



PROGRAMME REVIEW REPORT
Bachelor of Unani Medicine and Surgery (BUMS)
Institute of Indigenous Medicine
University of Colombo
20th –23rd January 2020



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Section 1: Brief Introduction to the BUMS Programme

The Bachelor of Unani Medicine and Surgery (BUMS) is offered by the Institute of Indigenous Medicine which belongs to the University of Colombo. At present the Institute has two major Departments of study, Department of Ayurveda and Department of Unani. The BUMS Degree program traces its origin way back to 1929 with the establishment of the Swadehiya Medical College in Borella to provide the education to those who aspire to study in Indigenous Medicine system. Later this was renamed as the Government Ayurvedic Medical College and was upgraded to the University level. The Institute of Indigenous Medicine was established in 1980 by the Universities act No. 16 and affiliated to University of Colombo.

The curriculum which was introduced in 1929 had undergone many revisions to reform the present curriculum and it was drafted in 2011.

The five-year academic work and an intern year covers the BUMS Degree program, and it aligns with SLQF level 6. There are eight units catering the Degree program and the annual intake is about 30-60 students. Graduate profile and intended learning outcomes (ILOs) are clearly defined.

The study program has several streams: Basic Principles, Allied Sciences, Drug preparation, Prevention and Social Medicine, Clinical Medicine, Deshiya Chikithsa and Traditional Medicine, Gynaecology, Obstetrics, Surgery, ENT, Ophthalmology and Orthodontology. The program follows a semester system with two semesters per year. The program starts with Basic sciences stream (3 semesters) that facilitates learning the structure and function of the human body, followed by pathophysiology of diseases and clinical teaching in Ayurveda Teaching Hospital, National Hospital of Sri Lanka (Sexually transmitted Disease Control Clinic, Leprosy Clinic), Welisara Chest Hospital, and Base Hospital, Angoda. Final year appointments are allocated on rotational basis by the ministry and the completion of the intern period is mandatory requirement to practice as Unani Medical Officers.

The academic program under purview is delivered by a well-qualified teaching panel.

Table 1: Student enrolment and current population

Student enrolment					
Academic year	2016/2017	2015/2016	2014/2015	2013/2014	2012/2013
Number of students	55	34	46	43	45
Current student population					
Number of students	49	32	46	43	45

Table 2 - Numbers graduated from the programme over the past five years

2018	2017	2016	2015	2014
26	27	23	17	16

Section 2: Observations on the Self Evaluation Report (SER)

SER of the Degree Programme of Bachelor of Unani Medicine and Surgery (BUMS) offered by the Department of Unani, Institute of Indigenous Medicine (IIM), University of Colombo was prepared in accordance with the prescribed format of the QAC programme review manual including best practices and the level of achievement of standards with relevant evidence.

Process of SER writing was initiated by appointing a Chairperson and a SER writing team including domain coordinators by the Director of IMM of the University in November 2018. A management committee coordinated by the Head of the Department of Unani was appointed representing all Departments. Members of the management committee met regularly and identified the resource persons to write each criterion. Different tasks were given to each member and there was evidence for participatory approach in this task. The evidence has been presented alongside the standards and criteria in the appendix of the SER report. SER writing team members were aware of the interpretations and discussions of the assigned criterion.

SWOT analysis which recognizes the strengths, weaknesses, opportunities, and threats had been performed on BUMS. However, remedial measures on previous review recommendations or strategies to tackle threats identified during SWOT was not indicated. Vision, mission, and graduate profile of BMUS were clearly mentioned.

Though they have mentioned the graduate profile of the IIM, it could have been presented in an attractive manner. Intended learning outcomes have been formulated with objectives of the graduate profile. Student centred-learning (SCL) approach reflects with the action plan and at classroom level to a certain extent. Thus, it is required to adopt more student-centred and outcome-based teaching and learning activities. Moreover, curriculum mapping has not been done in the degree programme.

The SER team adopts a participatory approach inclusive of all stakeholders at the key stages of the design and approval of programme and courses. It requires the documentation of feedback surveys of students, peers, stakeholders and all relevant authorities. However, the documentation of stakeholder feedbacks in curriculum design, course module design and evaluation were not up to the standard and systematic. Further, IIM ensures that the degree awarded, and the name of the degree complies with the guidelines, credit requirements and competency levels described in SLQF standards.

In general, among the eight criteria, innovative and healthy practices are somewhat weak and many of the practices have been started recently and therefore limited evidence was available at the site visit. For example, LMS, reward systems, industrial links, research grants are not up

to the standard yet. Thus, the eighth criterion did not score the minimum weightage indicated in the QAC manual of the UGC.

Section 3:A Brief Description of the Review Process

The review process was carried out by a team of academics appointed by the QAC of UGC in compliance with the guidelines prescribed in the Manual of Programme Review - December 2015. As stated in the front page of this report, the review panel consisted of four senior academics from diverse disciplines including subject experts representing the State Universities in Sri Lanka. The Review Team organized and conducted the programme review following the instructions particularly given in the Section 5.8 of the Manual on pages 94-95.

The review process consisted of several steps. First, the review panel attended the training workshops conducted by the QAC at the UGC premises and received printed copies of SER. Then, as per the guidelines of the manual and instructions given in the training, the desk evaluation was done by each member of the review panel independently. The Director/ QAC organized a meeting to discuss the results of the desk evaluation and associated issues raised, and suggestions made by reviewers and trainers to resolve them. Accordingly, marking scheme was finalized at that meeting by allowing room for the review panel to discuss their deviations and to come to a reasonable agreement among them on the basis of allocation of marks for standards and also on the marks given for each claim against the standards of eight criteria, thereby directing the review panel for a more realistic evaluation with sound conclusions and recommendations. The review panel agreed in keeping with the practices of such reviews and with the directions given by the Director/ QAC, to verify and finalize the marks allocated after the site visit.

Prior to the site visit, an activity schedule was prepared by the Chair with the collaboration of review panel members and sent it to the Director of the Institute for comments. Then the finalized site visit schedule (Annex 1) was circulated among the review panel members and the Director of the Institute where the site visit was organized. The Director of the Institute with the assistance of the Director of the QAC and the respective Head of the BUMS study programme organized the site visit enabling the panel for a smooth review process. At the site, before commencing the review and after ending the review in each day, the panel had lengthy discussions on the review process to be made in the following day and the outcome of the review made so far etc.

During the four-day site visit the review panel had informal meetings/ discussions with stakeholders at different levels: from the Vice Chancellor to students as an individual and/ or a group of persons, who were directly or indirectly involved with the programme by providing necessary inputs and support in different ways. The review panel met the following academic, administrative and academic support staff, and groups of students, and had discussions with them during the site visit.

- Vice Chancellor
- Director / IQAU and Coordinator/ QAC of the Institute
- Director of the Institute
- Head/ Coordinator of the Units
- Academic Staff of the Department/ Units
- Student Counselors
- Administrative and Supportive Staff
- Librarian
- Technical Officer
- Representative of CGU
- Representatives from Alumni
- Students from different batches

The review visit began with a meeting with the Vice Chancellor who was a senior academic member from the Faculty of Medicine. In her discussion she highlighted that the prevailing gap of understanding cultural issues and attitudes in the degree programmes of traditional medicine and allopathic medicine has to be addressed carefully in order to create a better perception among both parties. Almost all discussions made individually or group wise were satisfactory with greater attendance and active involvement. It is admirable that the Head of Unani Department made a very good presentation before starting the discussion, that could provide the review panel a greater impress at the outset of the review, on the remarkable progress of the Department/units with its key milestones during the journey and strengths they have developed towards upgrading the quality of the degree programme with best practices. All the discussions were interactive, and groups were met separately to provide them independence to express their thoughts and concerns with open mind. The list of attendees at meetings is provided as the Annex 2 of this report.

