers agreed that the desk review report is a preliminary document and the grades given in the report might change at the site visit after observing the real evidence.

3.3 Site Visit Evaluation

The site visit began on 05th February 2020 and lasted for four days until 08th February 2020. The team had a brief meeting to discuss the review process before commencing the review.

Two weeks before the site visit, a tentative schedule was agreed upon by the Review Chair, the Dean/Faculty of Medicine, Director/IQAU and Faculty Coordinator/IQAC for the 4-day site visit. The detailed site visit schedule is provided in Annex 1.

The review visit comprised of the following aspects:

- Meeting(s) with the senior management (VC, Dean, Director/ IQAU)
- Meetings/ discussions with staff and students
- Scrutinizing documentary evidence
- Observation of teaching and learning facilities
- Debriefing

During the review visit, the programme review team had discussions with the Vice-Chancellor, Dean, Head of DAHS, Director/IQAU, Coordinator/IQAC, SER writing team, academic staff, academic support staff, student counselors, personal tutors, administrative staff, non-academic staff, Coordinators/Directors of relevant Units /Centres, Chairpersons of relevant committees, Head/ELTU, extended faculty and alumni, librarian, UMO, wardens and students. The attendance sheets of all meetings are provided in **Annex 2**.

On the morning of 5th February 2020 , the programme review team met the Vice-Chancellor along with the Dean, Head/DAHS, Head/DME, Director/IQAU and Coordinator/IQAC at the College House of University of Colombo. This was followed by a visit to the office of IQAU housed in the same premises. The Director/IQAU provided an overview of the QA activities conducted by the University.

Then, the programme review team visited the Faculty of Medicine and listened to the presentations delivered by the Dean, Head/DAHS and Coordinator/IQAC. The Dean briefed the team about the establishment and current status of the DAHS. Subsequently, Head/DAHS presented a detailed overview of the HR profile, graduate profile and curriculum of the study programme. This was followed by a presentation on the process of SER preparation by the Coordinator/IQAC.

Then, the review team had a discussion with the academic staff members who expressed their observations regarding strengths and weaknesses of the study programme. It was evident that the Department of Medical Education is playing a pivotal role in implementing many of the QA activities within the Faculty of Medicine.

A total of six administrative staff members participated in the discussion and revealed that the administrative work is being operationalized satisfactorily. However, it was noticed that their contribution to the SER preparation and the QA activities were minimal.

On the 6th February 2020 morning, the review team met the student support service providers, Librarian, University Medical Officer, student counselor and personal tutors, and discussed the services provided by each of them. During the meeting with technical and non-academic staff, it was noticed that they appeared to be satisfied with their work, facilities and training provided to them for progressing in their respective careers.

On the morning of 7th February 2020 , a relatively inclusive group of 62 students was randomly selected by the reviewers for discussion. During the discussion, it was found the students were satisfied with the learning experience and had a few concerns.

A vibrant meeting was held with the stakeholders and alumni who expressed their willingness to engage in the curriculum review process and to address the needs of students and DAHS to enhance the quality of education. Finally, the review team met the members of Research and Higher Degrees Committee, Faculty Research Committee, Research Promotion and Facilitation Centre and Ethics Review Committee and learnt about their roles and responsibilities in promoting research within the study programme.

3.4 Observation of Teaching-Learning Sessions and Facilities

During the review visit, the teaching-learning practices and facilities described in the SER were verified. Facilities such as lecture halls, canteen, laboratories, Virtual & Distance Learning Centre, Library, Students Common Room, Department of Medical Education, Examination Unit, IQAC, Health Centre and Clinical Medicine Academic & Research Centre were observed. In addition, a lecture session and a clinical session were also observed (refer Photographs of facilities observed **Annex 3**).

3.5 Scrutinizing Documentary Evidence

The review team examined all the supportive documentary evidence and looked for evidence of implementation and internalization of the good practices by the study programme. The accuracy of evidence and claims made in the SER were evaluated based on the documentary evidence provided to reviewers. The review team obtained the missing evidence from the SER preparation team and they were further verified with regard to internalization.

The review team was satisfied with the cooperation extended for the programme review by the Dean of Faculty of Medicine, Head of DAHS, Head of DME, Coordinator of IQAC and SER preparation team. The evidence were well organized and staff members were available for clarification at all times. The logistics of the review team were met very satisfactorily.

