



PROGRAMME REVIEW REPORT

Bachelor of Science Honours in Nursing Degree Programme

Unit of Allied Health Sciences

Faculty of Medicine

University of Jaffna

03.02.2020 to 06.02.2020



Review Panel: **Dr. Subhashinie Wijesundera**
 Prof. C. Ariyaranee Gnanathanasan
 Prof. A.L. Abdul Rauf

The Quality Assurance Council
University Grants Commission, Sri Lanka

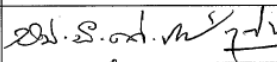
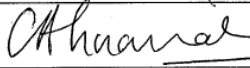

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1. University : University of Jaffna

2. Faculty : Unit of Allied Health Sciences, Faculty of Medicine

3. Program : Bachelor of Science(Hons)in Nursing Degree

4. Review Panel :

No	Name	Signature
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3	Prof. A. L. Abdul Rauf	

Date: 2020.02.

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Section 1: Introduction to the study programme

1.0 Background

The University Grants Commission (UGC) granted permission to the University of Jaffna (UoJ) in 2006 to commence degree programmes in the fields of Medical Laboratory Sciences (MLS), Nursing, Pharmacy, Radiography, Physiotherapy and Occupational Therapy. Accordingly, the UoJ started three Allied Health Sciences (AHS) study programmes, namely the Bachelor of Science in Medical Laboratory Sciences, Bachelor of Science in Nursing and Bachelor of Pharmacy at the Faculty of Medicine (FoM) premises at Kokuvil. The first batch of students recruited in the academic year 2005/2006 to the AHS on the 7th August 2006 consisted of 12 students.

The UGC promoted AHS as a Unit in September 2011 and the annual intake of students for the three degree programmes has been increased from the academic year 2016/2017 onwards and the current intake is around 210. The current intake of the Unit of Allied Health Sciences (UAHS) constitutes students from all districts of the island representing all ethnicities and religions, thus creating a multicultural environment. UAHS has achieved remarkable progress in a short time and was upgraded to the Faculty level by the UGC on 2nd December 2019. However, the new Faculty of Allied Health Sciences (FAHS) is currently experiencing tremendous challenges due to the increased student intake, the lack of adequate human resources and limitations in infrastructure facilities.

The Bachelor of Science in Nursing degree programme was started under the AHS of the Faculty of Medicine, University of Jaffna in 2006. It is a full-time degree programme of four-year duration. Students from the GCE (A/L) Bioscience stream with appropriate intake criteria set by the UGC are enrolled in the B.Sc. (Honours) in Nursing degree programme. The students must successfully earn 140 credits and a minimum GPA of 2.0 to obtain the B.Sc. (Honours) in Nursing degree offered by the UAHS. The aim of the programme is to produce highly competent and skilled professionals in the field of Nursing.

1.1 Staff and student profile

The coordinator of the degree programme is responsible for the academic activities. Lectures and practicals are conducted with the assistance of five permanent nursing lecturers, four temporary demonstrators, other lecturers in the University, visiting lecturers from Teaching Hospital, Jaffna and tutors from College of Nursing, Jaffna. Table 1.1 indicates the number and profile of the academic staff, support staff and the nonacademic staff. The approved number of academic cadre is 8 while the available cadre is 5. There is a severe shortage of senior academic staff as set out in the Table 1.1. Moreover, there is a shortage of laboratory and technical staff.

The UAHS is housed in a newly built three storied building. However, the facilities such as lecture rooms, laboratories, students' common rooms are insufficient for the increasing student enrolment. The lack of separate canteen facilities for AHS students, laboratories and

adequate number of equipment in the skills lab also affect the effective implementation of the study programme.

Table 1.1 : The Staff profile of the BSc(Nursing) programme

Academic staff	Approved cadre	No. available	Academic support/ Non academic Staff	Approved Cadre AHS office	No. Available AHS office	Approved Cadre Nursing	No. Available Nursing
Senior Professor	8	0	Assistant Registrar	1	1	-	
Professor		0	Technical Officer	0	0	2	1
Senior Lecturer Gr. I		0	Temporary Demonstrator	1	1	3	4
Senior Lecturer Gr. II		3	Management Assistant	1	1	1	1
Lecturer Probationary		2	Lab attendant Office aid	0 2	0 2	2 1	0 1
Total	8	5		5	5	9	7

The first batch of students admitted in 2006, graduated in 2011. Nine batches of students have completed the programme up to 2019. Student enrolment in the programme has been increased from 4 to 60+ students over the past 13 years. Tables 1.2 to 1.4 indicate the enrolment of students in different year levels by 2019 and the enrolments and numbers graduated from the programme over the past five years.

Table 1.2: Number of students in Faculty/programme at present by academic year

Batch No.	Academic Year	Year of Study	Number of Students
10	2014/2015	Fourth Year	22

11	2015/2016	Third Year	26
12	2016/2017	Second Year	52
13	2017/2018	First Year	41
Total			141

The data indicates that the enrolment has doubled since 2016. The newly established Faculty of AHS must increase the facilities for learning in the Faculty without delay.

1.3: Maximum number of students enrolled in the last four years:

Batch No.	Academic Year	Proposed Student Intake	Number of students enrolled
13	2017/2018	60	48
12	2016/2017	60	67
11	2015/2016	40	35
10	2014/2015	30	31
Total		190	181

1.4: Numbers graduated from the programme over the past five years:

Batch No:	Academic year	Effective date	Number of students graduated
5	2009/2010	12 th of October 2015	11
6	2010/2011	5 th of October 2016	10
7	2011/2012	9 th of October 2017	17
8	2012/2013	16 th January 2019	15
9	2013/2014	9 th September 2019	9
Total			62

Although the BSc (Nursing) programme has been implemented for more than a decade, it has not received accreditation from the Sri Lanka Nursing Council (SLNC). Obtaining the accreditation is an utmost priority for the sustainability of the programme and enhancing the quality and professional status of the graduates.

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

The Self-evaluation report (SER) submitted by the the Unit of Allied Health Sciences, Faculty of Medicine, University of Jaffna is a comprehensive and a well-planned document and has been prepared as per the guidelines given in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, Published by University Grants Commission in 2015. Though the SER has been written by a team nominated by the Faculty Board, all nursing staff members attached to the Unit have contributed for the SER preparation. The staff was aware of the importance of the review process and provided the relevant information and documentation. The SER contained the SWOT analysis and the expected improvements to be made to overcome the weaknesses. As this was the first review under QAAC, no previous records were available.

The Unit has considered the importance of quality assurance and working on the development of both academic and administrative practices. In this regard, the Unit has established an Internal Quality Assurance Cell and a coordinator from among the staff members of the Unit has been appointed in February 2018.

The reference material made available to the review team was organized and compiled for reference. The team observed that the SER has been prepared according to the guidelines given in the Program Review (PR) manual using a participatory approach involving all constituents of the Unit. The supporting documents were arranged neatly and in an orderly manner to facilitate perusal by the review team.

Section 3: A brief description of the Review Process

The review team comprised of Dr. S. D. K. Wijesundera , Department of Education, Faculty of Arts, University of Peradeniya, Professor. C.A. Gnanathan, Faculty of Medicine, University of Colombo and. Professor A.L. Abdul Rauf, Faculty of Management and Commerce, South Eastern University of Sri Lanka. Dr. S.D.K.Wijesundera served as the chairperson of the review team.

A pre-site visit workshop was held at the UGC in July 2019 and SER was given to the team for desk evaluation. Desk evaluations were done individually, and a discussion was held among members before the site visit to agree on decisions on the SER. The team visited the Department of Nursing with a very clear plan and with confidence, having done the desk evaluation of the SER. A four-day site visit to the Faculty of Allied Health Science of the University of Jaffna was held from 3rd February 2020 to 6th February 2020. During the review, the team stayed at the Subash Hotel, Jaffna.

The site visit began with a moment of welcome ata meeting with the Acting Dean of Faculty of Allied Health Sciences, Head, Dept. of Nursing, Principal Writer/SER, all Heads of Departments and the coordinator FQAC. Thereafter, the review team met the Competent Authority (CA) who spoke enthusiastically about the University and the new Faculty of Allied Health Science.IQAU director also participated in the discussion.The CA explained the present situation of the new faculty and the programmes offered and their approach to the QA process. The review team was very impressed by the CA's views and his plans to develop the University as well as his good understanding of the Department of Nursing and its programmes. Director IQAU explained the present IQAU work plan of the University, Senate approved By-Laws and other activities of IQAU. (Ref. Photo No 1 in the annexure, Attendance Sheet 1).

After a lively discussion the review team moved into the next item in the agenda, which was a meeting with the Acting Dean of Faculty of Allied Health Science, Head, Department of Nursing and the coordinator, Faculty Quality Assurance Cell (FQAC). (Ref. Photo No 2 in the annexure, Attendance Sheet 2).

The Acting Dean, Faculty of Allied Health Science made a presentation about nearly every aspect of her faculty.The FQAC coordinator who was extremely enthusiastic, articulated about activities and necessary steps implemented through the FQAC to improve the quality of the department of the faculty.After which, a meeting was held with the principal writer/SER. She explained the history of the Department, its functions, details of staff and writing process of the SER in her presentation.

After meeting the Dean, Coordinator/FQAC, principal writer/SER and all the Heads of Departments, the review team met the teaching staff. They were highly energetic and enthusiastic. Permanent staff members of the Department/ Programmes were present, and they expressed their view in relation to the approaches they have taken to maintain quality in the programmes offered. They further highlighted the problems the Department has been

facing over the years. The lack of space, laboratory facilities and human resources were highlighted.