The review panel visited and observed several places, processes, and facilities available for students, where necessary, for physical verification of documentary evidence. All members of the review panel participated in the physical verification of the following places, processes, and facilities available to the Degree programme under review.

- Office of the Vice Chancellor
- Institute and Department/ Unit Premises
- Teaching Hospital and Clinics/ Pharmacy etc.,
- Administrative Block
- Lecture Halls
- Conducting Lectures
- Computer Labs and their operation
- Institute's QAC Office

- Hostels (Girls /Boys)
- Herbal Garden/Nursery/ Plant House
- Playground and Indoor facilities/Gymnasium
- Health Centre

Though the timetables were confusing to some extent, the team managed to observe a teaching session on insomnia delivered by a senior academic member and the mode of delivery was impressive. The second day activities began with observing bed side teaching and other traditional therapies unique to the BUMS programme such as cupping therapy, oil treatment etc., at the Teaching hospital, Borella. Visit to the teaching hospital revealed that a considerable population of patients still rely on the traditional medicine as the primary modality of treatment.

The final official item of the agenda was the debriefing meeting by the review team which took place with participation of the Director IIM and the other academic members of the programme under purview.

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

The University Internal Quality Assurance Unit (IQAU) was established in 2010 by the Vice Chancellor in line with the evident of subject and institutional review process being launched in Sri Lanka by the Quality Assurance Council of the University Grants Commission.

This committee consists of academics drawn from all faculties and affiliated institutes of the University. Currently Prof. NirmaleePallewatta, from the Faculty of Science serves as the Director of the IQAU of the University under the purview of the Vice Chancellor.

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 from the Board of Management (BOM) of IIM, the 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, submits QA review reports annually to the Senate, facilitates the implementation of the follow – up actions and monitors the progress and maintenance of ethics and standards of students, staff, examination, and research. Further student's feed backs / satisfaction reports are analyzed and considered for curriculum revision. Even though, no proper records and action/ work plans are available.

The IQAC is coordinated by a senior academic staff member from the BUMS Degree Programme. The coordinator of IQAC regularly attend the IQAU meetings at University of Colombo and reports to the Director IQAU regarding the quality assurance activities of IIM. The activities addressed at IQAU meetings are not much evident in IQAC minutes. IQAC office is in the IIM main administration building.

Though, IQAC is established at the Institute, its' functions are limited. No evidence of regular monthly meetings and discussions of its' progress at the Unani Sectional Committee (USC) meetings.

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 annual academic calendar, but some deviations had been occurred due to student issues. The timely communication of course timetables and lecture schedules to the students are evident but more methodical time tabling must be adopted for clarity.

Regular monitoring and reviewing of the curriculum have paved the way to revise the curriculum successfully in 2019 which was in par with other medical syllabuses and SLQF guidelines. The revised curriculum has clear course specifications, 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) at IIM is appreciated. The IIM annually organizes an international research forum, giving opportunity to young researchers to develop their research capabilities.

The examination results have been released on time. However, question paper setting with model answers were not evident in all subjects. Utilization of external examiners are limited. IQAC should adopt an internal monitoring system to get feed backs at important stages. The outcomes of the analysis incorporated into the study program was not evident.

Section 5: Judgment on the Eight Criteria of Programme Review

Review team's Judgement on compliance for eight criteria by the BUMS Programme was based on 156 standards listed in the programme review manual. In the SER, the BUMS Degree Programme 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.

At the desk review, the review team scrutinized the documentary evidence presented in the SER and the physical verification of evidence was achieved at the site visit.

Each standard was allocated marks (0,1,2 or 3) by studying the claim of the degree of internalization of the best practices and level of achievement of the standard mentioned in the SER and then observing if the documentary evidence made available to support the claim was sufficient.

Several deficiencies were observed in the SER, and also at the site visit; some standards were misinterpreted in the SER, unrelated evidence was provided, evidence provided did not cover the minimum 3- year period as required. In some instances, though the documentary evidence was available, the institute has failed to cite those evidence. Therefore, the review team gathered some explanation through discussions with the SER writers.

Table 5.1 depicts the raw criterion-wise score for the study programme based on the judgements made by the review team.

Table 5.1

Criterion No.	Assessment criteria	Raw score
1	Programme Management	63/81
2	Human and Physical Resources	22/36
3	Programme Design and Development	38/72
4	Course / Module Design and Development	41/57
5	Teaching and Learning	43/57
6	Learning Environment, Student Support and Progression	48/72
7	Student Assessment and Awards	34/51
8	Innovative and Healthy Practices	20/42

The evidence provided for the Criterion 8 (Innovative and Healthy Practices) was not satisfactory to obtain the minimum level of achievement expected in the SER manual.

The review team observed following strengths and weaknesses of each criterion. The recommendations to enhance the quality of the programme is listed in Section 7 of this report.

5.1 Programme Management

At the beginning of this chapter the review team wishes to pay a note of appreciation to the dedication of the Director and the Academic staff to establish a zero-tolerance policy on ragging. This is a remarkable achievement of the Institute.

The Institute's organizational structure is adequate for effective management and execution of its core functions of the Department of Unani. The Institute's Action Plan and Departmental Action Plan are up to date, aligned with the University's strategic plan, and monitored regularly. The Institute and the Department adopt management procedures that are in compliance with national and institutional Standard Operational Procedures, and they are documented and widely circulated. The Department adopts a participatory approach in its governance and management, it also accommodates student representation at suitable occasions. The Department distributes handbook with all the necessary information such as history and current status of the Institute, descriptions of study programme, learning resources, student support services, disciplinary procedures and welfare measures to all incoming students during orientation. Also, the Department makes available a study programme prospectus and the e-version of the prospectus with all the information about compulsory and optional courses to all the incoming students. The Department has up to date web site with current information. Internal orientation programmes are conducted by the Institute and the Department for all new entrants. Department securely maintains permanent and academic records of all students, accessible only to authorized personnel with provision of secure backups. The University and the Department uses an ICT platform and applications for all its key functions and maintains an updated database for its key functions that linked to the University management information system (MIS). The Institute has established an Internal Quality Assurance Cell (IQAC) at Department level. The Institute has established curriculum development committee for monitoring, reviewing, and updating. Discussions with external/relevant stakeholder members were done while upgrading/revision of curriculum. The Department has developed the curriculum which facilitates outcome-based education (OBE) and student-centred learning (SCL) and in compliance with SLQF and WHO guidelines as reference points. The Department conducted curriculum revision at satisfactory level through the curriculum revision committee.

The Department offers academic mentoring, student counselling and welfare mechanisms. The Institute assures that all students have access to health care services and are benefitted by Sports, recreational, religious, cultural, and social activities. The University safety and security fosters a secure environment for all students of IIM. The Department follows the approved by-laws pertaining to examinations, examination offences, student discipline. The

Institute has established a curriculum development committee for monitoring reviewing and updating the curriculum. Discussions with external/relevant stakeholder members were done while upgrading/revision of curriculum.

However, the review team noted following deficiencies in programme management. There is no documentary evidence on stakeholder consultations and stakeholder feedback even though the Department had discussions with stakeholders at different occasions. There is no documentary evidence to show the feedback of students on orientation programme and the Department is advised to devise a methodology to collect feedback from students in a regular manner. There is no evidence of reward scheme for staff (high performers) with names of the recipients over the past 3 years. Further, the evidence is lacking on stakeholder feedback on OBE-SCL methods in the curriculum. Better to have record on employability survey, graduate tracer studies. There is no evidence of foreign university collaboration for academic and research cooperation. Such collaborations must be empowered. There is no formal participation of student representation at board of management meetings due to the Act of IIM, therefore necessary amendment to the Act is proposed. Some goals of the Action Plan are not achieved and not realistic.