The programme review was concluded with a wrap-up and debriefing session on the afternoon of 8th February 2020 . During the debriefing session, the chair of the review team debriefed the key findings of the programme review which led to a productive and cordial discussion and concluded with tea.

Section 4 Overview of the Faculty's Approach to Quality and Standards

The degree programme of Bachelor of Science (Honours) in Physiotherapy was commenced in 2006 by the Faculty of Medicine, University of Colombo. A committee consisting of the academic staff members of the Faculty of Medicine, University of Colombo, the staff members of School of Physiotherapy and Occupational Therapy, and the extended faculty staff of the National Hospital were involved in the planning and designing of this degree programme. The duration of the programme is 4 years and it consists of 120 credits. It represents level 6 of SLQF. The references of SLQF have been employed in designing the assessment policies, regulations and processes and in setting and maintaining the academic standards.

The Internal Quality Assurance Unit (IQUAU) of University of Colombo and the Internal Quality Assurance Cell (IQAC) of Faculty of Medicine have been established according to the UGC circular of 2015. The IQAC had organized regular meetings and workshops to educate and familiarize the staff members regarding the programme review manual, the process of programme review and SER writing. The Coordinator and the Deputy Coordinator of IQAC had facilitated collection and compilation of evidence, and writing and proof reading of the SER. A separate Coordinator for the DAHS had been appointed to facilitate communication with the IQUAU and IQAC. The Dean and the Coordinator of IQAC have always coordinated and facilitated the QA process. IQUAU had organized workshops to educate the non-academic staff and administrative staff regarding the QA process and had received their support especially for evidence collection.

Through the discussions with the Vice Chancellor, Dean, Director of IQUAU and other academics, it was revealed that the University has established several procedures to ensure the quality in its activities. The Faculty of Medicine and DAHS are committed towards maintenance of quality and standards and numerous mechanisms are in place to ensure this. A well-structured documentary arrangement system has been initiated by the IQAC for the purpose of the Programme Review process and the contribution of young energetic staff during this process with much enthusiasm and genuine openness is appreciated. All academic staff assisted the review panel with great responsibility in finding the missing or misplaced documentary evidences for each standard whenever requested.

The Student Handbook is made available to all students at the time of registration or during the orientation programme and it includes all the necessary information on academic courses as well as rules and regulations governing academic programmes and examination procedures. The study programme adopts a student-friendly administrative, academic and technical support system that ensures a conducive and caring environment. However, limited facilities, available space and size of classrooms for the teaching-learning process are the major barriers for promoting student centered approaches. Teaching activities of the junior staff are monitored by the senior staff which contributes towards the quality improvement in the programme delivery.

Section 5 Judgment on the Eight Criteria of Programme Review

5.1 Programme Management

The Faculty has the organizational structure for the management and execution of the programme design, development and delivery. The Action Plan of the Faculty is in alignment with the University's Corporate Plan. The Faculty complies with the national administrative and financial regulations and guidelines. The Faculty publishes the student handbook and distributes it to all incoming students. This contains the necessary information of the programmes offered by the Faculty. Even though the Faculty adopts policies and procedures, it should consider obtaining stakeholder feedback and using it for the programme design and development process.

The Faculty adopts the management procedures that are in compliance with national Standard Operational Procedures and uses the internal audit reports for financial management. The Faculty conducts an orientation programme for all new entrants in a systematic manner and provides all necessary information to them. The Faculty coordinates the CPD programmes for its academic staff with the Department of Medical Education of the Faculty of Medicine and the Staff Development Center of the University. All these activities strengthen the programme management of the Faculty.

Even though the Faculty adopts policies and procedures for programme design, development and delivery, some weaknesses were identified in programme management which needs to be highlighted. The Faculty did not consider the stakeholders' feedback during the programme design and development process. The Management Information System (MIS) was not developed and is not in operation in the Faculty. The MIS is very important for the smooth functioning of the programme and would be convenient for administrators as well as for students. The review team noted that the usage of the Learning Management System (LMS) by DAHS staff is very poor, and it should be formalized, and staff should be encouraged to use it. It is also noted that a graduate satisfaction survey at exit points was not conducted by the Department, which is essential as an alternative mechanism for monitoring, reviewing and updating the curriculum. The staff appraisal system and reward schemes for excellence in teaching and research should be initiated by the DAHS to encourage the best teachers and excellent researchers in the Department. The review team noted that IQAC functions in a good manner, but it should conduct the internal quality reviews and monitor the feedback of students and other stakeholders by increasing its physical and human resources. More powers should be given to the IQAC and its coordinator to improve the quality of education in the Faculty.