Discussion with the temporary demonstrator staff revealed that all members possessed their first degree qualification and they are actively engaged with the Nursing degree programme. They were competent and also enthusiastic. The review panel observed that the workload of temporary staff members is unacceptably heavy, and they were keen to improve their knowledge of English. Young staff members are not encouraged to do their post-graduate studies at other institutions.

The meeting with administrative officers indicated that the administrative work is well planned, and a high degree of confidentiality is maintained and that they are getting good cooperation from the Faculty. The Bursar of the University explained that financial matters of the Faculty are smoothly executed.

A meeting with the non-academic staff was also held and they are working happily keeping good relations with students and academic staff. The meeting with alumni of the relevant study program indicated that graduates of the Department of Nursing are employed in the field of health science with positions in hospitals. The alumni gave maximum support to the development of the Department. They were very much concerned about the lack of registration of the degree programme at the SLNC, for accreditation.

The next meeting was with the stakeholders of the relevant study programme. Stakeholders are very interested in contributing to the quality of the degree programme. The review team is of the opinion that the department should maintain regular correspondence with them to maintain and improve the quality of training (Ref. Photo No 7 in the annexure, Attendance Sheet 7).

A meeting with students who are following study programs in the Department was held on the third day of the review process. All the students are satisfied with the degree programme in pursuit. However, many students suggested that their internship practice be changed to a different segment of the program due to heavy workload. Students were of the opinion that the workload of the degree programme was heavy and that their skills related to nursing should be developed. They were of the opinion that the transparency of the assessment methods of the degree programme should be improved. Further, students heavily emphasized the importance of accreditation of their degree programme at the relevant council.

The review team also visited all the training places; Base Hospital, Thellipalai, Teaching Hospital, Jaffna, Kudil & Elders Home, Kaithady and MOH, Nallur. They explained the training process and the capability of the students. They were of the opinion that it is necessary to increase the training time.

The team also had a discussion with the Head of English Language Teaching Unit (ELTU), Information and Communication Technology (ICT) and Library staff. During the time of the site visit, the ELTU has been converted to the Department of English Language Teaching and the main issue discussed was the inadequacy of academic staff and English courses for

the B.Sc. (Nursing) undergraduates. The ICT staff revealed that the ICT laboratories are equipped with a sufficient number of computer terminals for students to acquire ICT skills. However, inadequate space for the ICT lab was a problem.

The library with an up to date collection of books and reading materials provides a user-friendly environment. The library staff is very dedicated to their work and maintains up to date records. The library also provided an e-learning facility. .

The branch library of the University of Jaffna located in the Faculty of Medicine, consists of relevant books for the nursing degree programme. The UAHS also uses the Skills Laboratory which belongs to the Faculty of Medicine. However, the facilities should be developed with new equipment for the new faculty.

The review panel visited the hostels, health center, Career Guidance Unit, Well-being Centre and student canteen. The team noted that hostel facilities are provided only for the first year and final year students. The Career Guidance Unit is working on a schedule timetable. Many workshops have been conducted for students with the collaboration of industry. But career guidance programmes relevant for nursing degree is not provided.

The review team observed lecture and practical sessions and appreciated the enthusiastic teaching sessions conducted by the staff members and existing classroom facilities.

The review team observed evidence indicated in the SER. The documents were kept systematically, and it was commendable that the Department had been maintaining most of the documents referred to in the SER. Evidence for all 8 criteria in relation to the nursing programme in the unit was neatly arranged at the Department of Nursing. All academic members of the department assigned to the task were well prepared.

The review team evaluated all criteria and compared with the evidence documents and reviewed the desk evaluation scores. All doubtful areas were clearly inspected with the assistance extended by the Acting Dean, Head of Department, and other academic and non-academic staff members. Reviewers highly appreciated their cooperation in this regard.

The wrap up meeting was arranged on the fourth day of the review visit at 11.00 a.m. on the 06th of February 2020. The meeting was headed by the Chair of the review team Dr S.D.K. Wijesundera with participation of review team members. Dean of the Faculty, Head of the Department, Director of IQAU, academic staff members, and some non-academic staff members attended the meeting. Summary of findings and strengths and weaknesses of the programmes were discussed while sharing the views of all reviewers. On behalf of Faculty, Dean of the Faculty, Head of the Department, Director of IQAU and a few other members expressed their views regarding the review process and its outcome.

The review team is thankful to the Dean of the Faculty, the Head, Director of IQAU, coordinator of FQAC and the academic staff of the relevant degree programme and also to the non-academic staff for the cooperation extended and hospitality shown throughout the review process.

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

The University of Jaffna has established an Internal Quality Assurance Unit (IQAU) according to the QA circular of 2015. It is located in the campus premises at the main building of the University. A senior academic staff member has been appointed as the Director of the IQAU to lead the quality assurance (QA) work of the University. Regular monthly meetings have been held since December 2016. The Senate closely monitors the work of the IQAU and QA process of the University.

All faculties have a faculty IQAC. The Faculty Internal Quality Assurance Cell (FQAC) of Faculty of AHS established in 2018 comprises a committee with approved TOR. FQAC office is located in the faculty main building. FQAC coordinates quality assurance activities for improvement in the overall performance of the Faculty in liaison with the IQAU. The FQAC adopted Quality Assurance enhancement framework through activities and give guidance on good practices among staff and students of the Faculty in liaison with other related units and committees within the Faculty sub committees. Hence, the team believes that more attention should be given to improve the QA work in the Faculty via the newly established IQAC office. The team suggested that the IQAC committee representing all departments must meet on a monthly basis and all records must be sent to the Faculty Board and IQAU of University.

Seminars and workshops have been conducted by the IQAU to create awareness about quality assurance. In maintaining the quality of education, the Faculty adheres to the academic calendar. The Department has taken steps to revise their curriculum and have a clear course specification with ILO's, teaching learning methods and assessments strategies. SLQF guidelines have been considered in revising the curriculum of the study program and program design complies with the SLQF. However, the study program offered by the Faculty is not formally monitored by the Faculty Quality Assurance Cell.

Section 5: Judgments on the Eight Criteria of Programme Review

This section presents the review teams' judgments of the level of attainment of quality under each of the eight criteria of the study programme. The review team arrived at these judgments through careful evaluation of evidence gathered by document review, observations and meetings and discussions held with different individuals and groups as elaborated in the Section 3 of the current report.

5.1 Programme Management

The UAHS has an organizational structure which is adequate for the effective management and execution of its core functions. Wider participation of stakeholders in programme development and management is necessary to improve the quality, transparency, responsibility and accountability.

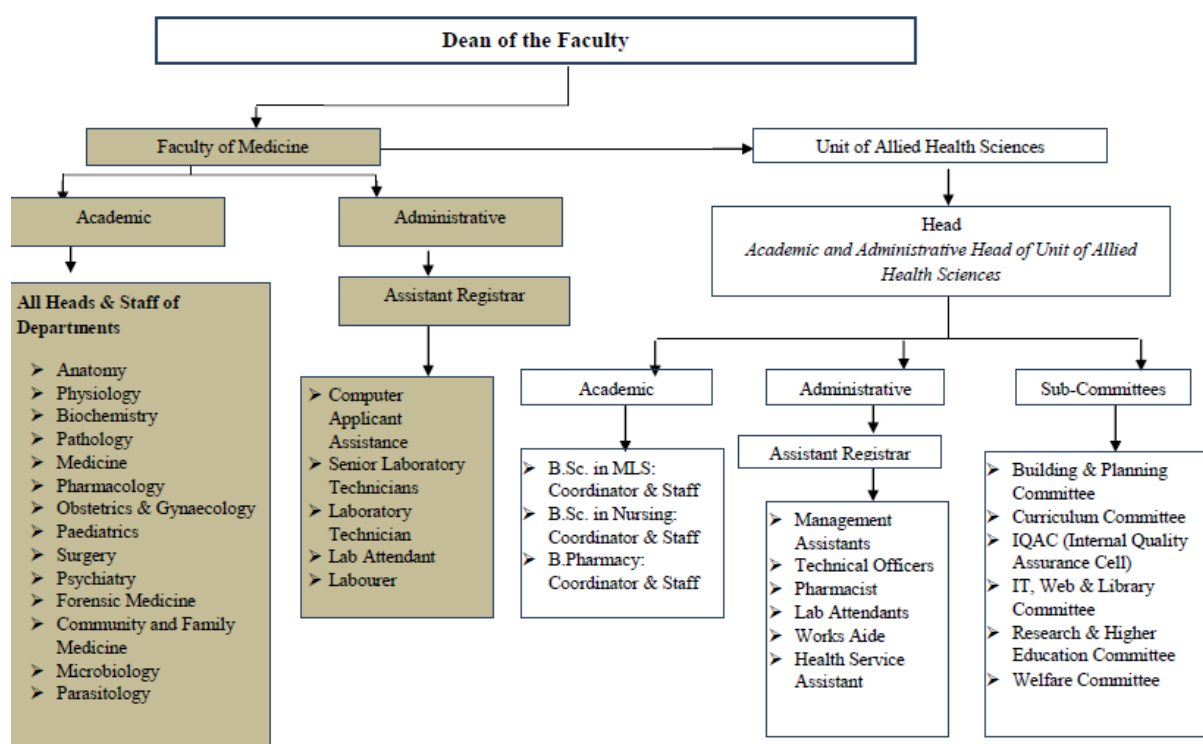


Figure 5.1: Organization structure of the Unit of Allied Health Sciences

The Faculty Action Plan for 2020 is based on the university Strategic Plan for 2018-2022. Regular monitoring of the implementation of the Action Plan is necessary. Absence of an up

to date Strategic Plan at university level for 2019-2023 restricted the justification of the claims made under programme development.