5.2 Human and Physical Resources

The BUMS programme offered by the IIM, University of Colombo has an admirable history and has produced medical graduates in this field with competence, compassion, and care. They have excelled and made significant contributions to many fields of expertise in health services nationally and globally. The new recruits were given ample opportunity to undergo induction programmes. The academic programme was delivered by a well-qualified staff.

Though the evidence was not found, verbal discussions revealed that the few academic members have participated in capacity building workshops conducted by the Faculty of Medicine, University of Colombo. It was further noticed that the Continuing Professional Development (CPD) programmes were not conducted at regular intervals and feedbacks from the participants were also not evident. The reviewers were in an opinion that the student-centred learning (SCL) has to be strengthened and regular training of staff on this aspect should be promoted.

The Institute is backed up by a team of well qualified administrative officers who have postgraduate degrees or diplomas in addition to the basic degrees. Lack of manpower in the supportive staff is a serious issue of the programme under purview. Nevertheless, the carder positions were still vacant in some units and the available staff apparently provided fullest cooperation for the sustainability of the programme.

Clinical skills are provided by the Ayurveda Teaching Hospital and other health care institutions such as National Hospital, Colombo (STD clinic and leprosy clinic), chest

Hospital, Welisara and Base Hospital, Angoda to fulfil and update the knowledge and skills of the students.

The lecture halls were well equipped and provided a conducive environment for student learning and progression. The programme had adequate number of laboratories to carry out student practical. The models which were available in the anatomy model room seemed very much useful for the students in understanding concepts of basic anatomy of the human body. The reviewers observed a small group discussion conducted at the anatomy model room and the enthusiastic contribution made by the students was commendable.

The spaces devoted for the computer laboratories and the number of computers available for student activities were satisfactory.

The playground and newly built gymnasium provided opportunity for the students to engage in their leisure time activities. The students have been provided better hostel facilities, and also the allocation and arrangement of hostels among different batches seemed to play a role in zero tolerance to ragging which is a great achievement in the Institute.

5.3 Programme Design and Development

Steps have been taken in 2011 to revise the BUMS curriculum to meet the SLQF requirements. But there is no curriculum development policy document for the institute, though the curriculum development has been considered in the strategic management plan. The curriculum matters are discussed in the Curriculum Development Committee (CDC) and forwarded to the Board of Management of the Institute and to the Senate for approval. In designing the new curriculum expert opinion had been considered. WHO guidelines were adopted as a referral point in curriculum design. However, evidence was lacking to prove that the programme design process incorporated the feedback from employer/professional satisfaction survey. Further, the stakeholders such as students were excluded in the process and the review team is of the opinion that they too should be considered in future curriculum development activities.

The Institute and the University have a clear vision, mission, and objectives and the current BUMS programme conforms to the set objectives of these statements. The University and the Institute have a functional IQAU and IQAC, and regular meeting minutes were available on quality related matters of the institute. The monthly meeting of the unit is headed by the Departmental head and the Director is a member of the meeting.

Intended Learning Outcomes of the programme are realistic and deliverable and feasible to achieve. The institute has adopted the outcome-based education to some extent. Field visits/Industrial visits are incorporated into the curriculum to enrich the practical knowledge.

The review team witnessed that the programme design accommodates supplementary and semi-professional courses to enrich the programme. However, the review team is of opinion that the demanding fields such as eco-tourism have to be blended into the curriculum which might bring the potential market value to the programme.

It is obvious that the programme does not have room to admit differently abled students; however, the review team suggested to work on a policy to accommodate such students in case of the said situation while a student is following the course. Fall – back option for the BUMS study programme is not available and suggested to work out depending on the number of credits followed by the student. Further, the data on graduation rates and employment rates were not available and those records have to be maintained and used for the improvement of programme development in future.

5.4 Course Module Design and Development

Student handbook provided to each student at the first day of the enrolment is commendable. Regular CDC meetings have been conducted, and the minutes are available. However, course design and approval policy document were not evident. Recently, the relevant subject in-charges has prepared course specifications for few course units. Senate approved documents are available on teaching learning strategy. There was no evidence on course design template. Course ILOs aligned with programme ILOs were not evident. Regular course unit's evaluation through student feed backs was not evident. Feed backs from course designers during course evaluation was not evident. No evidence was found in assessment strategy which is aligned with programme ILOs. Outcome of the analysis incorporated into study programme implementation was not evident.

The BUMS Degree programme is based on a course unit system which consisted of compulsory and optional course units covering 195 credits (185 credits from compulsory course units including the research project and 10 credits from optional course units). However, in modulating the optional course units, the programme administrators have considered the current trend in medical field and priority has been given to such optional units. The research project is worth of six credits and the reviewers are of opinion that the projects have to be more in-depth clinical or otherwise with more weightages given projects rather than audit/ questionnaire-based studies. Since the Institute operates a Forum for Ethical Review Committees in the Asian and Western Pacific Region (FERCAP) which is a recognized Ethical Review Committee, obtaining ethical clearance for a clinical study is not a difficult task and should not be a constraint for the quality of the undergraduate research.

English and Introduction to Computer Applications are credited course units in level 1 and level 2. However, credits in those course units are not taken into consideration in awarding classes. Reviewers were utterly confused by viewing the flow of course units in the transcript and suggest amending the transcript in such a way to separate clearly English and Computer

Applications course units from other course units. These two course units may come at the bottom of the transcript in a new table.

The timetables for the course modules were also not clear and have to be in a simple version accompanying a lecture schedule with that.

Academics have fewer opportunities for training programmes and evidence was lacking to prove their participation in continuous personnel and professional development programmes. Utility of workshop trainings in academic activities was not so evident. All academic members have undergone and completed the Certificate in Teaching in Higher Education (CTHE) programme.

5.5 Teaching and Learning

The Institute adopts a student friendly administrative, academic, and technical support system that ensures a conducive and caring environment and greater interaction among students and staff. The commitment of the present Director of the Institute towards maintaining the student friendly administrative environment within the Institute is remarkable. Institute offers all incoming students an one week induction programme including briefing on student welfare, examination procedures and social and ethical harmony. The students are clearly conveyed of their rights, responsibilities and conduct for successfully completing the study programme through student charter/handbook. Institute is having a policy on special support and assistance services for students with special needs. Institute uses ICT led tools to facilitate student access and use of the library efficiently; ensures that the use of library and information resources is integrated into the learning process. Institute enhances learning opportunities for students by collaborating with employers who offer work based learning or practical training programme for all students during the course they have training at the hospital with the assistance of staff. Institute implements the policy on gender equity and equality (GEE) and the academic staff also participated in the workshop on GEE. Institute has fair, effective and timely procedures for handling students complains. Academic appeals process ensures opportunities for student to raise matters of concerns without risk of disadvantages. The anti-ragging policy implemented with the participation of the senior students' involvement is appreciable.

While appreciating all good work of the Institute, review team in the view that the learning environment, student support and progression can further be improved by overcoming following weaknesses. Faculty need to create an inclusive educational environment considering the needs of individual student and diversity of the student body, in enabling student development and achievements. It is mandatory taking into consideration of student feedback about the orientation programme offered by the institute to the all-new incoming students. There is no formal structure to promote active academic/social interaction between the staff and students through the student body. However, the staff having their skills

transferred to students in effective means were also observed. Other than the orientation programme, students are not guided for optimal use of available students support services and empower learners to take personal control of their own developments. No evidence of using outcomes of the student feedback for improvement of the student support services. It is important to prove the teachers in partnership with library and information resource personals ensure the use of library and information resources for the learning process. There is no evidence that CGU of the University frequently conduct activities to enhance students' soft skills. There is no evidence of holding meaningful discussions between academic counsellors and students focusing on areas such as student support, choice of courses, assessments etc. Institute does not have the fall-back options for the students who do not complete the programme successfully. No processes are in place for communicating with students throughout the period of study in a structured, clear, and timely manner about opportunities designed to enable their development and achievement towards employment. Retention, progression, completion, employment rate and per student cost are not regularly monitored and remedial measures not taken where necessary.

