



PROGRAMME REVIEW REPORT
Bachelor of Medical Laboratory Sciences
Faculty of Allied Health Sciences
University of Jaffna
7th to 10th January 2020



Review Panel: **Prof. Prasad Sethunga (Chair)**
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The Quality Assurance Council
University Grants Commission, Sri Lanka

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Section 1 - Brief introduction to the programme

The establishment of a fully-fledged University in Jaffna (UoJ) had been a long-standing aspiration of the people of Jaffna. This was fulfilled when a Campus of the University of Sri Lanka was established in 1974 by an order made by the Honourable Minister of Education. The Campus became an independent and autonomous University bearing the name University of Jaffna on January 01, 1979. The academic and administrative activities of the University are governed by the Universities Act. No. 16 of 1978 as last amended by Act No 1 of 1995.

From a small beginning in the thirty acre Campus of the then Parameswara College premises founded by the veteran philanthropist, Sir Ponnampalam Ramanathan, the University has grown enormously and is today the home of eleven faculties with fifty seven academic departments, several service/academic/support units and Centres and a Campus at Vavuniya, about 140 Km from Jaffna. In addition a few more Faculties, Departments and Centres are scheduled for development and will, in time, further open the University's door to the public and increase its role, responsibilities and commitments to the region around it.

Since inception, the UoJ has recognized the need to offer courses in Allied Health Sciences (AHS) and made provision for the paramedical school in the corporate plan. Attempts were made from time to time to start Diploma and Certificate courses. Inadequate facilities and the unrest situation delayed commencing these courses.

In 2003, the University Grants Commission (UGC) invited Faculties of Medicine to initiate discussions on commencing six degree courses at universities in Sri Lanka.

A special Faculty Board meeting held on 15th July 2004 at the Faculty of Medical Sciences (FMS), UoJ made the decision to commence the three degree courses including Bachelor of Science in Medical Laboratory Sciences (MLS), Bachelor of Science in Nursing, and Bachelor of Pharmacy at the beginning and to commence the other courses in the years to come. This was approved by the Faculty Board, Senate and UGC.

Inauguration of the AHS degree programmes was held on 7th August 2006 at the FMS, UoJ. Students who sat for the G.C.E A/L Examination in the year 2005 were admitted for the academic year 2005/06. This first batch of students completed their studies in the year 2011 and seven batches of students graduated from the faculty up to 2018 and the eighth batch of students have completed the degree and waiting for graduation in 2019.

In September 2011, the UGC approved the request made by University of Jaffna to establish the Unit of Allied Health Sciences (UAHS). Staff recruited to teach for the three degree courses including MLS, Nursing, and Pharmacy are automatically absorbed to UAHS.

The foundation stone for a separate building for UAHS was laid by the minister of Higher Education on 29th, August 2010, in the land attached to the FM. A building for UAHS was ceremonially opened by Honourable Minister S.B. Dissanayake, Ministry of Higher Education, on 28th September 2012. Recently, efforts have been made to upgrade the Unit into Faculty of Allied Health Sciences and the proposal has been approved by the UGC. Further, the proposal for a five story building with required infrastructure facilities at UAHS premises has been approved.

Section 2: Review team's observations on the Self - Evaluation Report

The Self-Evaluation Report of the MLS degree programme had been prepared by a writing team based on the eight criteria with the engagement of different team members including Academics, Non-academics, demonstrators and students in MLS.

Eight academic staff members were appointed as Chairpersons by IQAC for each criterion, and three senior academics namely Mrs.T.Gnanakarunyan, Senior Lecturer in MLS, Mr.P.Kalki, Senior Lecturer in Pharmacy and Mrs.L.Kamalaruban, Senior Lecturer in Nursing were appointed as principal writers for MLS including other two degree programmes. Mrs.T.Gnanakarunyan, Senior Lecturer in MLS was appointed as the principal writer for SER in MLS.

Regular meetings were conducted by each SER writing team of MLS and the progress was reported periodically in IQAC meetings.

First draft of SER was developed and presented to Head and all the academic staff of MLS on 20th June 2019. Then the correction was done and the second draft was prepared and given to the internal reviewers who were proposed in the IQAC meeting. Director, IQAU/UoJ and Coordinator IQAC/FM were requested as internal reviewers. Second draft was presented to the Dean, FM, the Head, UAHS, Director, IQAU/UoJ and Coordinator IQAC/FM, all the academic staff of UAHS, academic supporting and nonacademic staff and student representatives of MLS on 24th of June 2019 at the FM. Final SER was submitted to QAC/UGC on 28th of June 2019.

The SER has four Chapters and five Annexures. Under the section 1.6 though the title is Graduate Profile and Intended Learning Outcomes, the graduate profile has not been properly stated. The Team felt that the formation of Graduate Profile is vital in terms of offering an intensive and focused education in a particular area of specialization, to meet the requirements of the allied health sciences sector. However, the statements of Graduate Profile should be aligned with the Programme and Course Learning Outcomes towards constructively aligned teaching learning process. Under the section 1.13 SWOT analysis is presented including twenty three Strengths, four Weaknesses, six Opportunities and three Threats.

At the desk review the SER was well received and the review panel reviewed the document but under the criteria seven from the fourth standard to ninth, the data page was missing but through the Director/QAC the review team was able to get the SER with the missing document. Even though the Faculty had some evidences within the faculty, they were not provided as evidences according to the relevant criteria.

Section 3: A Brief Description of the Review Process-

The three member team appointed by the QAAC evaluated independently the SER submitted to the QAC by the Unit of Allied Health Sciences for reviewing the Bachelor of Science (Honours) in

Radiology [BScHons (Medical Laboratory Sciences)]. The Desk Evaluation reports were submitted to the Director QAAC and the members met at the pre-site visit workshop organized by the QAAC and discussed the marks allocation of their Desk Evaluation reports.