Distribution of Student Handbook (SHB) to the students at the time of enrolment ensures that students are made aware about the degree programme, student support services and all other facilities of the university. The Faculty website has a link to the Student Handbook and Students' Charter. The Unit/Faculty needs to publish a study programme prospectus which provides relevant information on the study programme curricula and courses offered, exit pathways, examination procedure and grading mechanisms and graduating requirements.

It is commendable that the Faculty has established an IQAC to improve the quality of programmes and their management.

The orientation programme for new students of the Unit facilitates their transition from school to university. It also provides information on the University and Faculty, facilities and resources available, support services and the study programme.

Although the University has a policy to issue examination results within 3 months, the Faculty failed to do so. It was confirmed at the meeting with the students that the Faculty takes more than three months to issue the results.

Meeting and discussions with students and alumni revealed that the lack of accreditation by the SLNC is a serious issue affecting their future and the sustainability of the programme.

The Unit/new Faculty needs to provide a clearly defined list of duties, work norms and codes of practice to academic and academic support staff of the Faculty in compliance with national and institutional guidelines. Currently the list of duties is available only for the non-academic staff.

Collection of student feedback has been started in 2018 and utilization of information for the improvement of the programme needs improvement. The Unit also does not have a proper performance appraisal system for its staff which is prescribed by the University.

The following specific strengths and weaknesses were identified under the programme management.

Strengths:

1. The organizational structure of the Unit of Allied Health Science facilitates effective management of the Unit.
2. The Students' Handbook provides information to all incoming students about programme structure, learning resources, support services and examination by laws.
3. The Unit has established an Internal Quality Assurance Cell (IQAC) with well defined functions.
4. The Unit adheres to the annual academic calendar which enables students to complete the programme within the stipulated time.

5. The Unit offers an orientation programme for all new students who enroll in the programme.
6. The Faculty website provides certain updated links to the Student Handbook, Students Charter etc.

Weaknesses:

1. Regular data collection, analysis and the use of student feedback on programme management, and support services are inadequate.
2. Staff performance appraisal system for academic staff not established and implemented.
3. Stakeholder participation in curriculum design not adequate. E.g. Matrons, NTS tutors, current and past students
4. The principal and senior staff of the Nurses Training School (NTS) not involved in curriculum development, governance and management of the programme.
5. MIS is currently at a primitive stage and needs improvement.
6. Feedback information not collected from the hospital staff responsible for training nursing students to improve programme management and development.

5.2 Human and Physical Resources

It was evidenced at the site visit that all new staff members undergo an induction programme to acquire competencies required to perform in their assigned roles. The Unit should encourage them to acquire post recruitment qualifications to effectively perform their core duties.

The lack of adequate qualified senior staff in the Unit is affecting the effective delivery of the programme as well as research, innovations, counseling and outreach activities. Moreover, infra structure facilities such as spacious classrooms, laboratories, well equipped skills laboratories, staff and student common rooms, office spaces for academic, nonacademic, and support staff for the increasing student intake are inadequate.

Facilities available for the students such as library, data bases, internet etc. and the usage of such facilities for teaching and learning, transport facilities for the students need further improvement. The use of Outcome Based Education and Student- centered learning also need improvement.

Availability of opportunities for the students to engage in multicultural programmes is commendable.

The following strengths and weaknesses were identified under Human and Physical Resources.

❖ **Strengths:**

1. A well resourced library is available for the Faculty and the University.
2. The Unit implements multicultural and innovative programmes which promote harmony and cohesion among students.
3. Well maintained ICT facilities are available at the Unit.

❖ **Weaknesses:**

1. The Unit does not have an adequate cadre for designing and effective delivery of the academic programme.
2. The Unit does not have adequate infrastructure to cater to the needs of increased student intake at present.
3. Practical skills and experiences not considered for recruiting demonstrators and clinical instructors.
4. Continued Professional Development (CPD) for academic staff by providing opportunities to enhance theoretical knowledge and practical skills in nursing is inadequate
5. LMS usage by both staff and students is inadequate. .
6. ELT services not provided up to 4 semesters/ two years. Preferably grades should be given but should not be considered for GPA calculation.
7. Career guidance provided not specifically related to the nursing profession.

5.3 Program design and development

The B.Sc. in Nursing programme is an outcome-based curriculum which consists of 8 semesters including pre-clinical and field / clinical experiences and follows a semester calendar. This course structure ensures the achievement of the programme outcomes / graduate profile.

The programme design and development of the curriculum has been carried out with wider participation of the academics of the UAHS & Faculty of Medicine, Faculty Board, Curriculum Development Committee (CDC) and external stakeholders such as Ministry of Health, extended faculty specialists, by having curriculum workshops and making a curriculum development policy and plan. Extended faculty specialists and hospital administrators of the Ministry of Health are members of the Faculty Board and CDC. They have participated in the programme planning design and development and review.

The designed curriculum has undergone revisions from time to time to incorporate the changes in the field, with approval from the Medical Education Cell (MEC), Faculty Board of Medicine and the University Senate. A major curriculum revision workshop was held in 2015 to reduce overlap and deficiencies in the then curriculum. They have recommended the

present credit value of 140 to be reduced to 120 credits and it will be implemented with the next intake of students . It is commendable and we endorse and recommend it.

The B. Sc (Nursing) programme is well designed to achieve the mission, goals and objectives of the UAHS, University of Jaffna, national needs and the intended learning outcomes of the programme to reflect current knowledge and practice in nursing.

The programme adopts Outcome Based Education (OBE), where there is good constructive alignment. Constructive alignment is ensured by blue printing and mapping learning outcomes, Teaching / Learning activities and Assessment strategy. Intended Learning Outcomes (ILO) of the Course/ clinical appointments are blue printed against the programme ILOs and graduate profile. However, the ILOs should be written from the perspective of the learners with appropriate action verbs.

The nursing programme complied with qualification descriptors of SLQF level 6 and is guided by other reference points such as SBS requirements. The programme fulfils the national need for nurses as specified by the MOH and recommended by SLNC, UGC and CMCC.

The programme demands students to engage in diverse learning activities and delivery is student centered. Student centered learning is incorporated incrementally throughout the programme. It is also designed to enhance intellectual engagement and impart practical and transferable skills in an incremental manner. The programme is integrated with self- directed, collaborative learning, and skills of critical thinking, interpersonal communication, and teamwork via a comprehensive range of teaching / learning methods including assignments, practicals, seminars and research.

Learning outcomes are made known to students through a detailed Faculty Handbook updated every year. The programme also has incorporated community outreach activities, hospital posting and a research project. . The programme includes student orientation for new entrants with an English course for all the new entrants conducted by the English Language Teaching Department (ELTD) which runs under the Faculty of Arts. English is a 60 hour non – credit subject for first semester students of UAHS. Even though, it is a non- credit subject, it is compulsory to obtain a grade of pass to be eligible for graduation. The Faculty has initiated an effectively functioning IQAC, which is involved in internal monitoring and evaluation.

The following strengths and weaknesses were identified under Programme Design and Development.

❖ **Strengths:**

1. Adequate effort has been made to train staff in programme development.
2. Adoption of curriculum revision on a regular basis.
3. Programmedesign fully complies with SLQF.

❖ Weaknesses:

1. Needs assessment survey involving current and past students and other stakeholders has not been conducted.
2. Employer satisfaction survey not done.
3. Fall back options and exit pathways not specified in the new curricula.
4. Programme ILOs not written from the perspective of the learners, with appropriate action verbs.
5. Continuous monitoring not done on curriculum delivery, teaching and learning.
6. Course evaluation not implemented regularly.

5.4 Course/ Module Design and Development

Course design and development followed a systematic process, which is laid down in the curriculum revision policy of the Faculty of Medicine. The process followed an outcome-based approach. The course design and development has been carried out by the internal experts and external subject experts and Faculty Board. The required guidelines in course designing have been followed. Approval has been obtained from relevant bodies such as Medical Education Cell, the Faculty Board and Senate. It adopts the standards of SBS and SLQF.

The course has been designed in compliance with SLQF level 6 and is guided by the SBS to meet the relevant standards to become competent nurses. Course modules have been developed with specified ILOs, detailed course contents, credit value, assessment methods and references using standard formats.

Each course / module is designed with contents and learning activities, and assignment tasks are systematically blueprinted and aligned with course / module outcomes, which are aligned with programme outcomes, in order to ensure constructive alignment.

The Course incorporates different types of learning such as direct contact hours, self-learning assignment, case study, laboratory studies, field studies, clinical work, community engagement activities, research activities etc. The students are informed about the course specifications and the detailed curriculum documents are provided well in advance via the Faculty Handbook, Faculty Webpage, lecture schedule, timetable and introductory lectures. The course is structured and scheduled to allow students to complete the course within the stipulated period of time. The programmes of all batches are plotted on a timeline for completion of courses on time. The low dropout and good pass rates are commendable achievements of the courses. Course design and development are incorporated with appropriate Information Communication Technology (ICT) facilities. Staff of the UAHS undergoes regular training at the Staff Development Centre (SDC). UAHS has established a functioning IQAC.