5.6 Learning Environment, Student Support and Progression

The Institute has recognized the value of physical and psychosocial educational environment. Student friendly administrative, academic and support system has been developed. The students are provided with the clinical teaching at Ayurvedic Teaching Hospital, National Hospital, Sri Lanka, and other institutes affiliated to the Institute of Indigenous Medicine. Resourceful library with e-access is commendable. Hostel facilities, canteen facilities are in an appreciable level.

Activities conducive for sustainable harmony among a multi religious, cultural, and racial groups is commendable. Ongoing and regular sports and aesthetic programmes have been established. Students are actively engaged in community-based programmes such as health and well-being camps. Staff seems to be friendly and approachable. Academic interactions between students, counsellors and mentors have played a major role towards the zero tolerance to ragging. Industrial placements and intern appointments before earning the degree are professional adaptations to world of work. Several innovations have been created to facilitate learner centred teaching learning activities. Use of computer assisted learning has been facilitated by the computer laboratories. LMS in the institute seems to support student's engagement through IT.

Evidence of monitoring the educational environment and support system for a progressive development was lacking.

5.7 Student Assessment and Awards

The Institute has approved procedures for designing, setting, moderating, marking, grading, monitoring, and reviewing the assessment methods and standards of awards. The assessment procedures and the weightage assigned for different components are clearly stated in some of the course specifications and communicated to the students. Institute reviews and amends assessment strategies and regulations periodically as appropriate and ensures those being fit for market requirements other than the major revision time. Institute adopts the policy of appointing first and second examiners for each subject from among the senior academics from the Institute since the course is only available at this Institute in Sri Lanka. Evidence of clear policy on consideration of the second examiners reports and ensuring that changes recommended in the examiners reports are implemented. Institute ensures that policies, regulations, and processes relating to assessments are clear and accessible to all stakeholders through the printed and soft versions. Senate recommends only the competent staff as examiners to the Council for its approval. The Institute uses both formative and summative assessments to track individual student's learning and uses this information to ensure the achievements of ILOs. Degree certification process is verified at the Department /unit level and finalized at the Institute's examination board and finally this is verified by the University Examination branch. A complete transcript indicating the courses followed, grades obtained, the aggregate GPA, and class awarded is issued to the student. Examination boards are responsible for timely release of results and recording assessment decisions accurately; such records are maintained for a designated period of time. Faculty ensures that the name of the degree awarded complies with SLQF guidelines, its requirements and competency levels. Assessment regulations are strictly enforced, and disciplinary procedures are in place for handling breaches of examination regulations by students.

Following weaknesses of the student assessment and awards were also observed by the review team. Assessment strategy of student learning is not considered as an integral part of the programme design with clear relationship between assessment tasks and programme ILOs. Student assessment policies are not aligned to the level descriptors of the SLQF. No evidence is available for providing regular training on methods of assessments to staff in order to ensure that staff involved in assessing is competent to undertake their roles and responsibilities (only one document was available on MCQ blue printing). No scrutiny boards were conducted to finalize the examination papers and only moderators were available to fulfil this task. Recent postponement of examinations was evident and those were done on the request of students. Fall back options were not in place to help the week students who have completed a considerable volume of course units in the programme.

5.8 Innovative and Healthy Practices

The institute has taken action to prevent all kind of ragging among students and the premises has been declared as a ragging free-zone. This attempt is commendable, and the review team wishes to see that the continuation of this culture in the batches to come in the future.

The Institute has identified the need to facilitate ICT based platforms and multimode teaching/learning. LMS is effectively functioning, and adequate mass of teaching materials are available there, though the reports on LMS usage are not available.

Institute has established a research committee and an ethics committee to facilitate and monitor research activities. Recently acquired patent for an innovation was evident. However, the reviewers were in an opinion that the research activities among staff have to be improved. Lack of MoUs for collaborative research with other Universities and research organizations were evident.

A student has to engage in a research project, complete the research report and present the work to earn the compulsory credits. However, more attention has to be paid in selection of titles for undergraduate research projects (the reviewers feel that the staff has the potential to do so!). Guidelines for student research has to be laid down. An annual Research Symposium is conducted by the Institute and this attempt is commendable.

In addition to the clinical training, students also engage in primary health care appointments and other community-based projects. Well-structured clinical training record books are given to students.

There is a regular meeting of the Board of Management for Curriculum Development and Evaluations in the Department to recommend changes to the curriculum and evaluation methods.

No provisions are available for credit transfer, which is the case in most of the programmes in state universities in Sri Lanka as well.

The mechanism of scrutiny board to finalize the examination papers are not in place. The practice of conducting scrutiny boards has to be initiated to maintain the quality of the examination papers. Commitment of the academic staff to release results within the stipulated time period is commendable.

The students who cannot proceed to the award of the BUMS degree due to various reasons don't have any fallback options. Such initiatives have to be considered to safeguard the future of those students, if any.

Section 6: Grading of Overall Performance of the Programme

Based on the guidelines given in the chapter 3, Table 3.4 of the Programme Review manual, grading of overall performance of the BUMS Degree Programme under purview is shown below.

Table 6.1 Assessment criteria and score

No	Criterion	Weight	Actual criterion-wise score	Weighted minimum score (WMS)	Above WMS (Y/N)
1	Programme Management	150	117	75	Yes
2	Human and Physical Resources	100	61	50	Yes
3	Programme Design and Development	150	79	75	Yes
4	Course / Module Design and Development	150	108	75	Yes
5	Teaching and Learning	150	113	75	Yes
6	Learning Environment, Student Support and Progression	100	67	50	Yes
7	Student Assessment and Awards	150	100	75	Yes
8	Innovative and Healthy Practices	50	24	25	No
Total score		1000	669		
Total score (%)			66.9		
Grade		C			
Performance descriptor		<i>Satisfactory</i>			
Interpretation of descriptor		<i>Minimum level of accomplishment of quality expected of a programme of study: requires improvement in several aspects</i>			

Section 7: Commendations and Recommendations

7.1 Criterion 1: Programme Management

Commendations

- Effective administration of the study programme is ensured through adequate organizational structure, well-functioning standing committees, and annually revised strategic and action plans. The Cooperate plan and Action plan of the IIM are up to date and key goals have been identified to the graduate profile.
- Provision of information to the current and prospective students through annually published handbooks, comprehensive orientation programme for the newcomers and regularly updated Institute web page.
- IIM recognizes the value of stakeholder participation and contribution though it does not have an Alumni association yet.
- Annual academic calendar is followed though some deviations occurred due to student issues.
- Updated student handbook is available in both soft and hard copies.
- Student support services and grievance redress mechanisms are well in place.
- Disciplinary procedures are practiced and effective in student discipline.
- Orientation programme is in operation and organized by staff members.
- Records of all students are well maintained.
- IIM uses ICT facilities for academic and administrative purposes and free Wi-Fi is available for students and staff within the premises.
- Code of conduct/charter for students are available/ Effective use of the LMS system to support the teaching-learning and administration activities.
- IQAC functions actively and regular meetings are conducted.
- Number of student support systems are in place.
- Zero tolerance of ragging and active counselling and mentor service are in operative.
- Ensuring of the confidentiality of examination related data and documents, and student records through carefully laid down procedures.
- Promotion of gender equality among students.