The Review teams' recommendations for the improvement of the Programme Management:

1. The Faculty should take steps to develop and use MIS to implement its functions.
2. The staff should be encouraged to use the LMS and students also should be encouraged to learn through the LMS.

3. Graduate satisfaction surveys and tracer studies should be conducted, and the findings should be used in programme design and development process.
4. The staff appraisal system and reward schemes for excellence in teaching and research need to be initiated by the Faculty.
5. The functions of IQAC should be improved by allocating more human resources.
6. Academic mentors need to be appointed for the students and the TORs for the academic mentors and student counselors to be prepared for delivering satisfactory services to the students.
7. The Faculty needs to implement a strategy and activities stipulated in the policy for students with special needs/differently abled students.

5.2 Human and Physical Resources

Under this criterion, staff cadre and adequacy, human resources profile, competency profile of academic staff, availability of regular CPD programmes for staff, staff appraisal and reward mechanisms, adequacy of teaching and learning facilities, ICT resources for academic pursuits, library resources, availability of resource centers for relevant clinical training and community based learning and a mechanism and facilities for promotion of social harmony and ethnic cohesion were reviewed and assessed.

Qualified and competent staff are available in the Faculty for delivery of courses, and to undertake associated functions such as research, mentoring and outreach activities. All newly recruited academic staff undergo an induction programme. Staff and students are motivated to adopt OBE-SCL approach. The branch library located at the DAHS, which is not networked but holds printed materials, is heavily used by the students. Crash courses in English Language and ICT are offered during the orientation programme and further assistance is provided if required. Training on clinical skills and soft skills are embedded into the curricular activities. Engagement of students in multicultural programmes to promote social harmony and ethnic and cultural cohesion among students of diverse backgrounds is encouraged and facilitated.

Infrastructure facilities such as lecture rooms, laboratories, practice areas, common amenities, etc. for teaching and learning are inadequate. However, it was observed that some of the physical resources are shared among the MBBS and BSc (Honours) in Physiotherapy study programmes which is considered as a good practice. Moderate ICT facilities including access to computer terminals and internet connectivity are available for students. However, LMS usage was found to be very minimal.

Based on the desk evaluation and the site visit by the review team, recommendations for the improvement of the human and physical resources are as follows:

1. The Faculty needs to develop and implement a staff performance appraisal mechanism for DAHS staff.

2. Lecture halls need to be upgraded with adequate infrastructure facilities, especially the network facilities, sound system and proper multimedia facilities for teaching and learning. It was observed that some of the physical resources were shared among the MBBS and BSc (Honors) in Physiotherapy study programmes which is considered as a good practice.
3. Lecture halls need to be upgraded to conduct the OBE-SCL activities. Moderate ICT facilities including access to computer terminals and internet connectivity are available for student.; However, it was found that LMS usage is very minimal.
4. Staff members need to be provided with personal rooms rather than sharing a common area with other colleagues.
5. The Faculty needs to develop a coordinating mechanism to promote multicultural activities among students.
6. Stakeholder feedback on the library and ICT services needs to be obtained and used for improving the services.

5.3 Programme Design and Development

Academic Programmes of study should reflect University's mission, goals and objectives. They should be offered according to needs analysis based on the existing programmes, market research, liaison with industry and national and regional priorities. Subject Benchmark Statements (SBS) and requirements of professional bodies should be considered when formulating a new degree programme. Good practice to be considered are not only in the curriculum areas of study but also in the intellectual, practical, and transferable skills development.

The Bachelor of Science (Honours) in Physiotherapy Degree Programme offered by the Faculty of Medicine, University of Colombo conforms to the mission, goals and objectives of the University as well as the Faculty. It was noted that programme design complies with the Sri Lanka Qualification Framework (SLQF) and is guided by Subject Benchmark Statements (SBS). The DAHS adopts an Outcome Based Education (OBE) in which the programme outcomes are aligned with the course/module outcomes. The DAHS possess a Graduate Profile in which the programme outcomes and the course outcomes are all aligned in a proper way.