The site visit was held from 7th to 10th January 2020. Prior to that, the Chairperson of the review team finalized the site visit schedule in consultation with the HOD and the Dean of the Faculty (Annex I).

As indicated in the schedule a number of meetings were held with different individuals and groups as follows:

- The Competent Authority (In place of Vice Chancellor),
- IQAU Director,
- The Dean of the Faculty,
- Coordinator, FQAC and SER writing team
- Heads of the Departments ,
- Directors of Centres / Units / Cells
- Academic Staff,
- Administrative Staff
- Instructors,
- Visiting staff and professionals,
- External stakeholders,
- Technical officers,
- Non-academic and Support Staff,
- Research committee,
- Students, Student Counsellors, Student support welfare and
- Alumni

The meetings with different categories of personnel and groups were corporative and satisfactory.

The existing facilities visited included:

- Main Library,
- Staff Development Centre,
- Computer Unit,
- IQAU,
- Student Complex,
- Laboratory,
- Health Center,
- Centre for Gender Equity and Equality,
- Student Hostel,
- Pathology Lab of THJ,
- Sports facilities,
- Career Guidance Unit,
- Examination branches,

- Lecture Halls,
- Students' Canteens and staff cafeteria, and
- Staff rooms

Classroom observations (Observation of teaching learning process) were carried out in three different classrooms. All three reviewers participated together in the observation process.

Scrutiny of documentary evidences was carried out during the first three days. The documentary evidence related to eight criteria was scrutinized separately. The team experienced that the documentary evidences were properly indexed and stored to facilitate easy access. However, some documents were not relevant. Junior staff members who were assigned the task of document organization have been very much supportive in providing necessary information. Support by the Acting Head, academic staff and non-academic staff collaboration were commendable. Understanding of the academic staff towards the review and cooperation to handle especially the site visit schedule is appreciated. However there were many issues in documentation. The logistics support provided for the review was also good.

Section 4: Overview of the Faculty's/Institute's approach to Quality and Standards

As the IQAU was not established earlier, it was governed by IQAU/UoJ and MEC FM. A team was formed within the then UAHS in order to start the programme review. Initial workshop was conducted by MEC FM to initiate and implement the quality assurance activities within the UAHS and create the awareness and the importance of Quality Assurance at Unit.

When the SER was submitted, the institution was still at the Unit level and only at the end of November 2019 did the Unit get approval as a Faculty by the UGC. Just after one month of the above approval, the review team had to visit the Faculty and it was really a difficult task in terms of evaluation of the approach to quality and standards as a Faculty.

In order to maintain the quality of the study programme the new Faculty has to adjust the curriculum, teaching learning and the modern strategies of delivery methods including assessment to meet the criteria and standards outlined by the Sri Lanka Qualification Framework (SLQF). Further, the OBE-SCL approach prescribed by the QAAC of the UGC has not been considered in programme design, development, and delivery.

Section 5: Judgment on the eight criteria of Programme Review

Criteria 1: Programme Management

In relation to program management, the review team observed that FAHS of the University of Jaffna follows many good practices (13 standards achieved a score of 3) and some practices adequately (14 standards achieved a score of 2) indicating only minor issue in either the quality maintained in relation to those standard or the strength of evidence provided as described in the Programme Review Manual of the Quality Assurance and Accreditation Council of the University

Grants Commission Sri Lanka to maintain its organizational structure for effective management of the Faculty (Fig. 5.1). The programme achieved a raw criterion-wise score of 67 and hence an actual criterion-wise score of 124 out of 150.