Recommendations

- Strengthen the stakeholder consultations in curriculum development.
- Peer evaluations and student feed backs has to be formalized.
- Study programme prospectus has to be worked out.
- Incorporation of field studies or visits/excursions into the curriculum may enhance enthusiasm and active participations of students. However, student feedback analysis is lacking on such events.
- A fair allocation of student representation in committees has to be addressed.

- Work norms has to be defined for staff.
- A performance appraisal system has to be developed for both students and staff.
- More other actions have to be taken to address employability of graduates.
- National and international collaborations and partnerships have to be encouraged.
- Basic physical resources in the Institute are at a satisfactory level but expansion of canteen facility and common facilities in the department are essential.
- A formal peer evaluation system and effective mechanism of student feedback on the study programme must be introduced.
- No evidence of enrolment of foreign students to the department. Being the only programme which offers the BUMS Degree, there is a potential to work towards this target, at least from the South Asian Region.

7.2 Criterion 2: Human and Physical Resources

Commendations

- Senior academic members of the teaching panel of the programme are a great asset and consisted of senior lectures of high calibre.
- CTHE course offered by the University of Colombo is compulsory to obtain the basic qualifications in teaching and most of the academic members have undergone an induction programme.
- Lecture theatres are well-equipped with modern facilities. Academic programme is supported by a well-resourced library. Library opening hours are reasonable allowing maximum utilization of resources for the students.
- Better hostel facilities, recreational and other facilities are available to support the study programme.

Recommendations

- Survey reports/ feedback on library usage has to be formalized to measure the effectiveness of library facilities.
- Staff participation on CPD programmes (assessment methods, student centred teaching etc) has to be encouraged and recommended to establish a staff development centre in the Institute.
- Cadres of supporting staff has to be filled immediately for the effective functioning of the programme.
- Clinical skills laboratory located at the Unani Clinical Medicine Department has to be dedicated for student training purposes as such evidence was not found.

7.3 Criterion 3: Programme Design and Development

Commendations

- Matters pertaining to curriculum is discussed at the Departmental level, Institute level (Board of Management) and University level before implementation.
- Strategic plan is in place and with few deviations the Institute adhere to the plan.

- Curriculum revisions have been taken place from time to time to upgrade the curriculum into current standards.
- The programme is logically structured and consists of coherent set of courses/modules while allowing flexibility in students' choices (optional modules).
- Field visits/industrial visits are incorporated into the curriculum to enrich practical knowledge.
- WHO guidelines are adopted as referral points in curriculum design.

Recommendations

- ILOs are evident for only for few course units.
- GEE policies are not available and has to be worked out in the future.
- Tracer studies on employment rates are recommended to carry out to suggest remedial measures for unemployability of the graduates. Optional modules with a demand in the health sector has to be incorporated in to programme (eg. Health Tourism).
- Fall-back options for weak students/students who do not complete the degree within the stipulated time period, has to be addressed and implemented.

7.4 Criterion 4: Course Module/Design and Development

Commendations

- IIM claimed that the revised BUMS degree curriculum 2019 adheres to SLQF standards.
- The deficiencies in the old curriculum have been identified and rectified in subsequent years and therefore the course has evolved better.
- Availability of programme specifications is commendable.
- All academic members have completed the CTHE programme.
- BUMS degree has a clear course specifications provided with ILOs, teaching learning methods, assessment strategies and the references in the 2019 revised curriculum.

Recommendations

- Course design and approval policy was not evident. It is recommended to prepare the policy document for course design and approval.
- Student feedback has not been considered regularly for further improvement of the course. It is recommended to use student feedback for further improvement of the course.
- There was no evidence of using information gained from assessments to improve teaching and learning. It is recommended to use information gained from assessments for improvement of teaching and learning.
- Question paper setting with model answers were not evident. It is recommended to make model answers at the same time while setting the question paper.

- Medical education unit was not established. It is recommended to establish a Medical Education Unit.
- Less opportunities for training programmes for Academics was evident. It is recommended to organize more workshops for academic staff on assessment strategies, teaching learning methods etc.
- Internal monitoring system for feedbacks at important stages of course design by IQAC was not evident. It is recommended to adopt internal monitoring system for feedbacks at important stages of course design by IQAC.

7.5 Criterion 5: Teaching and learning

Commendations

- Course specification and timetables are provided before commencement of academic activities.
- Teachers encourage students for creative work related to theory and practical.
- Group work is encouraged in different entities: Field visits, Industrial training etc.
- Research work is incorporated into curriculum.
- Student teaching and learning activities are monitored closely by teachers.
- Appropriate technology is used for teaching purposes.
- Fairly shared workload among staff was evident.
- Observed teaching session was impressive.

Recommendations

- Assessment methods and learning has to be closely aligned (blueprint may help to overcome this).
- Outcome based education/ student centered teaching is recommended to be reinforced.
- A formalized mechanism to obtain students feedbacks has to be implemented and the suggestions has to be utilized for further improvement in teaching.
- Teacher excellence awarding system is needed to be discussed and implemented.
- If possible, an independent English Learning and Teaching Unit as a part of the Institute is suggested to improve the English knowledge of needy students.

7.6 Criterion 6: Learning environment, student support and progression

Commendations

- Zero- tolerance for ragging is an excellent achievement.
- Resourceful library with e- access is available.
- Institute facilitates academic interaction between students, mentors and counsellors.
- Satisfactory hostel facilities are evident.

- Facilities for recreational activities are in place.
- Intern placement is a professional qualification to world of work.

Recommendations

- Continuous professional career development pathways are very limited, and measures has to be taken to strengthen this aspect.
- LMS usage/effectiveness has to be reviewed.
- Guidance from Career Guidance Unit not satisfactory for employment issue and therefore more attention has to be paid on this matter.
- Fall back options have to be worked out/ implemented.

7.7 Criterion 7: Student assessment and awards

Commendations

- Physical facilities are available to conduct examination matters confidentially.
- By-laws and relevant guidelines are available regarding examination procedures.
- Examination offences are properly addressed, and records are available on previous incidences.
- Results released on time/ within 6 weeks of the examination (recent attempt after internal circular from the Director).
- Examinations are informed well in advance to the students.

Recommendations

- Fall back options were not in place and has to be worked out/implemented.
- No scrutiny boards were conducted to finalize examination papers/ only moderation is available. Recommended to initiate scrutiny board before finalizing the examination papers.
- Examination matter awareness workshops were limited/only one evidence on blue printing (MCQ) was found under this standard. Encourage the staff participation in such capacity building training programmes.
- Few marking schemes were evident. Preparation of marking schemes together with the questions have to be encouraged among academics.
- Clinical based practical assessments have to be done in rotational basis to reduce the time taken for examinations.
- Transcripts have to be amended for clarity (refer instructions in 5.7).
- Due to students' request recent postponement of examinations were evident. This practice should not be encouraged among student groups.
- Extended duration for graduation (more than 6 years) was noted and recommends adhering to the stipulated time period.

7.8 Criterion 8: Innovative and Healthy Practices

Commendations

- Some extent of student-centred learning is in practice/Open education resources are complimenting to certain extent.
- Undergraduate research projects are used as a part of teaching strategy/Students have made some contributions to local symposia and conferences and presented their research findings.
- Revision of curriculum has been taken place whenever necessary.
- All attempts have been made to prevent ragging and gender-based violence within the Institute to create a more conducive environment for students/ Mentoring service is in operation.
- Existence of multicultural and multi-ethnic cohesion is evident.
- Initiation of students' award system is on the pipeline.
- Social engagement activities are organized, and students are actively participating on such programmes.
- There is a provision for the students to apply for re-scrutiny of marks after releasing results.
- Good collection of books and learning materials are available in the library.