As a supplement to classroom teaching, the Department promotes student presentations, self-learning assignments, project work, group work, quizzes, practical classes & clinical training. The staff encourages students to engage in self-directed learning through assignments which require students to refer books and engage in computer assisted learning. Learning Management Systems (LMS) are in place to encourage technology enabled teaching and learning. However, usage of LMS is very limited.

Employer and stakeholder surveys are vital for the programme design and development process and feedback reports also should be considered. But there was no documentary evidence on these activities. The programme evaluation reports were also not available for this particular study programme.

The Faculty's IQAC functions in an acceptable manner with the limited human and physical resources. The activities carried out by the IQAC should be appreciated; but it should develop internal monitoring strategies to evaluate, review, and improve the programmedesign, development, and approval processes.

The review team recommends the following actions for the programme design and development process:

1. The IQAC should be strengthened to perform internal monitoring processes to evaluate, review, and improve the programmedesign and development activities.
2. Tracer studies should be conducted annually and monitored by the IQAC.
3. The fall back options should be included in the curriculum.
4. External stakeholders' survey should be conducted and the feedbackfrom employers should be considered duringprogrammedesign and development process.

5.4 Course/Module Design and Development

Courses which are components of a programme of study should be designed according to approved policies and procedures of the Senate. Course curriculum is an interaction between aims and objectives, learning outcomes, content, teaching methods, and methods of assessment.

Courses of the BSc (Honours) in Physiotherapy degree programme are designed to meet the programme objectives and outcomes. The ILOs of each course are aligned with the programme ILOs. Courses are designed in compliance with the SLQF credit definition and due consideration is given for the Subject Benchmark Statements of the programme. These are notable strengths of the study programme. The staff involved in course design and development has been trained by the SDC and CPD programmes are also conducted by the SDC. Course approval and monitoring processes are available in the Faculty and student feedback on course delivery and teacher evaluation are collected by the Faculty and analyzed.

The degree programme of Bachelor of Science (Honours) in Physiotherapy was developed by a team of internal and external subject experts. The degree programme possesses a clear course specification that provides a concise description of the ILOs, contents, teaching learning and assessment strategies and learning resources. The staff involved in instructional design and development has been trained for such purposes. Relevant staff are made aware of the criteria against which specifications are assessed in the course approval process. Courses should be evaluated at the end of each course with regard to its content, appropriateness and effectiveness of teaching, achievement of learning outcomes and feedback should be used for further improvement of the course.

The review team's recommendations on course design and development:

1. The IQAC of the Faculty in collaboration with the DAHS should be involved in the internal monitoring process to evaluate, review, and improve course design and development and the delivery of courses.
2. The Faculty/DAHS should prepare policies on course design and development.
3. The Faculty/DAHS should practice the course evaluation process by analyzing student satisfaction survey data and use it for the revision of the respective courses.
4. Faculty's policy on the course design, development and delivery for the differently abled students should be developed.

5.5 Teaching and Learning

The goal of quality teaching is to improve the quality of learning experience of students which would enable them to achieve the intended learning outcomes (ILOs) of the courses as well as the outcomes of the programme. The teaching and learning process should be designed and delivered in a student-centered manner keeping in line with outcome-based education (OBE). The study programme should practice a choice of different teaching methods in greater significance to engage students actively in the learning process which would ensure that students are successfully equipped with the knowledge, skills, attributes and values.

Teaching and learning strategies are based on the Department's mission, vision and curriculum requirements. The DAHS provides course specifications, student handbook and timetables to the students. Teacher evaluation and course evaluation are conducted by the DAHS through student feedback and peer evaluation. These are analyzed and the reports were documented in the DAHS as documentary evidence for observation by the review team.

The DAHS has constructed limited infrastructure facilities to assist differently abled students in their teaching and learning activities. Even though differently abled students did not enroll themselves in the study programme during the recent past, the Department should be ready with the facilities to accommodate them if anyone gets enrolled in the near future. The use of the LMS for teaching and learning process is very limited and LMS is not used in many of the courses. Even though student evaluation and peer review are in practice, actions taken based on them are not evident. Monitoring the teaching and learning activities in the Faculty is not routinely conducted for their appropriateness and effectiveness. Evidence of monitoring instruments such as data and monitoring reports were not available in the DAHS and they should be documented and used for the improvement of the teaching and learning process.