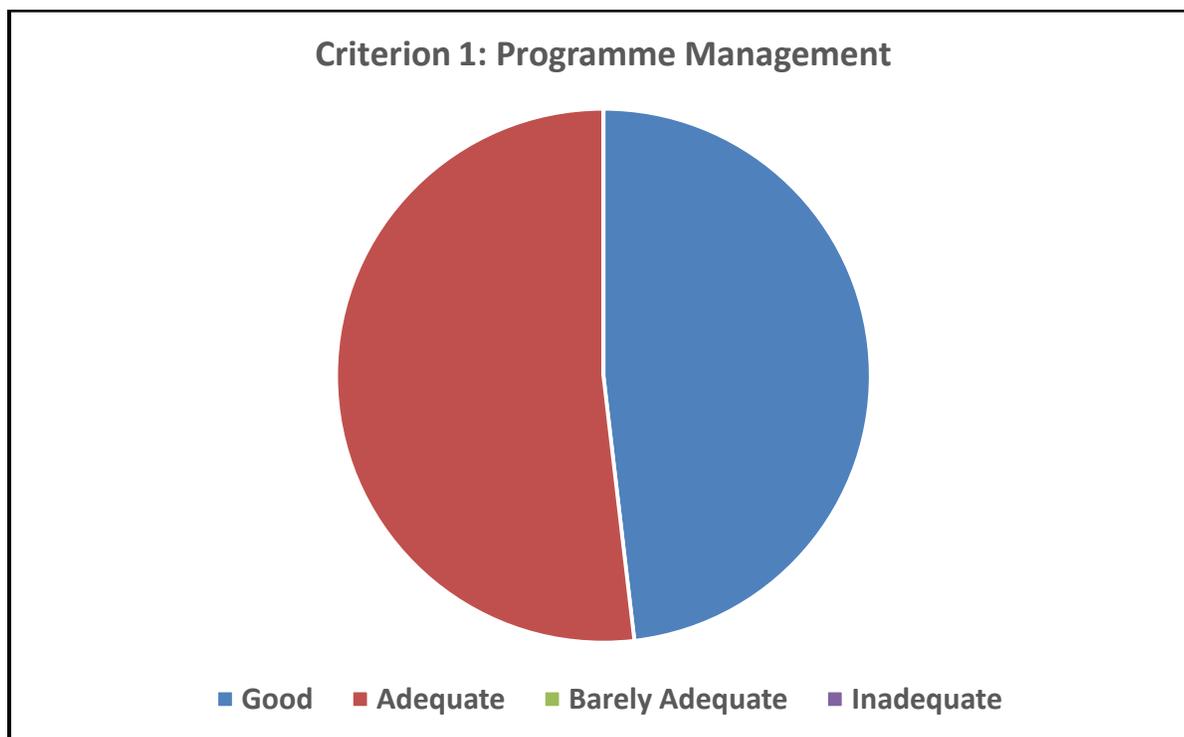


Fig 5.1: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The Faculty is having an Action Plan, which reflects the new trends and it is aligned with the Strategic Plan of the University of Jaffna. It was also observed that although FAHS has an annual academic calendar they were not able to adhere to follow it which made the students not to complete the degree programme within the stipulated time period. Furthermore, Faculty is maintaining a web site which provides few necessary information required for students. In addition to this students are provided Handbooks with all necessary information at the time of registration and are given well organized orientation programme to facilitate student transition from school to University environment.

The review team also observed that the University has a centralized examination branch, which ensures confidentiality of permanent records of all students which is accessible only to authorized personnel. However, releasing results within the stipulated time period is not done regularly. It is also observed that the Faculty has few committees, each of which is expected to act on assigned tasks. However, ToRs of these committees were not available. Furthermore, Faculty has Curriculum Development Committee. The review team observed that the Faculty has an FQAC. However, activities of FQAC is not properly monitored. FQAC can take step to provide training on Curriculum Development based on SLQF guidelines. Although the Faculty has peer evaluation mechanism, it is not regularly conducted.

Following specific strengths and weaknesses have been identified in programme management:

Strengths:

- The Faculty structure is adequate enough for effective management.
- Strategic Plan is designed for the period of 5 years from 2020 – 2024 for the Faculty.
- Faculty adopts participatory approach to its governance.
- FQAU is functioning well in terms of development of quality culture.
- Dropout rates are zero level.
- Student disciplinary by - law and student charter are widely communicated with the students.
- Opportunity for multicultural activities.
- Policy on anti-ragging& GEE are available.

Weaknesses:

- Graduate profile is not given in terms of expected skills and competencies.
- Programme Learning Outcomes are not written in the consistent manner.
- Systematic graduate outcome survey and tracer studies are not available.
- SoPs are not available.
- Although the student participation is evident to the faculty board, participation in the welfare committees are not available.
- Exit options are not available.
- Electives, optional and enrichment courses are not available.
- Although mentoring system is implemented, proper monitoring mechanism is not available.
- ToRs of different committees were not available.
- Absence of comprehensive staff appraisal system
- Inadequate peer evaluation mechanism

Criteria 2: Human and Physical Resources

In relation to human and physical resources, among the 12 standards, 4 standards achieved a score of 3, 5 standards achieved a score of 2 indicating that the faculty is following adequate quality. Only 3 standards achieved a score of 1 indicating only minor issue in either the quality maintained in relation to those standard or the strength of evidence provided. The program achieved a raw criterion-wise score of 25 and hence an actual criterion-wise score of 69 out of 100 (Fig.5.2.).

Criterion 2: Human and Physical Resources

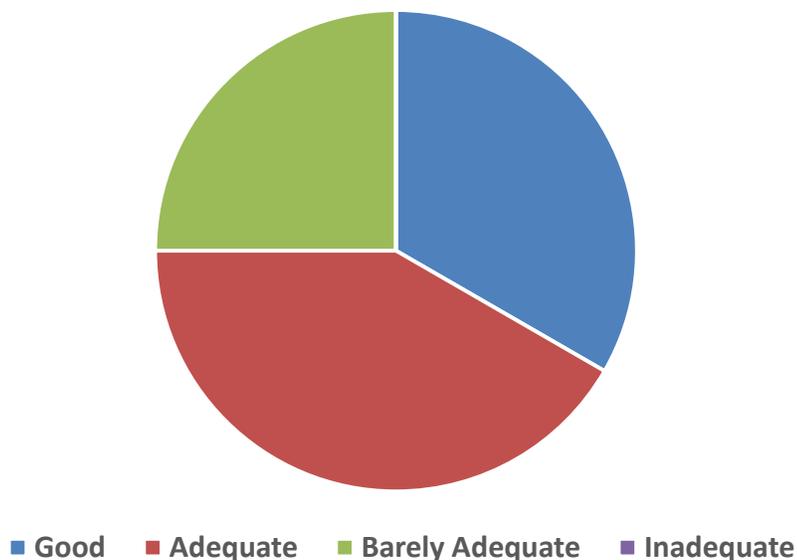


Fig 5.2: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The reviewers were very much concern about the qualifications and competencies of the available academic staff with inadequate profile to deliver an effective academic programme. The department has 6 permanent academic staff which includes one senior lecturer and no PhD holders. Five of them are probationary lecturers. The department may need to encourage non-PhD holders to raise their academic qualification to PhD level. The staff are not competent enough for designing/development and delivery of academic as well as research programmes. The review team also observed that Faculty do not have sufficient number of supportive or technical assistants in their teaching programmes. However, the faculty of medicine continuously provides its support to FAHS.

It was observed that the induction programme is compulsory for all newly recruited academic staff members, and it is a good practice. A staff development programme through Staff Development Centre (SDC) is in place for additional training of both academic and non-academic staff. The functions of SDC is at a satisfactory level and it provides programmes to academic staff members to enhance knowledge on defined roles, duties and competencies required to perform assigned tasks. However, systematic need analysis was not done to identify the training need of the department staff.

Semester programme calendar is prepared by the Faculty with all the deadlines for the academic staff to be well-prepared in time to ensure quality in academic programme. However, adherence to the pre-planned calendar is not assured. The main library gives its service to the staff and students. Facilities such as lecture rooms, sports, canteen, study areas, gymnasium are available for the students. In terms of OBE-SCL, no sufficient evidences are available to prove that the staff are

provided with sufficient opportunities to expose or train on OBE-SCL. Currently, there is no special training theatre for teaching staff.