Recommendations

- Involvement with industry and other research institutes are very limited and recommended to strengthen this aspect of the programme.
- Income-generating activities are limited and suggest to work out and initiate such practices.
- Students evaluation in research projects are not up to the standard and therefore a standardise procedure has to be adopted (allocation of 20% for conducting research project may be replaced by a viva which is more objective). Guidelines for student-research has to be laid down to maintain the homogeneity. Student group allocation for projects has to be uniform (evidence of three students/group and single student/group in the same batch). Inviting a resource person from another Institute/ Faculty is encouraged to evaluate the research projects.
- Question paper setting and moderation has to be improved. Marking schemes have to be ready at the moderation stage. Scrutiny boards have to be conducted before finalizing the paper. Utilization of external examiners are limited and recommended to strengthen this aspect of the assessments.
- Involvement in research by the academic staff is less and therefore research culture has to be inculcated among academics. More grants/ external funds have to be acquired to improve the research activities among academics of the programme under purview. National and international MoU's have to be created to improve research among academics.

- Student participation for outside competitions were not evident and encouragement of students on these activities are recommended.
- Although the revision of curriculum takes place, procedures adopted by the IIM have some gaps and recommended to address such gaps.

Section 8: Summary

Institute of Indigenous Medicine as the pioneer in traditional medical education of the country has sustain its credibility over many years of existence and has produced medical graduates (BAMS and BUMS) with competence, compassion, and care to serve national and international requirements.

Well qualified academic staff seems to function cordially although there is a lack of non-academic staff for the effective management of the programme. The leadership of the current Director of the Institute is very much impressive, and the Institute seems to be in the correct direction now.

The Institute has invested on modern teaching aids, computer-based technologies, laboratory equipment and models.

Process of administration, community service, curricular development, teaching/learning, assessment, and programme evaluation have been recognized and given due recognition even though there are deficiencies. Integration of subjects to enrich the learning experience and clinical application could be further enhanced.

Though the academic staff has the potential to explore innovations in medical education, such commitments are lacking.

Research activities /post graduate training programmes/national and international collaborations could be further enhanced.

The Institute has the potential to be a leader in South-Asian region as there is a very high demand for the BAMS/ BUMS graduate holders.

Professor Saman Abesinghe
University of Ruhuna

Professor P. Vinobaba
Eastern University of Sri Lanka

Dr. K. Priyani P. Pieris
Gampaha Wickramarachchi Ayurveda Institute, University of Kelaniya

Dr Inoka Uluwaduge
University of Sri Jayewardenepura

Annexure 1: Site visit schedule

**QUALITY ASSURANCE COUNCIL OF THE UGC
PROGRAMME REVIEW of BUMS
SCHEDULE FOR SITE VISIT
Institute of Indigenous Medicine, University of Colombo
20 - 23 January 2020**

Day 1- 20 January 2020 (Monday)

Time	Activity	Participants
8.00 AM – 8.30 AM	Meeting with the Director, IQA Cell coordinator and Head of Unani Section Venue – College House, University of Colombo	Director IIM, IQA Cell coordinator and Head of Unani Section with Review Team
8.30 AM – 9.00 AM	Meeting with the Vice Chancellor Venue – College House, University of Colombo	Vice Chancellor, Director IIM, Director IQAU and IQA Cell Coordinator, HOD Unani (Chair SER Preparation)
9.00 AM – 9.30 AM	Meeting with the IQAU Director Venue – IQAU Office, University of Colombo	IQAU Director and IQA Cell Co-Ordinator
9.30 AM – 11.05 AM	Presentation about the Institute and respective study program Presentation by the sectional head / Unani Venue – Institute of Indigenous Medicine Working Tea	Head / Unani, IQAC Coordinator, All HOU's of the Institute, Chair and SER Team, Study program coordinators
11:05 AM -11:45 AM	Meeting with academic staff in permanent cadre (excluding HOD and HOU's)	Academic staff members of BUMS 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	Lunch	
1:30 PM-2:30 PM	Meeting with Student Counselors Mentors	Senior Student Counselors and student counselors
2:30 PM - 4:00 PM	Observing, Physical Facilities (i) Tea	Review Team/ Facilitators

Day 2 - 21 January 2020 (Tuesday)

Time	Activity	Participants
8.30 AM – 11.00 AM	Observing facilities in the hospital and Clinical sessions Hospital Visit Working Tea	Review Team, IQA Cell coordinator and HOU
11.00 AM – 12.15 PM	Meeting with Students	Group of students (34) representative of gender, ethnicity, level of study programs
12:15 PM -1:15 PM	Lunch	
1:15 PM -2:15 PM	Meeting with external stakeholders Working Tea	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 – 22 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-11.50 AM	Meeting with a cross section of academic support staff and non-academic staff Technical Officers Meeting with support for student welfare	Representative group of academic support staff and non-academic staff (10), Hostel wardens and sub wardens, Physical Education, Medical Officers
11:50 AM -12:30 PM	Observing Physical Facilities (ii)	Review Team
12:30 PM -1:30 PM	<i>Lunch</i>	
1:30 PM -3:00 PM	Hostel Visit	Review Team
3.00 PM – 4.15 PM	Observing Teaching Session <i>Working Tea</i>	Review Team

Day 4 - 23 January 2020

Time	Activity	Participants
8.30 AM – 9.00 AM	Meeting with Career Guidance staff English Teaching Unit	Coordinator – Career Guidance Members of English teaching unit
9.00 AM – 9.45 AM	Meeting with Director IIM	Review Team
9.45 AM – 10.00 AM	Study Unit Moalijat visit and skills Laboratory <i>Working Tea</i>	Review Team
10.00 AM-12.30 PM	Private meeting of reviewers and report writing	Review Team
12:30 PM - 1:30 PM	<i>Lunch</i>	
2:00 PM - 3:00 PM	Closing meeting for debriefing <i>Working Tea</i>	Director, Head / Unani Section, HOU, IQA Cell Coordinator & the SER Team

Final

Annexure 2: Attendance of meetings held during the site visit

**Program Review 2019
BUMS/IIM- University of Colombo**

Meeting Title: Meeting with VC

Venue: College House

Date: 20th January 2020

Time: 8.00 - 8.30 AM.

Number	Name	Designation	Signature
1	C.N. Wijerathna	VC - no c	
2	P. A. Paranagamu	Director / IIM	
3	Dr. B. M. A. H. H. H.	Head / Unknown	
4	Dr. K. P. P. Perera	PR - Member	
5	Prof. S. Abeyasinghe	Reviewer	
6	P. Vinobata	Reviewer	
7	Dr. Eoka Uluwage	chair / Reviewer	
8			
9	Dr. M. C. M. Mahesh	Co-ordinator QA&IIM	
10	Prof. N. Pallewatta	Director / IQACU	
11			
12			

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with Head of Dept Unani/All HOU's & SER Team.

Date -: 20th Jan. 2020

Venue -: Mini Auditorium - I.I.M.

Time -: 9.45 Am - 11.05A.M.

No.	Name	Signature
01	Dr. Fozia Ulwadia	
02	Prof. S. Abeyasinghe	
03	Prof. P. Yindaba	
04	Dr. K.P.P. Peiris	
05	Dr. M.H.M. Nazeem	
06	Dr. A.M. N/A H EEB	
07	Dr. M.H.M. Hafeel	
08	Dr. M.U. J.N. Arzoo	SER Team
09	Dr. AHA Fzand	
10	Dr. A.M. Mulla	
11	Dr. H. Nizamdeen	HOU/NQA
12	Dr. M.C.M. Makeeg	IQACell - I.I.M. Coordinator

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with Teaching Panel of
 respective BUMS Programme.