The following strengths and weaknesses were identified under Course Design and Development

❖ **Strengths:**

1. Use of constructive alignment in course development.
2. Establishment of a curriculum revision committee and conducting workshops for academic staff on curriculum development.
3. Use of multiple methods of teaching and learning.

❖ **Weaknesses:**

1. Lack of implementation of semester programme and weekly timetables without interruption or cancellation.
2. Notional learning hours not specified as per SLQF.
3. Course evaluation reports and student feedback reports over 3 years were not available for scrutiny.
4. Course evaluation and peer evaluation not carried out regularly.
5. Inadequate records on external examiners' feedback.
6. Lack of integration of views of alumni for curriculum development.

5.5 Teaching and learning

The UAHS utilizes a large number of visiting lecturers for teaching and learning purposes. The teaching learning processes are based on the mission of the unit, goals, values, and curriculum requirements. The staff facilitates blended learning to some extent using available multimedia and other facilities. Teachers generally use both teacher- directed and student - centered methods of teaching as appropriate. However, the students pointed out at the meeting that some lecturers use students' presentations as a method of teaching without providing adequate guidance and feedback. The Faculty/Unit should encourage the use of curiosity driven investigative approaches by the teachers and the use of formative assessment and feedback to improve student learning. The Unit failed to provide a timetable before the commencement of the programme.

There was evidence to indicate that peer review has been practiced during the past year. This needs to be continued and evidence generated should be used for improved practice by the teachers. Regular collection of student feedback data, use of peer observation and review, and formal training programmes conducted by the IQAC on outcome based education and student centered learning will help the Faculty to develop a shared vision by both internal and external staff to implement the programme while keeping pace with current developments in the discipline.

The following strengths and weaknesses were identified under Teaching and Learning.

❖ **Strengths:**

1. Teaching learning strategies are based on the vision and mission of the Unit.
2. Teachers engage students in research, creative work, and scholarship.

3. Teaching learning environment encourages students to work in groups, projects and research activities.
4. Teachers use both learner- centered and teacher- directed methods for teaching.
5. Allocation of work for staff is fair and transparent.

❖ **Weaknesses:**

1. The timetable is not given before the commencement of the semester.
2. Contents and methodologies are not updated as appropriate.
3. Teachers do not keep pace with the current developments in their disciplines.
4. Teaching and learning activities not monitored regularly to ensure appropriateness and effectiveness.
5. Inadequate use of an updated LMS by the academic staff and students.
6. Written feedback for assignments and individual feedback for presentations are not given. Evidence for adopting assessment cycle is minimal.
7. Lack of evidence of a well- defined appraisal system for staff at the university and faculty level.

5.6 Learning Environment, Student Support and Progression

The UAHS adopts a student- friendly administrative, academic and technical support system that ensures a conducive and caring environment, and greater interaction among students and staff. There is dedicated staff for student affairs.

The Unit identifies learning support needs for its programmes and provides effective learning environment through appropriate services and training programmes. Learner support is provided through appropriate tutor support, library and information service, laboratories, skill labs and clinical training.

The UAHS offers all incoming students an orientation programme regarding the rules and regulations of the institution, student-centered learning, outcome- based education and technology -based learning.

The Unit guides the students to comply with the Code of Conduct for students (Student Charter), discharge their rights and responsibilities and utilize services available in the Faculty. The Student Handbook gives all the information adequately. Student led activities are being monitored by academic staff and provides platform for students to voice their concerns.

The Faculty's library and e-library use ICT-led tools to facilitate student access and use of information effectively. On-going training programmes on the use of e-resources which are conducted by the library, MEU, SDC and ELTD, provide ample training for students/staff on common learning resources.

The Unit promotes active academic/social interaction between the Faculty and students. Medical exhibitions, student research sessions and academic sessions promote the academic staff-student interaction.

Co-curricular activities such as sports and aesthetic programmes related to social and cultural dimensions are encouraged and facilitated, to enhance the educational experience in keeping with the mission of producing responsible compassionate nurses.

AHS students also use the canteen facilities available for all the students in the University of Jaffna. The lack of separate canteen facilities for the UAHS may affect the effective implementation of the study programme.

The Unit promptly deals with student complaints and grievances and delivers timely responses. Student complaints are addressed by the Student Welfare Committee, student counsellors and individual teachers.

However, the review team noted the absence of student feedback pertaining to the student satisfaction survey reports and feedback of the external examiners on the clinical examinations. The Faculty also needs to do tracer surveys of graduates who passed out from the Faculty.

The following strengths and weaknesses were identified under Learning Environment, Student Support and Progression.

❖ **Strengths:**

1. Friendly administrative, academic and technical support system that ensures a conducive learning environment.
2. The Unit has internalized the policies on gender equity and equality and endeavors to ensure that there is no direct or indirect sex discrimination and harassment.
3. The Unit promptly deals with student complaints and grievances and delivers timely responses.

❖ **Weaknesses:**

1. Feedback of student satisfaction on the learning environment and student support services are not available for the past 3-5 years.
2. Lack of evidence of monitoring mechanisms of implementing student support services
3. Insufficient documentary evidence on follow-up of student-progression by the Faculty.
4. Mentor program not streamlined and more formal opportunities not provided to students to interact with peers, mentors, helpers and instructors.
5. Lack of feedback from providers of work-based placements and students, which can be used to improve such services.
6. Student satisfaction survey and student feedback not collected regularly.
7. Academic counseling services and required staff training not provided.
8. Employment surveys and tracer studies not conducted regularly to enable remedial action.
9. Inadequate relationships with alumni to prepare students for a professional future

5.7 Student Assessment and Awards

Among the 17 standards, 6 standards achieve a score of 3 indicating good adoption with relevant evidence being provided; 8 standards achieve a score of 2 indicating adequate adoption with a few issues noted in evidence; and 3 standards achieve a score of 1 indicating barely adequate adoption with major issues in either the quality maintained in relation to those standards or the strength of evidence provided and only one standard achieves a score of 0 indicating inadequate adoption or irrelevant evidence being provided. The programme achieves a raw criterion-wise score of 37 out of 51 and hence an actual criterion-wise score of 109 out of 150.

In terms of student assessment and awards, the Unit adopts many good practices. The Unit provides course specifications which provide detailed information on different components of assessment. The Unit also has clear guidelines in appointment of internal and external examiners. The Unit also has a clear examination By-Law which consists of policies and procedures.

However, the Unit has not prepared an exit survey report. Students were of the view that questions asked at the oral examination conducted by the Unit do not follow any uniformity. Transparency in predetermined criteria on assessment procedures should be maintained. The Unit also does not have a proper reward scheme for student performance. Assessment strategies have not been revised periodically. Delay in releasing the results have been heavily emphasized by the students. Reports from the external examiners should be considered in revising the assessment strategies. Allowing the demonstrators to participate in the assessment process should be stopped. Student feedback on assessment strategies should also be considered to improve transparency as needed.

The following strengths and weaknesses were identified under Student Assessment and Awards.

❖ Strengths:

1. The Unit ensures different weightage relating to different components of the assessment which are specified in the course specifications.
2. The Unit adopts policies and regulations governing the appointment of both internal and external examiners and provides them with clear terms of reference.
3. Graduation requirements are ensured in the degree certification process and transcripts accurately reflect the stages of progression and student attainments.
4. The Unit ensures the implementation of examination By-Laws including those on academic misconduct, and strictly enforces them according to the institutional policies and procedures in a timely manner.

❖ Weaknesses:

1. Exit survey reports not prepared regularly and not used for improvement of the programme.
2. Structured questions not asked from everyone uniformly throughout one session of the oral examinations
3. Use of pre-defined criteria for assessing presentations and practical procedures, making students aware of those criteria prior to assessment, not implemented to increase transparency.
4. Lack of reward scheme for well performing students in the form of scholarship, medals /cash etc. .
5. Assessment strategies and regulations not amended regularly and periodically as appropriate.
6. External examiners report for each course not utilized for finalizing the results.
7. Lack of individual feedback for student presentations and written assignments.
8. Delay in releasing results within the stipulated time.
9. Insufficient evidence on using external examiner reports for improving teaching, learning and assessment.
10. The involvement of demonstrators in assessing or grading students.

5.8 Innovative and Healthy Practices

Among the 14 standards, 3 standards achieved a score of 3 indicating good adoption with relevant evidence being provided; 4 standards achieved a score of 2 indicating adequate adoption with a few issues noted in evidence; 4 standards achieved a score of 1 indicating barely adequate adoption with major issues in either the quality maintained in relation to those standards or the strength of evidence provided and 3 standards achieved a score of 0 indicating inadequate adoption or irrelevant evidence being provided. The programme achieves a raw criterion-wise score of 21 out of 42 and hence an actual criterion-wise score of 25 out of 50.

In terms of innovative and healthy practices of the Unit, inclusion of an undergraduate research project in the curriculum is commendable. Practical training as a compulsory component in the degree programme is also commendable. The policy guidelines for gender equity and equality has been developed.

However, the Unit does not publish any research journals or bulletins. The Unit also does not conduct an annual research conference. A staff reward scheme also should be introduced. The Unit has not signed any MOUs with international higher educational institutions. Lack of student participation in competitions is observed by the review team. A strong linkage has been maintained with the Department and stakeholders and the Alumni Association. Introducing an Outcome Based Training (OBT) programme that enhances student centered

learning is apparent. There was a wide variety of opportunities for students to engage in co-curricular activities. But in the Faculty, there is no policy to encourage students and staff to use Open Educational Resources (OER). The Unit needs to introduce a credit transfer policy in its degree programme.