The Faculty has a number of cultural events aiming at building social harmony among students coming from different ethnic groups. Career Guidance Unit provides services to students on soft and life skills. Faculty is also engaged in several outreach programmes such as cultural, aesthetic and community level programme. Following specific strengths and weaknesses have been identified in human and physical resources:

Strengths:

- Voluntary contribution of the staff from the Faculty of Medicine is commendable.
- Motivated staff to contributing towards the development of the Faculty.
- Availability of ICT facilities with technical assistants.
- Library facilities are sufficient with inter library loan system.
- Multicultural activities are promoted towards ethnic cohesion.

Weaknesses:

- In terms of number, qualification and competencies academic staff are not adequate.
- Proper HRD policy is not available.
- Heavily inadequate laboratory facilities are highlighted by most of the stake holders.
- Performance appraisal system is not available.
- Lack of proper coordination with the carrier guidance unit.
- Unavailability of programme specification.
- Systematic entry and exit points with fall back options are not incorporated.
- Constructive alignment among Graduate profile, PLOs and ILOs is not shown.

Criteria 3: Programme Design and Development

In relation to programme design and development, among the 24 standards 3 achieved a score of 3 and 13 standards achieved a score of 2 indicating adequate quality with a few issues about the quality in relation to those standards, and 8 standards achieved a score of 1 indicating major issues in either the quality maintained in relation to those standards or the strength of evidence provided (Fig. 5.3.). The programme achieves a raw criterion-wise score of 43 and hence an actual criterion-wise score of 90 out of 150.

Criterion 3: Programme Design and Development

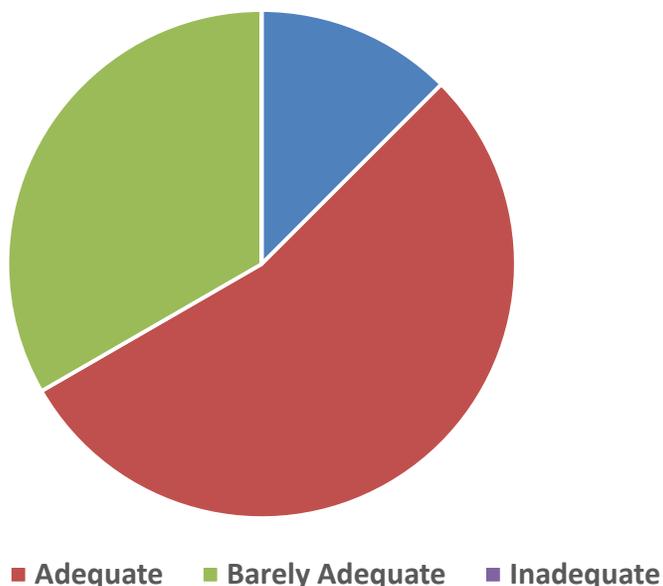


Fig 5.3: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The Programme is aligned with the mission, goals and objectives of the University and the Faculty and it is integrated to the Corporate Plan of the Faculty and University. Course structure of the Degree Programme is logically designed and is clearly described in the Handbook. The first year of the degree programme is designed to provide common courses which lay the foundation of the degree programme.

The whole degree programme offers a total of 120 credits. This aligns with the SLQF requirement of an Honours Degree. However, programme Design and Development is not fully compliant with the stipulated guidelines of SLQF level 6. The programme has included sufficient practical training. However, there is no clear and appropriate ILOs for this training and there is no evidence of approved assessment strategy for practical training. However, proper alignment among graduate profile, Programme ILOs, course ILOs and teaching learning and assessment strategy was not apparent with systematic curriculum matrix. Further, information on senate approved curriculum design policy or Programme Specification Template of the Faculty were not available for observation.

The Department has obtained views of all stakeholders including the professionals, industry, students, alumni, all levels of academic staff in the process of programme design and development. However, there is no adequate evidence of benchmarking. Programme design and development procedures include specific information on entry and exit pathways related to the programme. However, no fallback options are available for students. The Faculty has an FQAC. However, active involvement in internal monitoring and effective processes are not available. The faculty has

never conducted a Tracer Studies annually and therefore, no survey data or annual report regarding the students' destination after graduation were available.

Following specific strengths and weaknesses have been identified in programme design and development:

Strengths:

- Attempted revision of the present curriculum and adoption of SLQF.
- Presence of a Curriculum Development Committee.
- Attempt was made to align graduate profile with programme ILOs and course ILOs
- Programme is logically structured.
- Programme has Practical Training components.
- Ensure external stakeholder participation in programme design and development.
- Feedback from employers and professionals are incorporated in programme design and development.

Weaknesses:

- Unavailability of programme specification.
- Systematic entry and exit points with fall back options are not incorporated.
- Constructive alignment among Graduate profile, PLOs and ILOs is not shown
- Insufficient compliance to SLQF with systematic curriculum Matrix.
- Lack of evidence of a written curriculum development Policy.
- Inadequate documentation of programme specifications and approved programme specifications template.
- Lack of evidence for senate approved curriculum development policy.
- Absence of systematic tracer studies.

Criteria 4: Course / Module Design and Development

The course design and development criterion has 19 standards, and only one standard achieved a score of 3, 13 standards achieved a score of 2 and 5 standards achieved indicating adequate quality with a few issues about the quality in relation to those standards (Fig. 5.4). The programme achieved a raw criterion-wise score of 34 and hence an actual criterion-wise score of 89 out of 150.