Date -: 20th Jan 2020.

Venue -: Mini Auditorium / IIM

Time -: 11 - 11.45 AM

No.	Name	Signature
1.	Dr. Inoka Uluwadige	
2.	Prof. S. Abeyasinghe	
3.	Prof. P. Vinobaba	
4.	Dr. K.P.P. Perera	
5.	Dr. M.U. Z.N. Parzang	
6.	Dr. A.H.M. Marjood	
7.	Dr. SM Rasesu & deen	
8.	Dr. Nore. M.L.U. Salma	
9.	Dr. ME Manuha	
10.	Dr. ALM Jihan	
11.	Dr. U.S. Fawziya	
12.	Dr. A.W.S. Fawziys	
13.	Dr. J. Rumaize	
14.	Dr. M.H. Fashu Thaq	
15.	Dr. M.NF Rizniya	
16.	Dr. A.M. Mathulu	
17.	Dr. M.S.M. Nasmeer	
18.	Dr. M.M.M. Rifaee	
19.	Dr. M.C.N. Razana	
20.	Mrs. A.R. Hasmath	
21.	Dr. AHA Fazeerah	

Dr. Manu Maheg DR Cell Coordinator

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with Temporary Demonstrators

Date :: 20th Jan 2020

Venue :: Mint Auditorium - I.I.M.

Time :: ~~12.15 P.M.~~ 11.45 - 12.30 P.M.

No.	Name	Signature
01	Dr. Indira Ukwedje	
02	Prof. S. Abeyasinghe	
03	Prof. P. Vinobabu	
04	Dr. K.P.P. Peiris	
05	Dr. M.T.M. Reeshdeen	
06	Dr. M.M. JANEES	
07	Dr. L.M. YASIR	
08	Dr. M.I.F. RIFHA	
09	Dr. B.F. Rajeese	
10	Dr. A.M. Jitham,	
11	Dr. M.A.M. Wafer	
12	Dr. M.S.F. Sapra	
13	Dr. W.F. Shifts	
14	Dr. A.R.F. Rifshiyq	
15	Dr. M.C.M. Malleey . Gorkish DQAKEL	

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with Students - UG.....

Date -: 21/01/2020

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Venue -: Lectur Hall No-9 (Main)

Time -: 11.00 AM - 12.15 P.M.
~~10.30~~ ~~11.30~~

No.	Name	Signature
01	B. Thoyalirini	B. Thoyalirini
02	R.M.C.D. Rathnayake.	R.M.C.D. Rathnayake
03	A.M.F. Ruzha	A.M.F. Ruzha
04	M.J.H.P. Sabra	M.J.H.P. Sabra
05	M.R.F. Rifna	M.R.F. Rifna
06	A.M.D.A. Ranasinghe	A.M.D.A. Ranasinghe
07	Y.P. Hemenda Arachchi	Y.P. Hemenda Arachchi
08	M.F.F. Farwin	M.F.F. Farwin
09	T.N.D.S. Fernando	T.N.D.S. Fernando
10	W.K.B. Maduwantshi	W.K.B. Maduwantshi
11	S. Weerabaddana.	S. Weerabaddana.
12	A.H.M.H. Jayawardena	A.H.M.H. Jayawardena
13	AMF. Hazeena.	AMF. Hazeena.
14	MNF. Nuha	MNF. Nuha
15	A.R.F. Mulla	A.R.F. Mulla
16	P. Shalini	P. Shalini
17	M.M.F. Minha	Minha
18	Perinparajah. Anojitha.	P. Anojitha.
19	F.S. Salahudeen	F.S. Salahudeen
20	Linusha. N	Linusha. N
21	A.L.F. Safiqya	A.L.F. Safiqya

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with Undergraduate Student

Date :- 21st Jan 2020

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Venue :- Unani Lecture Hall 50-9

Time :- 10:30

No.	Name	Signature
22	Pinnagodage N.K.	Navada
23	M.R. Fathima Rusda	Rusda
24	J. NIZRIYA JESMIN.	Namin
25	T. Fathirra Zakriyya	T.F. Zakriyya
26	J. Dhanushika	Dhanushika
27	A.W.M.H.M. Aflal	Aflal
28	V. S. KODAMUNDEEN	V. S. KODAMUNDEEN
29	M. Shrishan	Shrishan
30	R. M. S. Fuwas	Fuwas
31	S. Anojan	Anojan
32	M.A.M. Azrin	Azrin
33	M. Tharshigan	M. Tharshigan
34	M.W.M. Rasheed	Rasheed
	Dr. I noka Uluwadege	I noka Uluwadege
	Prof. P. Vinodkumar	Prof. P. Vinodkumar
	Dr. K. P. P. Perera	Dr. K. P. P. Perera
	Prof. S. Abeyasinghe	Prof. S. Abeyasinghe

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with External Stake holders &

Date: 21st January 2020

Venue: at Audio Visual Hall IIM

Time: 1.15 - 2.45 P.m.

Alumni - Page ①

No.	Name	Signature
1.	Dr. A.M. Aboothahir 0714100762	
2.	Dr. M.G.M. Rameez dr.rameezmw@yahoo.com 0718047398	
3.	Dr. V. Thirumal 0713669999	
4.	Dr. B.M. Rishad 0774707996	
5.	Dr. M.C. Riyas	
6.	Dr. M.P.P. Hagee	
7.	Dr. M.F.M. Rihag	M. F. M. Rihag
8.	Dr. R. Udayakumar	
9.	M.D.M. Zacki Laffeeq (Inventor)	
10.	Dr. I. Al-Tharique 0777356495	
11.	Dr. P.M. Rizwan	
12.	Dr. M.R.M. NALEEM 0714380890	
13.	Dr. T. Sivakumar	
14.	Dr. M.M.F. Senthilz 0774541001	
15.	Dr. B. I. Nihara 0763212223	B. I. Nihara
16.	Dr. A.M. ZAROOK 0773308824	
17.	Dr. N. Fahime 0776592734	
18.	Dr. M.T.S. Ahs 0777039649	
19.	Dr. Farween Mohideen 071-6818661 cmo-dehiwala	

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with Internship Doctors....

Date :: 21/01/2019

Venue :: IT Lecture Hall

Time :: 4.15 P.M. - 4.45 P.M.

No.	Name	Signature
01	K. Kirushanthy	K. Kiru
02	U.L. Nakefe	U.L. Nakefe
03	Z. Fathima Sathoeka	Z. Fathima
04	J. F. Fatheena	J. F. Fatheena
05	M. F. F. Fasmra	M. F. F. Fasmra
06	M. T. F. Sahadiya	M. T. F. Sahadiya
07	M. H. F. Rista	M. H. F. Rista
08	J. Nawfiya	J. Nawfiya
09	Y. F. Shifna	Y. F. Shifna
10	M. Haseena	M. Haseena
11	M. I. F. Nafla	M. I. F. Nafla
12	A. A. F. Sultika	A. A. F. Sultika
13	M. A. F. Najla	M. A. F. Najla
14	A. A. M. Akram	A. A. M. Akram
15	M. M. M. Mifraj	M. M. M. Mifraj
16	H. M. M. Nifras	H. M. M. Nifras
17	T. M. fajal	T. M. fajal
18	N. M. S. Nafeesa	N. M. S. Nafeesa
19	M. S. F. Nishana	M. S. F. Nishana
20	A. M. F. Musffe	A. M. F. Musffe
21	M. A. Nabeele	M. A. Nabeele

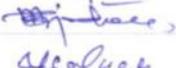
PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with Research Committee Members.