The following strengths and weaknesses were identified under Innovative and Healthy Practices.

❖ **Strengths:**

1. The programme includes an undergraduate research project as part of its teaching and learning strategy and encourages students and staff to conduct research and dissemination of findings.
2. The study programme includes a training attachment as part of the teaching and learning strategy.

❖ **Weaknesses:**

1. Publication of research journals, bulletins, and conducting annual conferences, and establishment of research funds not done by the Unit.
2. Lack of staff rewards schemes, such as Vice Chancellor's award and student rewards such as a Dean's list.
3. Lack of national and international MOUs for research collaborations and student exchange.
4. Inadequate student participation in international and national competitions.
5. Inadequate use of OER by both staff and students.
6. Lack of strong links with national and international agencies to build the reputation of the Faculty.
7. Lack of suitable credit transfer policies and programmes to facilitate student exposure to national and international study programmes.

Section 6: Grading of overall performance

The overall score achieved by the programme is 70.2%. Actual criterion wise score for all eight criteria were more than the relevant weighted minimum score (See Table 6.1 for details).

Table 6.1: Final evaluation

No	Criterion	Weighted minimum score*	Actual criterion-wise score
1	Programme Management	75	119
2	Human and Physical Resources	50	64
3	Programme Design and Development	75	115
4	Course / Module Design and Development	75	121
5	Teaching and Learning	75	97
6	Learning Environment, Student Support and Progression	50	53
7	Student Assessment and Awards	75	109
8	Innovative and Healthy Practices	25	25
	Total score (out of 1000)		702
	Total score (out of 100)		70.20

The total score on a thousand scale was 702 and each of 8 criteria did score more than the minimum weighted score. Therefore, the programme is awarded a Grade B which is considered as “Good” indicating a satisfactory level of accomplishment of quality expected of a programme of study which requires improvement in several aspects as indicated in section 5.

Final Grade: B – Good.

Section 7: Commendations and Recommendations

The study programme reviewed during 03rd to 06th February 2020 could be considered as a well-designed, quality program offered by the Unit of Allied Health sciences, Faculty of Medicine, University of Jaffna, Sri Lanka. Programme design and development has been done satisfying many of the quality standards as per the PR manual for review of undergraduate study programmes and updated with revisions whenever necessary. Course design and development has been conducted through a participatory approach satisfying many quality standards as indicated in the PR manual. The teaching and learning process is being conducted quite well, focusing more on student-centered learning. The degree offered has a high demand in the job market both locally and globally.

The B. Sc. (Honours) in Nursing programme of the UAHS satisfies the SLQF level 6 and adopts recommendations of SBS. The study programme is designed using OBE, SCL and multi-disciplinary approach to broaden the outlook and enrich the generic skills of students. The students are trained in a way to achieve the ILOs of the degree programme. The programme design also comprises relevant components to meet the requirement of external stakeholders in health. The programme ensures the use of diverse student-centered learning activities, to enhance collaborative learning, critical thinking, interpersonal communication and teamwork. It incorporates direct contact hours, self-learning time, laboratory studies, field and community studies, clinical work etc. The details are included in the handbook, lecture schedule and timetable.

The UAHS handbook / website is updated annually and has comprehensive information with course details and ILOs. Students receive the Handbook during registration.

Graduation of students occurs in a timely manner, except for minor deviations, which could be considered as a healthy practice within the Faculty. The Faculty library is well organized and has many new books related to study programs. University QAC maintains high standards even with limited human and physical facilities.

The Faculty 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 Faculty promotes active academic / social interaction between the Faculty and students. The Faculty supports extra-curricular activities such as multi-cultural / religious events, exhibition, AHSCOS and sports activities. Many students of the UAHS participate in national level competitions as well which is commendable.

The Faculty strictly enforces an anti-ragging policy and provides separate hostels for new entrants. Student safety / discipline is ensured through Students Charter, Proctor and student

counsellors. The Faculty promptly deals with student complaints and grievances and timely responses are given, which is commendable.

Recommendations

1. It is recommended that a Continuous Professional Development(CPD) program is encouraged within the Faculty to facilitate continuous improvement of the quality of teaching, learning and assessment practices used in the programme.
2. The UAHS, QAC was established recently and is in the initial level of development. Yet the effort is highly appreciated, as minimum resources are available and is dependent on the commitments of a full time academic to manage the operations. Thus, it is recommended to strengthen and encourage the FQAC, through recruitment of full- time support staff to the Unit, to play its due role in monitoring and review of implementation and management of study programme curriculum.
3. The CGU of University of Jaffna conducts courses which create entrepreneurship and employability opportunities for students. Yet the coordination with UAHS needs to be improved and career guidance should be provided which is tailor made and specific to the nursing discipline.
4. The Faculty provides an orientation programme, which is offered to all incoming students, regarding the rules and regulations of the UAHS, student-centered learning and outcome-based education. During this comprehensive student orientation programme, English and IT are taught to improve their soft skills. The curriculum has an intensive English language programme that helps new students to manage their “new life” in the university. It is recommended that the English language programme be extended for 2 years, up to the first 4 semesters instead of first semester only. Preferably, credits and grades should be given but should not be considered for the GPA calculation.
5. Students are given in-depth knowledge on research and they carry out individual research projects. Research conducted by a few students are presented and published; it is a good start, but more students must be encouraged to publish their work.
6. The study programs reviewed expressed a friendly working environment for both academic and non-academic staff as well as for students. It is commended that the UAHS is housed in a newly built three storied building. However, the facilities such as lecture rooms, laboratories, student common rooms are insufficient for the increasing student enrolment. There is a fully equipped computer center for the use of student use, though IT usage could be improved.
7. There is evidence for regular curriculum revision. However, the process of external validation of the programmes has not been done or is not properly documented. Therefore, it is recommended that external validation following an accepted procedure be done. The process of documentation of the views of stakeholders and follow-up discussion on views of stakeholders are insufficient and incorporation of the ideas into the curricula have not been apparent. Hence, it is

recommended to incorporate the stakeholder views in a clear and transparent way at all key stages of curriculum development at the next curriculum revision.

8. The peer review process must be implemented with due regard to keeping the process fair and confidential. It is necessary to ensure that outcomes of student feedback and peer review conducted periodically are analyzed, and information disseminated to respective academics for corrective action, where necessary.
9. Introducing defined exit criteria together with fallback options is needed. There is no option for any student who wants to or must leave the course. Fall back options and exit pathways need to be specified in the new curricula.
10. Consider the needs of differentlyabled students and identify activities in the curriculum if differentlyabled students are registered.
11. With respect to teaching and learning, it is recommended to have a master timetable with descriptive weekly headings in each course. Yet in some cases it was observed that the lecturers were allocated only in the previous week which is not a good practice.
12. Feedback from employer/ professional satisfaction needs to be conducted. Use of student feed-back data in improving teaching is recommended.
13. Student feedback on teaching and assessments and data on student satisfaction needs to be collected and analyzed on a regular basis, in order to monitor the curriculum implementation and quality of the learning environment and to take remedial action.
14. Appropriate integration of research/ scholarly activities of academics into teaching .
15. It was observed that a large number of cadre positions have not been filled. Immediate steps need to be taken to advertise, recruit and fill the academic and non-academic positions within the Unit.
16. Appraisal system for both academic and non-academic staff to be established and appropriate rewards system for outstanding staff and student performances needs to be introduced.
17. Transparency of the student assessment system needs to be improved to address the issues/weaknesses listed in section 5.7.
18. MOUs need to be signed with local and international collaborators to promote staff and students exchange and to enhance student exposure to the world of work/professional practice.

Section 8: Summary

The UAHS has been offering a Bachelor of Science (Honours) degree in Nursing since 2006 and it had prepared an SER and duly submitted it to the Quality Assurance Council of the University Grants Commission. Accordingly, QAC had appointed three reviewers to review the said programme.

The review of the BSc (Nursing) degree programme concluded with a 4-day site visit from 3rd – 6th February 2020. Claims made in the SER by the UAHS under eight criteria were verified through perusal of documentary evidence, meetings/discussions conducted with relevant authorities and stakeholders, and observation of facilities/ infrastructure and classroom teaching.

The site visit concluded with a wrap-up meeting held with the Dean of the Faculty of AHS, Director of IQAU, Coordinator of FQAC, the Head of Department of Nursing and the senior staff of the Faculty. The purpose of the meeting was to provide feedback on the key strengths and on areas for improvement.

The study programme received a cumulative score of 702.0 on a thousand scale which is equivalent to 70.2%. According to the criteria specified in the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutions, the B.Sc. (Honours) in Nursing programme offered by the UAHS received a grade B. A grade of 'B' indicates 'Good' performance with a satisfactory level of accomplishment of quality expected of a programme of study and requires improvements in certain aspects.

The review team hopes that the UAHS, currently the Faculty of Allied Health Sciences and the Department of Nursing of the University of Jaffna will take necessary steps to implement the recommendations made in this report and to bring about changes and innovations necessary to achieve excellence in the study programme.