Criterion 4: Course/Module Design and Development

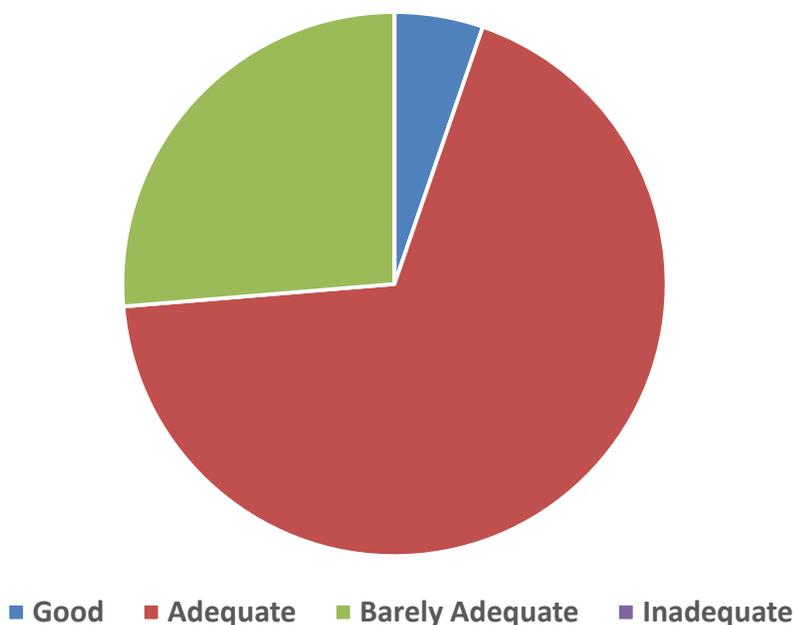


Fig 5.4: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The degree programme has introduced courses with the range of 1 to 7 credits as mentioned in the Faculty Handbook. The Faculty Handbook also gives details about the all courses, Practical Training and research project which carries 7 credits.

The review team noticed that the course design and development template was not available for observation. Further, the alignment of ILOs with the content, teaching and learning and assessment tasks could not be observed for all courses due to unavailability of adequate evidence. Course design specifies credit values but they are not detailed out as face-to-face contact hours, field-work, self-learning hours etc. The courses provide a variety of learning strategies such as collaborative learning, creative and critical learning, self-directed learning etc. The academic staff uses multi-media and other technologies and the use of LMS among staff and students is commendable.

The team noticed that there is no evidence for having a written Faculty course design policy and no any faculty level committee for course design and development. Course design integrates appropriate learning strategies. Further, there is no approved course design and development template. Course specifications for all courses are issued to the students. Course contents have adequate breadth, and depth and the details of these are provided in the course specifications. However, some course specifications do not give the assessment strategy of the course.

Feedback from students was obtained. However, course evaluation reports for the last three years were not available. Although credit weight and volume of learning are structured as per the SLQF

guidelines, there is no proper curriculum map available in the Faculty. Academic staff is given training by the SDC, however, more training in relation to curriculum development and mapping on SLQF guidelines would be beneficial. Monitoring and review process on course design seems to be done whenever necessary, however, systematic documentations were not available as evidence. The Faculty should develop systematic course approval criterion. Although the faculty FQAC is available there is no systematic monitoring strategies adopted in relation to course design. Feedback from students and staff are obtained in every semester. Although, consideration of feedback in designing course design and development seems to be in place, the team could not find any written evidence for that. Therefore, the review team strongly recommend to maintain proper documentations of every activities of the faculty. It was evident that the curriculum of the programme was approved by the Faculty Curriculum Development Committee, Faculty Board, and the Senate before its implementation. Following specific strengths and weaknesses have been identified in course design and development:

Strengths:

- Even though the widely used SBS is not available for MLS programme, course meets SLMC requirements.
- Curriculum Development Committee has been established.
- Course design integrates self-directed learning.
- Availability of course evaluation system.
- Courses are designed to meet the programme ILOs.
- Most of the courses were designed to have proper contents, learning activities and assessments.
- Courses were designed to promote student-centred teaching strategies.
- Course specifications were developed for some courses.

Weaknesses:

- Notional hours are not included in the curriculum.
- Faculty has not developed course designed templates.
- Constructive alignment among Graduate profile, PLOs and ILOs is not shown.
- Curriculum mapping according to the Level 6 is not implemented.
- Faculty has no generated funds for course design and development
- Approved Policy guidelines is not available for course designing
- Lack of proper alignment of the existing programme and future programmes with the standards stipulated in SLQF
- Course specifications for all courses in the revised curriculum were not available.
- The Alumni Association needs to play a more active role in course design and implementation.

Criteria 5: Teaching and Learning

In relation to teaching and learning, among the 19 standards, 6 standards achieved a score of 3, 11 standards achieved a score of 2 indicating adequate quality with few issues about the quality in relation to those standards and only 2 standard achieved a score of 1 indicating only minor issue in either the quality maintained in relation to those standard or the strength of evidence provided (Fig. 5.5.). The programme achieved a raw criterion-wise score of 42 and hence an actual criterion-wise score of 111 out of 150.