The student-centered teaching-learning methodologies are not widely used in the study programme and also they are not included in the course specifications. Teachers should adopt both teacher directed and student-centered teaching-learning methodologies and these should be specified in the course specifications. There was no approved policy on indicators for

evaluating teachers for excellence in teaching and no evidence on an awards scheme for excellence in teaching and research.

The review team's recommendations on teaching and learning criteria:

1. The DAHS needs to improve the infrastructure facilities for differently abled students.
2. The use of the LMS should be increased and the students also need to be encouraged.
3. Students should be encouraged to publish student journals or newsletters and engage in other creative activities.
4. Monitoring teaching and learning activities in the Faculty/DAHS should be routinely conducted by the IQAC.
5. The student-centered teaching-learning methodologies need to be exercised in the study programme and they must be included in the course specifications.
6. Policy on indicators for evaluating teachers for excellence in teaching and an awards scheme for excellence in teaching and research should be developed and implemented.

5.6 Learning Environment, Student Support and Progression

Learner support services should address the identified needs of students and enhance a supportive learning environment aimed at student success in higher education. Student support services should be systematically assessed using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of these services.

The students are clearly conveyed of their rights, responsibilities and conduct in the university. Training on common learning resources (library and language) is provided for students and relevant staff. The Faculty ensures that student support opportunities are accessible and clearly communicated. The study programme has personal tutors who interact with students focusing on areas such as student support, assessments, career paths etc. The personal tutoring mechanism facilitates students' progression from one level to the next level of the study programme. However, the review team could not find any evidence with respect to student feedback on the personal tutoring mechanism and academic/social interaction between staff and students. The study programme enhances soft skills and socio-emotional skills of students by providing work-based learning opportunities through the curriculum and networking with alumni and relevant employers. Student representatives are invited for department meetings and information about student satisfaction with the support services is gathered and used for improvement of the services. However, reports with respect to regular student satisfaction surveys on the learning environment and student support services offered by the Faculty as well as by the University were not evident.

Though the Faculty policy on special support and assistance services for students with special needs exists, evidence of its implementation could not be found. There is no regular monitoring with respect to student learning experience, achievement and satisfaction. Fall-back options for students who do not complete the programme successfully are not available. The Faculty has a mechanism for handling student complaints and academic appeals. ICT policy and ICT-led tools for self-directed learning needs to be developed.

The Faculty does not have any fallback policy for students who do not complete the programme successfully.. Also, the DAHS does not have an alumni association to assist students in preparing for their professional future.

Recommendations for the Learning Environment, Student Support and Progression:

1. DAHS should conduct regular student and employer satisfaction surveys on this criterion.
2. A fall back policy should be developed with fallback options.
3. Student feedback on academic/social interaction between staff and students and personal tutoring mechanism should be obtained regularly.
4. An alumni association needs to be established.

5.7 Student Assessment and Awards

Assessment of student learning has a central role in both programme design and in the learning environment of the student. Assessment is used as a tool to promote learning and support the academic development of students. The study programme should ensure that assessment strategies are linked to the ILOs and the assessment practices are fair, valid, reliable and feasible with provision for regular and prompt feedback on student progress.

Under this criterion, the study programme adopts some good practices in many of the streams and especially in the research stream. The assessment policies, regulations and processes in setting and maintaining the academic standards align with the SLQF. The alignment of assessments to course ILOs and teaching learning methods were not evident. The study programme needs to take measures to align the assessment strategies with the respective course ILOs and teaching learning methods. The Curriculum Development & Evaluation Committee of the Faculty needs to be formalized for programme design and development. The Faculty needs to develop a policy on dealing with differently abled students. The graduate exit survey is not conducted by the DAHS.

Recommendations for the Student Assessment and Awards:

1. Faculty/Department should develop the policy on outcome based programme design.
2. The alignment of assessments to course ILOs and teaching learning methods should be done.
3. Department should conduct regular graduate exit surveys.