Annexures – I

QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT SCHEDULE BACHELOR OF SCIENCE (HONOURS) IN NURSING FACULTY OF ALLIED HEALTH SCIENCES UNIVERSITY OF JAFFNA

2nd February 2020 - Arrival to Hotel

3rd to 6th February 2020 – Site Visit

Day 1: 3rd February 2020 - Monday

Time	Activity	Participants	Venue
8.30 am – 8.45 am	Meeting the Vice Chancellor	Competent Authority,	VC Office
8.45 am – 9.15 am	Meeting with the Director/IQAU	Director /IQAU, Dean/FAHS, Coordinator/ FQAC/FAHS, Coordinator/IQAC/FoM, Chair /SER Preparation	Mini Board Room, UoJ
9.30 am – 10.15 am	Presentation about the Faculty and respective study program <i>Working Tea</i>	Dean/FAHS, Director/IQAU, Coordinator/FQAC, All HODs of the Faculty, SER Team	Board Room, FoM
10.15 am - 11.15 am	Meeting with academic staff involved in teaching B.Sc. Nursing program (excluding HOD)	Teaching panel of B.Sc. Nursing program, academic staff involved in teaching B.Sc. Nursing program	Board Room, FoM
11.15 am - 11.45 am	Meeting with external stakeholders	Group of external stakeholders (employers in both government & private sector, representatives with link to or involvement with the University from)	Board Room, FoM
11.45am – 12.15 pm	Meeting with alumni members	Representatives of graduates	Board Room, FoM
12.15 pm - 12.45 pm	Meeting with Student Counselors	Senior Student Counselors and student counselors	Board Room, FoM
12.45 pm - 1.30 pm	<i>Lunch</i>		FAHS
1.30 pm – 2.15 pm	Meeting with Directors of Centres / Units / Cells	All Directors of Centres/ Units/ Cell Coordinators Director/ Well Being Centre	Board Room, University of Jaffna

		Director/Staff Development Centre Director/Centre for Open & Distance Learning Director/ Career Guidance Unit Director/Physical Education Unit Head/Sports Science Unit Director/University Business Linkage Cell Coordinator/IQAC/FAHS	
2.15pm-2.45pm	Meeting with Administrative Staff	Registrar, Bursar, SARs, AB, SAB, Work Engineer, DR Examination	Board Room, University of Jaffna
2.45 pm – 5.00 pm	Observing Physical Facilities <i>Working Tea</i>	Review Team and Facilitators	Main Library, Computer Unit, ELTU, WeBe Center, UBL, SDC, Career Guidance Unit, Health Center, Student Complex

Day 2: 4th February 2020 -Tuesday

Time	Activity	Participants	Venue
8.30 am 10.30 am	Observing Physical Facilities at Base Hospital, Tellippalai, Kudil& Elders Home, Kaithady	Review Team and Facilitators	Base Hospital, Tellippalai, Elders Home, Kaithady
11.00 am - 12.45 pm	Observing Documentation <i>Working Tea</i>	Review Team	Lecture Hall IV/FAHS
12.45 pm - 1.30 pm	<i>Lunch</i>		FAHS
1.30 pm – 2.00 pm	Meeting with a cross section of academic support staff	Academic support staff (Demonstrators)	Office, FAHS
2.00 pm - 2.30 pm	Meeting with mentors	Coordinator/mentoring, mentors,	Office, FAHS
2.30 pm – 6.00 pm	Observing Documentation	Review Team	FAHS Lecture Hall IV

Day 3:5th February2020 - Wednesday

Time	Activity	Participants	Venue
8.30 am – 9.30 am	Observing Practical sessions at THJ and facilities for clinical training	Review Team& Facilitators (visit wards, special units)	Teaching Hospital, Jaffna
9.45 am - 10.15 am	Observing Practical facilities for field training, MOH/Nallur	Review Team& Facilitators	MOH/Nallur
10.30 am - 11.00am	Meeting on support for student welfare <i>Working Tea</i>	Director/Physical Education, University Medical Officer, AR/ Welfare, Director/WEBE Centre, Welfare subcommittee/FAHS	Board Room, FoM
11.00 am - 11.30 am	Meeting on research activities	Chairman / Research committee/FOM, Chairman &members of research committee/FAHS & ERC	Board Room, FoM
11.30 am - 12.30 pm	Observing Physical Facilities	Review Team/ Facilitators Medical Library Skill Lab, Lecture Halls, Labs, Cooking Demonstration room, demonstration room, Examination Hall	FAHS, Faculty of Medicine
12.30 pm - 1.30 pm	<i>Lunch</i>		Conference Hall/FoM
1.30 pm - 2.00 pm	Meeting with a cross section of non-academic staff	non-academic staff	Conference Hall/FoM
2.00 pm- 3.00 pm	Meeting with Students	Group of students (30) representative of gender, ethnicity, level of study programs	Conference Hall, FoM
3.00 pm - 4.00 pm	Observing teaching sessions Lectures and practical	Review Team	FAHS Lecture Hall, Demonstration Room/FAHS
4.00 pm – 4.30 pm	Meeting with Technical Officers <i>Working Tea</i>	Review Team, TOs involved in Nursing program	Conference Hall, FOM
4.30 pm – 5.00 pm	Open hour for any stakeholder to meet Review Team	Review Team	Conference Hall/FOM
5.00 pm – 6.00 pm	Observing Documentation	Review Team	FAHS Lecture Hall IV

Day 4:6th February2020 - Thursday

Time	Activity	Participants	Venue
8.00 am – 11.30am	Private meeting of reviewers and report writing <i>Working Tea</i>	Review Team	FAHS Lecture Hall IV
11.30 am - 12.30 pm	Closing meeting for debriefing	Competent Authority, Dean/FAHS, Director/IQAU, HODs, Coordinator/FQAC, Chair & the SER -Team	Board Room, FoM
12.30 pm – 1.30 pm	<i>Lunch</i>		FAHS

Annexure II- attendance sheets from meetings


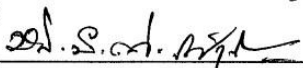
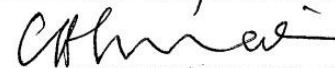

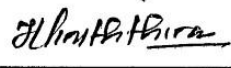
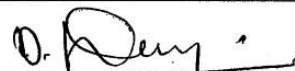
**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 03.02.2020

Venue: VC office

Time : 8.30am -8.45am

Meeting with Vice Chancellor

No	Name	Designation	Signature
01	Prof .K.Kanthasamy	Competent Authority	
02	Dr.S.D.K. Wijesundera	Reviewer	
03	Prof.C.A.Gnanathan	Reviewer	
04	Prof.A.L Abdul Rauf	Reviewer	
05	Mrs.V. Jegapragash	Coordinator / IQAC / FAHS	
06	Mrs. D. Thabotharan	Dean / FAHS	


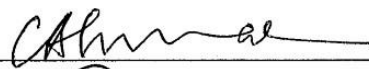




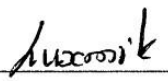
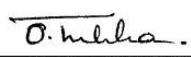
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FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 03.02.2020

Venue: Mini Board Room, UoJ

Time : 8.45am – 9.15am

Meeting with the Director/ CQA

No	Name	Designation	Signature
01	Dr.S.D.K. Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Mrs.D.Thabotharan	Dean/FAHS	
05	Prof.G.Mikunthan	Director/CQA, UoJ	
06	Mrs.V.Jegapragash	Coordinator/IQAC, FAHS	
07	Mrs.L.Kamalarupan	Chairperson/ SER	
08	Ms.O.Thulasika	Member/SER	
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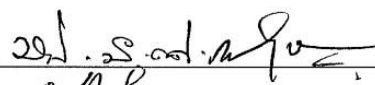

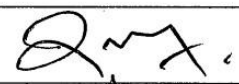

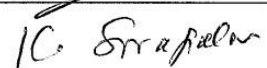
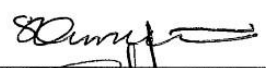
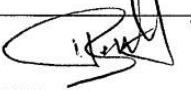
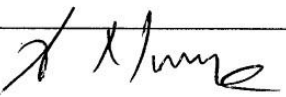
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FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 03.02.2020

Venue: Board Room, FoM

Time : 10.15am-11.15am

Meeting with academic staff involved in teaching B.Sc. Nursing program

No	Name	Designation	Signature
01	Dr.S.D.K. Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Snr.Pof.V.Arasaratnam	Senior Professor/ Dept. of Biochemistry	
05	Dr.K.Sivapalan	Visiting Lecturer/ Dept. of Physiology	
06	Dr.D.Gunarajasingam	Visiting Lecturer/ Dept. of Physiology	
07	Dr.S.Ganeshkumar	SHO/THJ	
08	Mr.A.Nithilavarman	Senior Lecturer/ Dept. of Education, Faculty of Arts	
09	Mr.S.Sathiyakumar	Senior Lecturer/ Dept. of Education, Faculty of Arts	
10	Dr.K.Kajavinthan	Senior Lecturer/ Dept. of Philosophy	
11	Ms.A.Abiramy	Senior Lecturer/ Dept. of Philosophy	
12	Mr.S.Jeyakumar	Senior Tutor/ College of Nursing, Jaffna	
13	Dr.(Mrs).K.Sanchayan	Senior Lecturer /Dept. of pharmacology	
14	Dr.P.Ubenthra	Lecturer/ Dept. of Biochemistry	
15	Dr.R.Surenthirakumaran	Senior Lecturer/ dept. of community & family medicine	
16	Dr.A.Murugananthan	Senior Lecturer/ dept. of parasitology	
17	Dr.K.Indramokan	Visiting Lecturer/SMO,THJ	