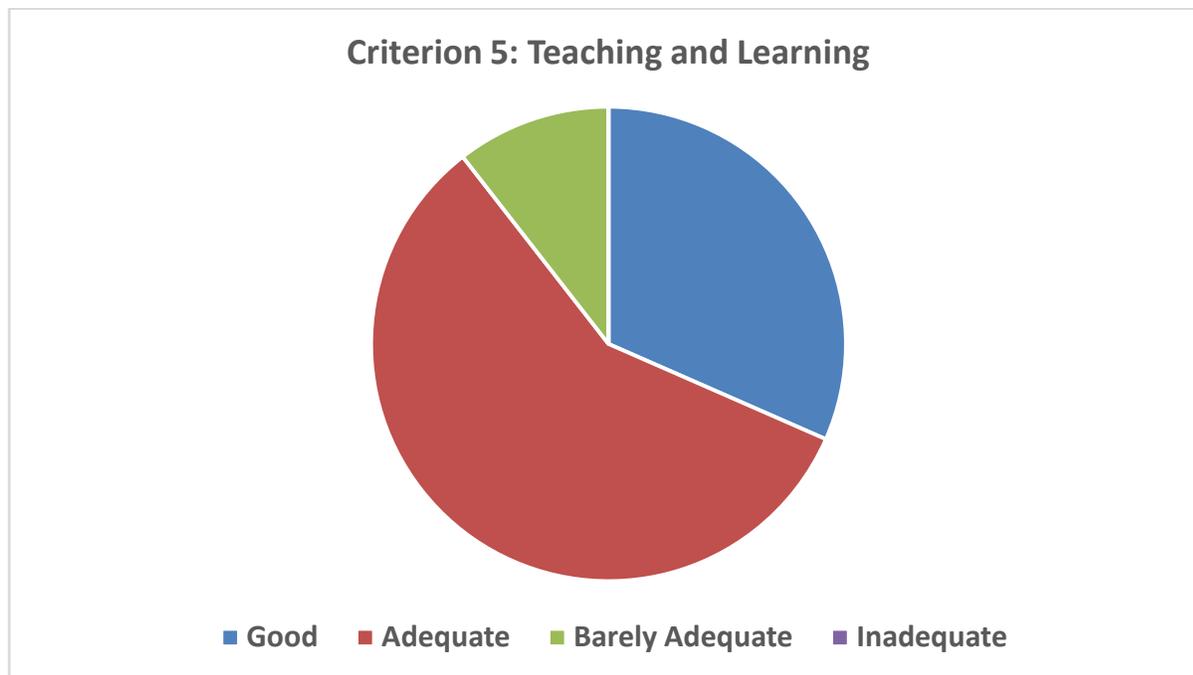


Fig 5.5: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

Student Handbook is distributed among each students at the beginning of their programme. Timetables are also provided before the commencement of courses in each semester. Brief course description for each course are also distributed on the very first day of the course commencement.

Students have the opportunity to publish their research work in the journal and a few students have collaborated with their supervisors to publish articles. Student feedback is collected. However, Students’ satisfaction survey has been carried out only recently and the data were not yet analyzed. Samples of peer review reports were available for scrutiny. Classroom observations and students responses at the meeting with the students indicated that that the teachers use both teacher-centered and student centered methods in teaching. The use of multimedia facilities in the lessons was observed by the review team.

Monitoring mechanisms for ensuring effectiveness and appropriateness of teaching need to be strengthened through peer review and faculty mentoring activities initiated by FQAC.

Following specific strengths and weaknesses have been identified in teaching and learning:

Strengths:

- Handbook with vision and the mission of the Faculty with detailed syllabus.
- Student's feedback is obtained.
- Student centred teaching learning strategies are practiced.
- Faculty encourages blended learning methods.
- Faculty encourages students' scholarly and creative work.
- Use of both teacher-centred and student-centred teaching strategies.

Weaknesses:

- Insufficient competency in order to meet the professional requirements.
- Limited enrichment courses.
- Lack of supplementary language courses for diverse student population.
- Inadequate laboratory facilities.
- No systematic evaluation and reward system for excellent teaching.
- Lecture halls are not conducive with sufficient ventilation.
- A proper peer evaluation system should be developed.
- Regular monitoring of the study programme by FQAC needs to be ensured.
- Lack of proper teacher appraisal system with Senate approved indicators for evaluating teachers for excellence in teaching.
- The absence of an award scheme for excellence in teaching.

Criteria 6: Learning Environment, Student Support and Progression

In relation to learning environment, student support and progression, among the 24 standards, 6 standards achieved a score of 3, 13 standards achieved a score of 2, 3 standards achieved a score of 2 and 2 standards achieved 0 indicating inadequate quality with many issues about the quality in relation to those standards. The programme achieved a raw criterion-wise score of 47 and hence an actual criterion-wise score of 65 out of 100.

Criterion 6: Learning Environment, Student Support and Progression

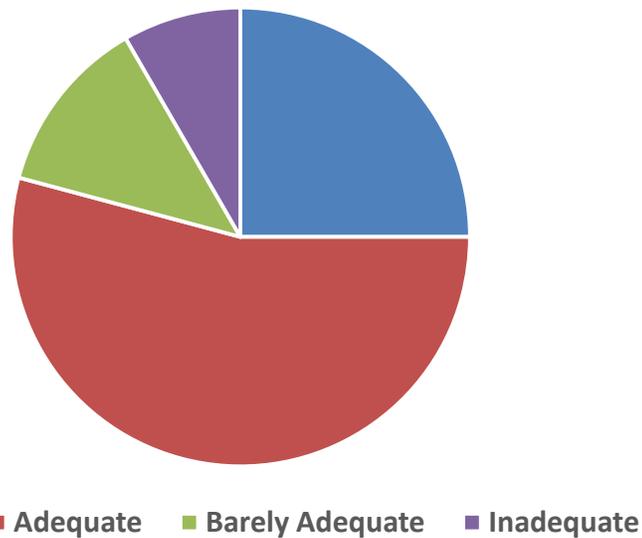


Fig 5.6: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The review team found that the conditions of the lecture theatres are not suitable for effective teaching and learning. However, the Faculty and Departmental administrative structures facilitate interaction between students and staff.

The students of the degree programme are clearly conveyed / informed of their rights, responsibilities and conduct for completing the programme through by-laws included in the Student Handbook. The evidence ensures that the student support opportunities are accessible and communicated. However, a survey has not been conducted to identify learning support needs of the students.

Student disciplinary by-laws are communicated to the students during the orientation programme and included in student Hand Book. The FAHS has a Student Counseling Unit staffed with professional counselors. The team of academic counselors at the Department provides necessary support for the students to resolve any academic issues that they have.

The Main Library of the University provides Wi-Fi and internet facilities for the students to access databases and e-resources.

The Department has gathered student satisfaction data recently. However, the data were not yet analyzed. Scheduled meetings between students and academic staff take place during dissertation supervision. Co-curricular activities such as sport and aesthetic activities conform to the mission of the faculty and contribute to enhance the social and cultural aspects of educational experience of the students.