5.8 Innovative and Healthy Practices

A coordinating mechanism to facilitate staff engagement in research, and interaction with the community and health professionals is in place. Further, the study programme contains an undergraduate research project as a part of the teaching and learning strategy and encourages students to disseminate the findings of such research through presentations at conferences and publications in journals. Clinical training is a part of the teaching and learning strategy and it is operationalized through effective partnerships with alumni, hospitals and NGOs. The study programme promotes students and staff engagement in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, and community-related activities. The quality of the study programme is comparable with national standards.

Though the Faculty has established ICT-based platform (LMS) to facilitate multi-mode teaching and SCL, usage of the ICT-enabled tools for delivery of learning materials, learner support services and administering students' assessments is very minimal. Similarly, utilization of OER to complement teaching and learning resources is also very poor. Currently, income generating activities do not exist. Therefore, fee-levying programmes, such as PG Dip. and MSc Degree programmes should be initiated. A policy and procedure for credit-transfer was not evident. Student participation at regional/national level competitions is found to be very poor. Provision for students, who are unable to complete the programme successfully, to exit at a lower level with a diploma or certificate depending on their level of attainment needs to be considered.

Recommendations for Innovative and Healthy Practices:

1. LMS usage needs to be improved and the course units should be uploaded to the LMS.
2. The Faculty needs to develop a policy and guidelines on the use of OER.
3. The Faculty should prepare and implement a reward system for excellence in research.
4. The Faculty should develop policy and guidelines for granting permission to participate at outside competitions.
5. The Faculty needs to consider a mechanism of appointing external examiners for moderation and second marking.
6. The DAHS should initiate fee-levying programmes, such as PG Dip. and MSc Degree programmes for Physiotherapy graduates to enhance their professional career opportunities

5.9 Observation on Section 4: Summary

The summary of the Self-Evaluation Report (SER) exhibits the adherence to the guidelines specified in the Manual of Programme Review. Though the DAHS has internalized many of the best practices stipulated in the Programme Review Manual, the review team observed certain lapses, such as poor coordination between IQAC with IQAU, less consideration given

to national and international needs in the curriculum development process, lack of established processes to monitor and maintain academic standards and engage in continuous quality improvement. Curriculum Development & Evaluation Committee (CDEC) regulates the above processes with the support of Department of Medical Education. Reviewers further observed that an alumni association should be initiated and implemented by the Department.

Section 6 Grading of Overall Performance of the Programme

6.1 Judgement on the Eight Criteria of Programme Review

Table 6.1 shows the raw and actual criterion-wise scores for the study programme under review.

Table 6.1: Assessment Criteria and Scores

Criterion No.	Assessment Criteria	Weighted on a thousand scale	Weighted minimum score	Number of standards	Maximum Score	Raw Criterion wise Score	Actual Score	Satisfaction of minimum score
1	Programme Management	150	75	27	81	72	133	√
2	Human and Physical Resources	100	50	12	36	31	86	√
3	Programme Design and Development	150	75	24	72	54	113	√
4	Course/ Module Design and Development	150	75	19	57	42	111	√
5	Teaching and Learning	150	75	19	57	48	126	√
6	Learning Environment, Student Support and Progression	100	50	23	69	56	78	√
7	Student Assessment and Awards	150	75	17	51	44	129	√
8	Innovative and Healthy Practices	50	25	14	42	27	32	√
				Total on a Thousand Scale			808	
				Study Programme Score			80.8%	
	<p>Programme of Study is B.Sc. (Honors) in Physiotherapy Degree Programme at the Department of Allied Health Sciences, Faculty of Medicine, University of Colombo, Sri Lanka.</p> <p>Overall score for the Programme of Study is greater than 80% and criterion-wise score is more than the weighted minimum score for all the eight criteria.</p>						Therefore, overall Grade for the Study Programme: A	

Section 7 Commendations and Recommendations

The review panel observed that several attributes and practices of the B.Sc. (Honors) in Physiotherapy Degree Programme at the Department of Allied Health Sciences, Faculty of Medicine, University of Colombo are highly commendable. However, a few aspects need improvement and the review team hopes that its recommendations would be considered as suggestions of peers/colleagues merely for further improvement of the study programme to a level of excellence.