Date -: 22/01/2019

Venue -: IT Lecture Hall

Time -: 9:30 am - 10:30 AM.

No.	Name	Signature
	Dr. D.P.A. Fernando Dr. W.A.S.S. Weerakoon Dr. P.R. Wasanthene	 P.R. Wasanthene
	Dr. A.P.A. Jayasiri Dr. A.W.S. Fowziys	 A.P.A. Jayasiri
	Dr. M.A.A. Strajedane Dr. Mrs. M.L.C. Salma	 M.A.A. Strajedane
	Dr. A.H.A. Fazeerah Dr. H. Nizamdeen	 A.H.A. Fazeerah
	Dr. P.D.H. Kuleetunge Dr. P. G. E. C. S. S. S. S.	 P.D.H. Kuleetunge
	Dr. A.H.M. Mawjood Dr. M.S.M. Nasmeev	 A.H.M. Mawjood
	Dr. M.H.M. Hafed Dr. S.D. Hapuarachchi	 M.H.M. Hafed
	Dr. A.H.M. Ihsan	 A.H.M. Ihsan

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with Medical & Physiotherapy Experts,
M.A, Tech. Staff, Supportive Staff,
Subwarden

Date: 22nd Jan 2020

Venue: Audi Visual-IT Hall - IIM

Time: 10.15 AM - 11.15 AM

No.	Name	Signature
01	Dr. M.H.M. Nizam	
02	Dr. H. Nizamdeen	
03	D.M.C. & Dissanayake	
04	K.L.W. Yamuna Malakanthi	
05	R.R. Jayasena	
06	K.A.S. Payanthi	
07	W.A. Mithila Niyomol	
08	S.M.N.M. Basnayake	
09	P.G.A.D. perarumma	
10	P.M.H. Anoma	
11	Muditha Vandebona	
12	Nadeeka Sandaruwan	
13	R.M.B.H. Rajagun	
14	G.A.M. Koliyawantha	
15	G.S.K. Perera	
16	Pushpa Nandani	
17	W.A. Sasantha Kumara	
18	S. Niroshta	
19	J.G. Karithilsh	
20	A.B.M. MAZAKIR	
21	K.G. Gnanasini	

PROGRAMME REVIEW OF IIM 2020

Programme Reviewers' Meeting with

Date -: 23 - 01 - 2020

Debriefing meeting

Venue -: Mini Auditorium.

Time -:

No.	Name	Signature
1.	Prof. P. A. Jayasinghe	
2	Dr. B.M. Nadeeb	
3.	Dr. A.H.M. Masood	
4.	Dr. SM. Reesuddeen	
5	Dr. M.N.F. Rizniyo.	
6.	Dr. M.S.S. Fawziya	
7.	Dr. A.M. Ihsan	
8.	Dr. A.M. Muthus.	
9.	Dr. H. Nizandeen	
10.	Dr. M. U.Z.W. Fatzana.	
11.	Dr. A.H.A. Fazeerah	
12	Dr. M.H.M. Hafeel	
13.	Dr. M.S. Manuhas.	
14	Dr. M.H.M. Nazeem	
15.	Dr. M.C.M. Mubeey	
16.	Dr. Imola Uluwadiye	
17	Dr. M.S.M. Nazeem	
18	Prof. S. Abeyasinghe	
19	Dr. K.P.P. Perera	
20.	Prof. P. Vinobaba	

Annexure 3: Photographs taken during the site-visit



Figure 1: Meeting with Vice Chancellor, University of Colombo



Figure 2: At the QA office, University of Colombo



Figure 3: Meeting with Head and the academic staff members



Figure 4: Meeting with the academic staff members

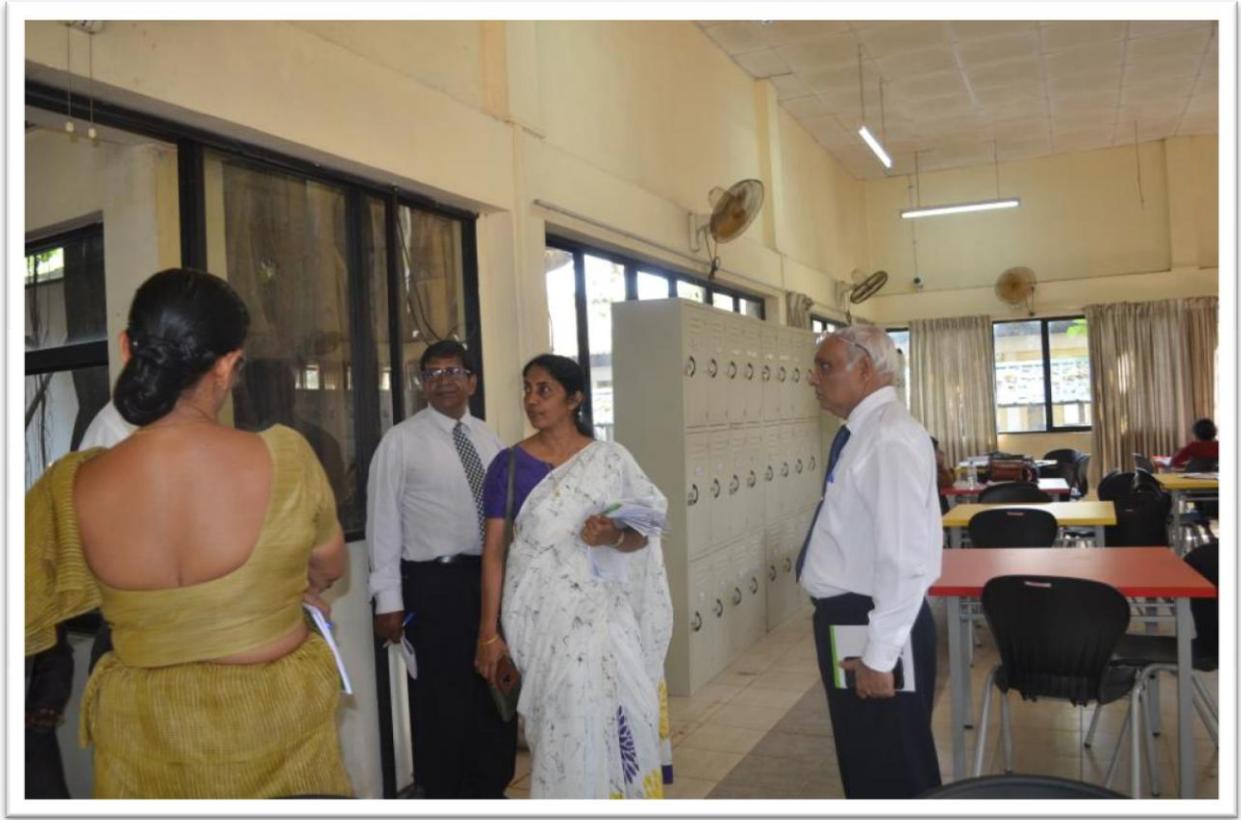


Figure 5: Visit to the student's reading room



Figure 6: Visit to the library



Figure 7: Visit to the Canteen



Figure 8: Visit to the Gymnasium



Figure 9: Observing facilities at the Teaching Hospital, Borella



Figure 10: Observing clinical teaching at the Hospital, Teaching Hospital, Borella



Figure 11: Observing clinical teaching at the Hospital, Teaching Hospital, Borella



Figure 12: Observing traditional treatment modalities at the hospital



Figure 13: Visit to the drug store



Figure 14: Visit to the Unani Pharmacy at the Teaching Hospital, Borella



Figure 15: Meeting with the Supportive staff



Figure 16: Meeting with the undergraduate students



Figure 17: Visit to the Hostels