The strengths and weaknesses of the learning environment, student support and progression are as follows:

Strengths:

- Tolerance to ragging is minimized.
- Presence of By-laws in relation to conditions of residence and discipline of students.
- Presence of student welfare society.
- Presence of Wellbeing Centre.
- Workshops for undergraduate research.
- Presence of IT & web design committee.
- Platform for undergraduate research.
- Cultural and social activities for mutual understanding

Weaknesses:

- Absence of tracer studies of graduates.
- Wi- fi is not sufficient.
- Absence of help desk for students.
- Alumni association is not formally established.
- No special awards system for students.
- Tracer studies are not conducted.
- Although the HB is uploaded in the Faculty website, up to date announcements and notices are not communicated via online.
- Lack of evidences for scheduled meetings with the staff and students

Criteria 7: Student Assessment and Awards

In relation to student assessment and awards, among the 17 standards, 7 standards achieved a score of 3, 7 standards achieved a score of 2 indicating adequate quality is maintained in relation to those standards and only 3 standard achieved a score of 1 indicating only minor issue in either the quality maintained in relation to those standard or the strength of evidence provided (Fig.5.7.). The programme achieved a raw criterion-wise score of 38 and hence an actual criterion-wise score of 112 out of 150.

Criterion 7: Student Assessment and Awards

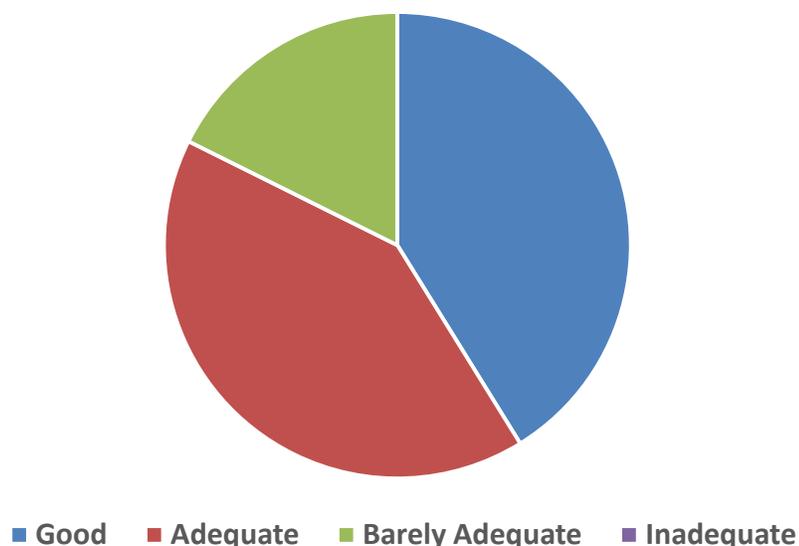


Fig 5.7: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The Faculty has developed a mechanism to ensure a fair student assessment and award scheme. Accordingly, the Faculty had developed examination by-laws with a view to conducting all the examinations on a transparent and fair basis. If the students are not satisfied with the given marks/grades, they have the option to apply for verification of marks/grades. The review team observed adequate evidence to prove that all the examination papers are marked by two examiners (first examiner and second examiner). All the documents are well maintained at the examination branch.

However, the review team observed certain areas that need to be improved in order to further enhance the quality of the study programme. The continuous evaluation marks should be made available for students as soon as possible. The Faculty does not have a SBS for the existing study programme. An international SBS can be used to enhance the quality of the existing degree programme.

The strengths and weaknesses of the student assessment and award are as follows:

Strengths:

- Systematic formative and summative evaluation system.
- Availability of examination By-laws.
- Internal and external evaluation is in practice.
- Marking scheme is developed for evaluation.
- Practice of re-scrutinization mechanism.
- Use of a variety of assessment methods.

Weaknesses:

- Results of the continuous assessments should be made available to students as immediately as possible.
- Delaying releasing the results.
- Transcripts are not properly formulated.

Criteria 8: Innovative and Healthy Practices

In relation to innovative and healthy practices, among the 14 standards, 3 standards achieved a score of 3, 6 standards achieved a score of 2, 3 standards achieved a score of 1 and 2 standards achieved a score of 0 indicating inadequate quality with many issues about the quality in relation to those standards. The programme achieved a raw criterion-wise score of 24 and hence an actual criterion-wise score of 29 out of 50.