7.1 Commendations on excellence

- Majority of the staff are young, qualified, competent and committed to carry out their duties responsibly.
- Staff and students are motivated to adopt OBE-SCL approach.
- Regular training on common learning resources is provided for students and relevant staff.
- Social harmony and ethnic and cultural cohesion among students of diverse backgrounds are promoted by encouraging and facilitating student engagement in multicultural programmes.
- Student representatives are invited for department meetings and information about student satisfaction with the student support services is gathered and used for improvement of such services
- A personal tutoring mechanism is in place.
- The Faculty promptly deals with student complaints/grievances.
- Work-based learning is inculcated into the curriculum to improve clinical skills, soft skills and socio-emotional skills of students.
- Research skills of students are enhanced through the research stream of the study programme.
- Students and staff are engaged in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, and community-related activities.
- Staff engagement in research, and interaction with community and health professionals are well coordinated.

7.2 Recommendations for quality enhancement

- Upgrade physical resources required for teaching and learning activities. Lecture halls need to be upgraded with adequate infrastructure facilities especially, network facilities, sound system and proper multimedia facilities. However, sharing of some of the physical resources between the MBBS and BSc (Hons.) in Physiotherapy study programmes is commendable.
- Conduct regular student satisfaction surveys of the learning environment and support services and employer satisfaction surveys with respect to graduate performance to enable early detection of gaps for remediation.
- Conduct graduate satisfactory survey and tracer studies and use the findings in

the programme design and development process.

- The alignment of assessments to course ILOs and teaching learning methods should be done.
- External examiner assessment reports used in clinical examinations should be more comprehensive.
- Improve usage of ICT-led tools for delivery of learning materials and learner support services and administering student assessments. The staff and students should be encouraged to use LMS in teaching and learning respectively.
- The Faculty should take steps to develop and use MIS to implement its functions.
- Enhance use of OER in the teaching-learning process and research as per the curriculum needs.
- Obtain stakeholder feedback on the delivery of library and ICT services to strengthen the same
- IQAC functions in a good manner but it should conduct the internal quality reviews and monitor the feedback of students and other stakeholders by increasing its physical and human resources. More powers should be given to the IQAC and its coordinator to improve the quality of education in the Faculty.
- IQAC should be strengthened to perform internal monitoring processes to evaluate, review, and improve the programme design and development. Tracer studies should be conducted annually and monitored by the IQAC.
- External stakeholders' survey should be conducted and the feedback from employers should be considered during programme design and development process.
- Develop ToRs for academic mentors for delivering satisfactory services to the students
- Establish a formal student counselling centre for counselling services and maintain records of correspondence in collaboration with personal tutors of students, while ensuring confidentiality.
- Implement the policy on special support and assistance for differently abled students
- Provide fallback options for students, who are unable to complete the programme successfully, to exit at a lower level with a diploma or certificate depending on their level of attainment
- Implement staff performance appraisal system to evaluate contributions to teaching, research and other institutional responsibilities linked to a rewarding scheme
- Expedite the initiatives to offer fee-levying postgraduate degree programmes as a way of generating income and also to provide professional qualification to graduates in the field of physiotherapy.
- Establish an Alumni Association and develop closer links with alumni to improve student life and career opportunities.

Section 8 Summary

The desk review on the SER submitted by the B.Sc. (Honors) in Physiotherapy Degree Programme of the Department of Allied Health Sciences, Faculty of Medicine, University Colombo was carried out and subsequently, the site visit was conducted for a period of four days from 5th to 8th of February 2020. During the site visit, the review team members were able to peruse documentary evidence, observe facilities and hold discussions with key stakeholders.

The review team is satisfied with the evidence provided for all the standards of all 8 criteria. The academic staff of DAHS should be commended and congratulated for their commitment in maintaining high quality and standards in the study programme. However, a few shortcomings are mentioned under the Section 7 on Commendations and Recommendations and these can be very easily addressed by the study programme. Thus, B.Sc. (Honors) in Physiotherapy Degree Programme, Faculty of Medicine, University Colombo has earned an “A” grade with an overall score of **80.8%** which means that the study programme is at an excellent level of accomplishment.

The review team wishes to thank the Vice Chancellor of the University of Colombo, Dean of the Faculty of Medicine, Director of IQAU, Faculty Coordinator of IQAC, and Head and staff members of Department of Allied Health Sciences for their hospitality and support rendered to the review team to make the review process a success.

We wish continued success in all the future endeavors of the Department of Allied Health Sciences, Faculty of Medicine, and University Colombo.