UNIVERSITY OF JAFFNA

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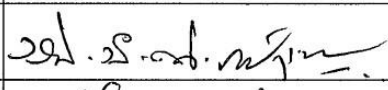
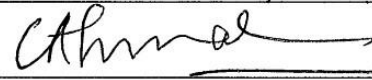

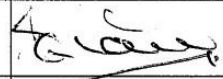
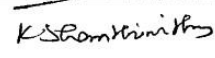


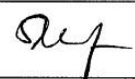
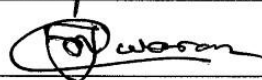
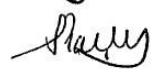
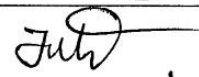
**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**


Date : 03.02.2020

Venue: Board Room, FoM

Time : 11.15am-11.45am

Meeting with external stakeholder

No	Name	Designation	Signature
01	Dr.S.D.K. Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Dr.T.Sathiyamoorthy	Director, Matron/THj, Medical superintendent, BHT	
05	Mr.S.Rajendra	Matron /BHT	
06	Dr.Jeyakumar	MoH, Nallur	
07	Dr.Natchinarkiniyan	Board of Director, IMS	
08	MISS. K SHANMUGANATHAN	NURSING OFFICER	
09	Mr. S. Pavan	Nursing Officer	
10	MR. S. KIRITHARAN	Nursing officer	
11	Mr. Rajakulasegaran	Act Principal	
12	T. Chandramouleeswaran	C.N/O	
13	Mr. S. Rasendiran	C.N.O.	
14	Dr. T. Sathiyamoorthy	Director	

15 Dr. R.D.G. Wimalmeena MS BH Fellow 

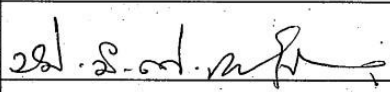


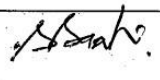
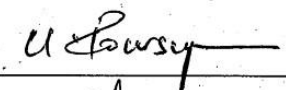
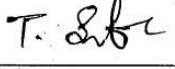

**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 03.02.2020

Venue: Board Room, FoM

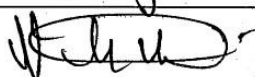
Time : 11.45am-12.15pm

Meeting with alumni members

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathasan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Mr. S. Gowriharan	NO, GH, Trincomalee	
05	Mr. S. Dinoj	NO, Lanka Hospital	
06	Mr. S. Thuvaragan	NO, BH, Pointpedro	
07	Mrs. S. Sasrubi	IMS,	
08	Ms. N. Nemika	NO, THJ	
09	Ms. S. Subajini	NO, THJ	
10	Ms. T. Thushithappriya	NP, THJ	
11	Mr. K. Thanujanan	Nursing In-charge, CANE Hospice Care	
12	Mr. S. Sankalpa	NO, Lanka Hospital	
13	Ms. U. Inpamathy	NO, BHT	
14	Mr. Poorvajan	Research Assistant	
15	Ms. S. Powsiga	Research Assistant	
16	Ms. S. Sathana	Research Assistant	
17	S. Shagurthman	Research assistant	

Mr. V. A. Shorn

Research fellow



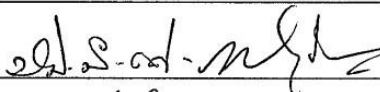


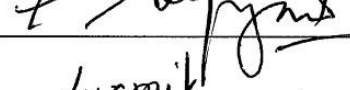
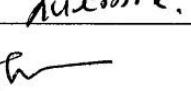
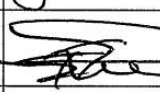

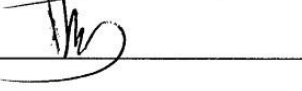

**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 03.02.2020

Venue: Board Room, FoM

Time : 12.15am-12.45pm

Meeting with the Student Counselor

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Dr.P.In ⁹ waran	Senior student counsellor	
05	Mrs.L.Kamalrupan	student counsellor/ FAHS	
06	Mrs.T.Gnanakarunyan	student counsellor/ FAHS	
07	Mr.P.Kalki	student counsellor/FAHS	
08	Mr.S.Thuvaragan	student counsellor/FAHS	
09	Mr.Vijenthiran	Marshal	
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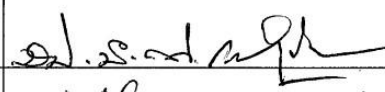
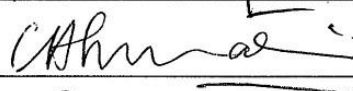



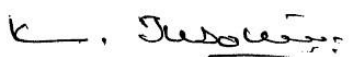


**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 03.02.2020

Venue: Board Room, UoJ

Time : 1.30pm-2.15pm

Meeting with the Director of Centres/ Units/ Cell Coordinators

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Prof.G.Mikunthan	Director/ Well Being centre	
05	Dr.R.Vijeyakumaran	Director/Staff Development Centre	
06	Mr.A.Nithilavarman	Director/CODL	
07	Dr.K.Thabotharan	Director/Carrier Guidance Unit	
08	Mr.Ganeshanathan	Director/Physical Education Unit	
09	Dr.K.Ketheeswaran	Head/Sport Science	
10	Prof.Easwaramokan	Director/ University Business Linkage Cell	
11	Prof. M. Benfili Nanthan	Director / CUBS	
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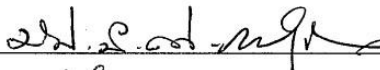
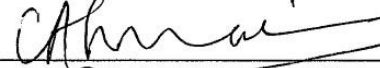

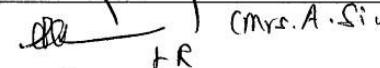
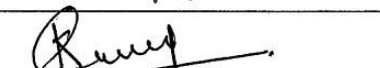

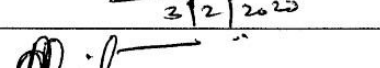
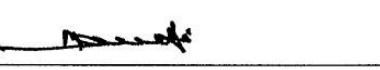

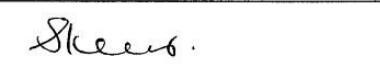

**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 03.02.2020

Venue: Board Room, UoJ

Time : 2.15pm-2.45pm

Meeting with Administrative Staff

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Mr.V.Kandeean	Registrar	 (Mrs. A. Sivaraman)
05	Mr.K.Sureshkumar	Bursar	
06	Mrs.s.Kumarasamy	DR/Academic Establishment	 3/2/2020
07	Mr.A.Jeyakanthan christy	DR/ Non - Academic Establishment	
08	Mr.S.Edward Reginold	DR/Admission	
09	Mr.K.Gnanabaskaran	DR/Exam	
10	Mr.M.Ganeshalingam	DR/Administration	
11	Mr.K.Kandampaseelan	Work Engineer	
12	Mr. N. Rajavisahan	DR/Capital Works	
13	Mrs.K.Tharmendra	AR/FAHS	
14	K. Sumithra	DR / Examination	
15.	S. Aingharan.	AR/ Welfare	



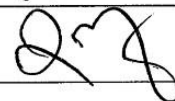

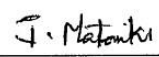
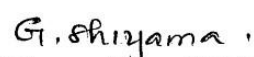



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BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 04.02.2020

Venue: Office, FAHS

Time : 1.30pm-2.00pm

Meeting with a cross section of academic support staff

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Mr.K.Jasotharan	Demonstrator	
05	Ms.J.Mathanki	Demonstrator	
06	Ms.G.Shiyama	Demonstrator	
07	Ms.U.Yanuthy	Demonstrator	
08	Ms.Nivetha	Demonstrator	
09	V.Pabitha	Demonstrator	

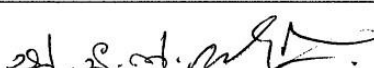
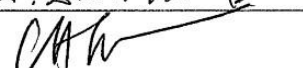
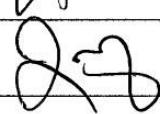
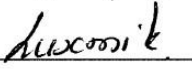
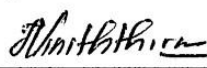
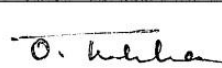
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BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 04.02.2020

Venue: Office, FAHS

Time : 2.00pm-2.30pm

Meeting with mentors

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Mrs.L.Kamalarupan	Mentors	
05	Mrs.V.Jegapragash	Mentors	
06	Ms.O.Thulasika	Mentors	


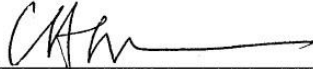

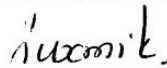

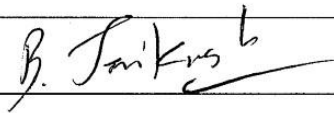
**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 05.02.2020

Venue: Board Room, FoM

Time : 10.30am-11.00am

Meeting on support for student welfare

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Mr.S.Ainkaran	AR/Welfare	
05	Mrs.L.Kamalarupan	Chairperson/Sub Committee Student Welfare	
06	Dr.S.Srikokulan	Secretary /Sub Committee Student Welfare	
07	Mr.P.Kalki	Member/ Sub Committee Student Welfare	
08	Mrs.T.Gnanakaruyan	Member/ Sub Committee Student Welfare	
09	Mr.S.Thuvaragan	Member/ Sub Committee Student Welfare	
10	Mr.B.Jaikrishna	Member/ Sub Committee Student Welfare	

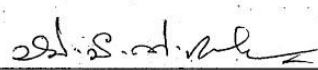

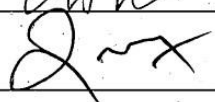
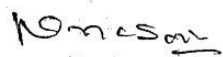
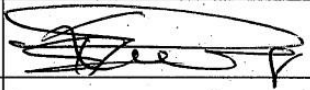
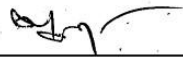
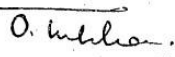
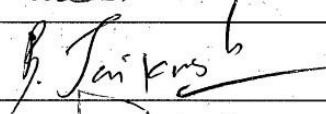


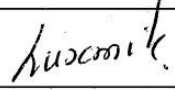
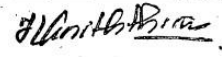
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BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 05.02.2020

Venue: Board Room, FoM

Time : 11.00am-11.30am

Meeting on research activities

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Dr. K. Muhunthan	Chairman / Ethics Review Committee, FOM,	
05	Dr.(Ms) N. Umashankar	Secretary/ Ethics Review Committee, FOM,	
06	Dr. S. Rajendra	Chairman/Research committee/ FoM	
07	Mr. P. Kalki	Chairman/Research committee/ FoM	
08	Mr. S. Thuvaragan	Member	
09	Ms. O. Thulasika	Member	
10	Mr. B. Jaikrishna	Member	
11	Dr. R. Surenthirakumaran	Teaching Panel	
12	Dr. P.A.D. Coonghe	Teaching Panel	
13	Mrs. L. Kamalarupan	Rep. Research Committee, UoJ	
14	Mrs. V. Jegapragash	Teaching Panel	
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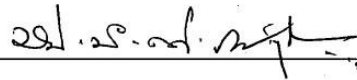
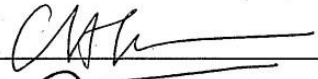


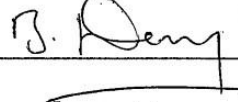
**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 05.02.2020

Venue: Office / DELT

Time : 11.30 am - 12.00 pm

Meeting with Staff of DELT

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A.L Abdul Rauf	Reviewer	
04	Dr.K. Sanmuganathan	Actg. Head DELT	
05	Mrs.D.Thabotharan	Head / FAHS	
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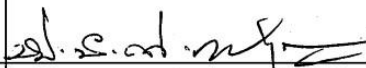
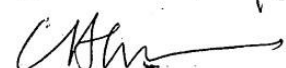
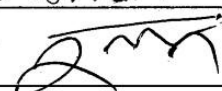
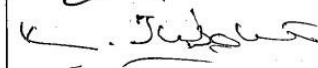
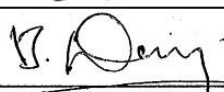
QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA

Date : 05.02.2020

Venue: Computer unit

Time : 12.00pm - 12.30pm

Meeting with Staff of Computer unit

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A.L Abdul Rauf	Reviewer	
04	Dr. K. Thabatharan	Head ^{Unit} Computer	
05	Mrs. D. Thabatharan	Head / FAHS	
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**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
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FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA**

Date : 05.02.2020

Board Room
Venue: Conference hall/FoM

Time : 1.30pm-2.00pm

Meeting with a cross section of non-academic staff

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	<i>Dr. S.D.K. Wijesundera</i>
02	Prof.C.A.Gnanathan	Reviewer	<i>C.A. Gnanathan</i>
03	Prof.A. L Abdul Rauf	Reviewer	<i>A.L. Abdul Rauf</i>
04	Mr.T.Nanthagobal	Management Assistant	<i>T. Nanthagobal</i>
05	Ms.V.Piriyanka	Management Assistant	<i>V. Piriyanka</i>
06	Ms.B.Tharmeega	Work Aid	<i>B. Tharmeega</i>
07	Mr.M.Victroya	Work Aid	
08	<i>S. Tharmaveer</i>	<i>Work Assistant</i>	<i>S. Tharmaveer</i>
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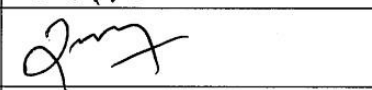
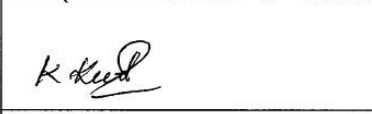


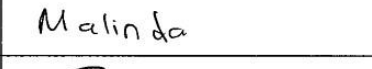


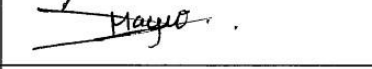
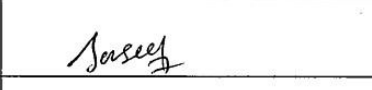
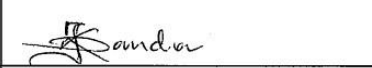
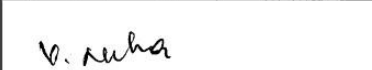

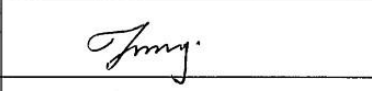



QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA

Date : 05.02.2020

Board Room
Venue: Conference Hall, FoM

Time : 2.00pm-3.00pm

Meeting with Nursing Students

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathanasan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Miss.K. Carolin Keerthica	4 th year 2 nd Semester student	
05	Miss.Sivapalan Sivathayene	4 th year 2 nd Semester student	
06	Miss. Lakshika Srisantharajah	4 th year 2 nd Semester student	
07	Mr.M. D. Kasthurirathna	4 th year 2 nd Semester student	
08	Mr.Thirugnanasundharam Thanojan	4 th year 2 nd Semester student	
09	Mr.J.G.A.Ishan Amila Jeyasekara	4 th year 2 nd Semester student	
10	Miss.R.A.Dinusha Mayuri Rupasinghe	4 th year 2 nd Semester student	
11	Mr.I.M.Jaseel	4 th year 2 nd Semester student	
12	Miss. Sandra Krishanthi Krishnarajah	3 rd year 2 nd Semester student	
13	Miss. Vaseer Ayisha Nuha	3 rd year 2 nd Semester student	
14	Miss. M.U.Rasangi Nishmika Fernando	3 rd year 2 nd Semester student	
15	Miss. J.M.M.Charuka Jayasinghe	3 rd year 2 nd Semester student	
16	Mr. Mohamed Junaid Mohamed Anfas	3 rd year 2 nd Semester student	
17	Mr. Vellasamee Thishanthan Raju	3 rd year 2 nd Semester student	
18	Miss. D.G.Tharini Lakshika Rangani Jayawansha	3 rd year 2 nd Semester student	


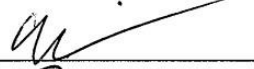
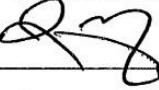


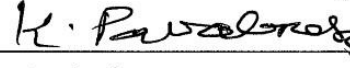

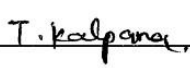
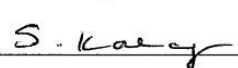
QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF JAFFNA

Date : 05.02.2020

Venue: Conference Hall, FoM

Time : 4.00pm-4.30pm

Meeting with Technical Officers

No	Name	Designation	Signature
01	Dr.S.D.K.Wijesundera	Reviewer	
02	Prof.C.A.Gnanathan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	P. B. Ramasubramanian	Phys	
05	M. Sathiyaseelan	TOC Nursing)	
06	K. Pavalanarajah	Physiology	
07	V. Vahesesan	Physiology	
08	T. Kalpana	MLS	
09	S. KALARAJ	Pathology	
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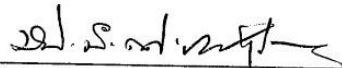



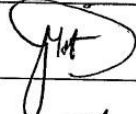
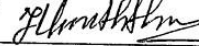
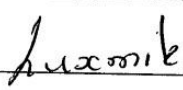

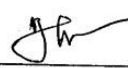
**QUALITY ASSURANCE COUNCIL OF THE UGC PROGRAMME REVIEW SITE VISIT
BACHELOR OF SCIENCE (HONOURS) IN NURSING
FACULTY OF ALLIED HEALTH SCIENCE
UNIVERSITY OF JAFFNA**

Date : 06.02.2020

Lecture hall - IV
Venue: Board Room, FOM

Time : 11.30am-12.30pm

Closing Meeting for debriefing

No	Name	Designation	Signature
01	Dr.S.D.K. Wijesundera	Reviewer	
02	Prof.C.A.Gnanathasan	Reviewer	
03	Prof.A. L Abdul Rauf	Reviewer	
04	Mrs.D.Thabotharan	Dean/FAHS	
05	Prof.G.Mikunthan	Director/CQA,UoJ	
06	Mrs.V.Jegapragash	Coordinator/IQAC,FAHS	
07	Mrs.L.Kamalarupan	Chairperson/SER	
08	Ms.O.Thulasika	Member/SER	
09	Mr.P.Kalki	Head/Dept. of pharmacy	
10	Mrs.T.Gnanakarunyan	Head/Dept. of MLS	
11	Dr.(Ms)S.Ampikaipakan	Head/Dept. of Anatomy	
12	Dr.(Ms)S.Uthayakumar	Head/Dept. of Physiology	
13	Dr.S.Balakumar	Head/Dept. of Biochemistry	
14	Dr.P.A.D.Coonghe	Head/Dept. of Community & Family Medicine	
15	Dr.(Ms).K.Murugananthan	Head/Dept. of Microbiology	
16	Prof.S.Kannathasan	Head/Dept. of Parasitology	