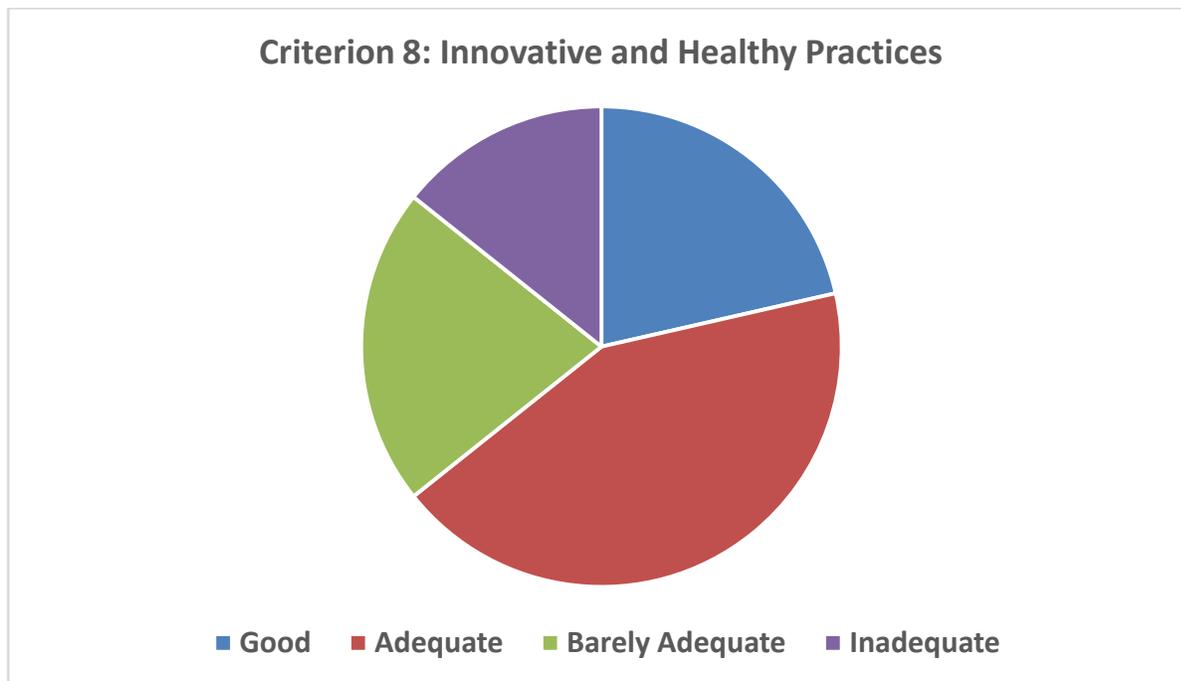


Fig 5.8: Scores Obtained for Programme Management (Score 3- Good, Score 2- Adequate, Score 1- Barely adequate and Score 0-Inadequate)

The review team observed few innovative and healthy practices at the Faculty. The Faculty has no its own external income sources such as the external bachelor's degree program and postgraduate degree programmes. The Faculty established few link/collaborative projects with local/foreign institutions and the industry. Further, the Faculty has incorporated undergraduate research project and practical training component in the existing curriculum. Students are actively engaged in student-centered learning under the guidance of the academic staff members. The Faculty promotes student and staff engagement in co-curricular activities, e.g. social, cultural and aesthetic events.

The review team observed several areas that need urgent attention by the Faculty in order to ensure quality of the study programme. A proper credit-transfer policy needs to be developed to facilitate lateral and vertical mobility of the students. Further, lateral entry and exit points need to be identified and introduced to the study programme. Moreover, proper fallback options for the students should be established in the future. The use of open educational resources (OER) and services for undergraduate and postgraduate learning must also be promoted and facilitated. An effective staff appraisal/award system must be introduced in order to encourage the staff members. The active participation of the alumni association in all the development activities needs to be obtained.

The strengths and weaknesses of the innovative and healthy practices are as follows:

Strengths:

- Undergraduate research project and practical training component in the curriculum.
- LMS is operates to facilitate multimode teaching delivery and learning.
- Engagement with R&D and internationally cited papers with staff members

Weaknesses:

- Inadequate use of open resource materials and services.
- Lack of appropriate credit transfer policyto facilitate student mobility in exchange programmes and scholarship programmes.
- Lack of sufficient fall back option.
- Limited MoUs with national & international stakeholder organizations.
- Lack of income generating activities.

Section 6: Grading of Overall Performance of the Programme

No	Criteria	Weighted minimum score*	Actual criteria wise score
01	Programme Management	75	124
02	Human and Physical Resources	50	69

03	Programme Design and Development	75	90
04	Course / Module Design and Development	75	89
05	Teaching and Learning	75	111
06	Learning Environment, Student Support and Progression	50	65
07	Student Assessment and Awards	75	112
08	Innovative and Healthy Practices	25	29
Total on a thousand scale			689
<i>Total score as a percentage</i>			69%

Summary Results

Grade	C
Performance Descriptor	<i>Satisfactory</i>
Interpretation of Descriptor	<i>Minimum level of accomplishment of quality expected of a programme of study; requires improvement in several aspects</i>

Section 7: Commendations and Recommendations

Commendations

1. Team work towards compilation of the SER which has been taken as a Unit of Allied Health Sciences highly commendable.
2. Since its inception thirteen batches have graduated without dropouts.

3. Considerable effort has been taken to implement the review visit with limited staff members.
4. Voluntary contribution by the Faculty of Medicine from the inception is highly appreciated.
5. The Student Handbook provides detailed syllabus of the study programme.
6. Well-coordinated hospital training for the students and tremendous support from the hospital for most of the training components.
7. Especially the staff of the Medical Faculty with students of FAHS have published co-authored scientific papers which are internationally cited, is highly commendable.

Recommendations

1. Conducive environment for teaching and learning including lab facilities are not at a satisfactory level and the quick intervention at university level to fulfil the requirements is essential.
2. Graduate Profile should be identified in terms of the skills which is expected from the MLS graduate and should be aligned with the Programme and Course Learning Outcomes.
3. Training must be provided on how to implement constructively aligned teaching learning process in terms of Outcome Based Education for the academic staff members is needed.
4. Review team observed that numbers of MLS alumni are working in the government sector and the private sector as well. Systematic graduate outcome survey and tracer studies should be conducted and the outcome used effectively for improving teaching learning and assessment practices at the programme level.
5. Formation of an association for alumni should be promoted in liaison with immediately passed out graduates.
6. Mechanism for Staff appraisal should be implemented while identifying appropriate indicators.
7. To run the Faculty as a fully independent body rather than depending on the Faculty of Medicine, qualifications of the academic staff members of the Department must be strengthened.
8. Programme and course specifications should be completed while considering constructive alignment in line with the SLQF guidelines including twelve categories of level descriptors.
9. Provide supplementary courses and enrichment courses as service learning or community development projects.
10. Introduction of language courses as Sinhala for Tamil students and Tamil for Sinhala students is a must, to promote national cohesion and ethnic harmony. Students are very positive to communicate each other but the opportunities and a suitable platform should be provided by the faculty level.

11. Encourage academic staff and students to use LMS for teaching, learning and assessment and provide adequate training if necessary.
12. Results of the continuous assessment should be made available to students as immediately as possible without delaying.

Section 8: Summary

The team recognized number of strengths and weaknesses of the study programme and these are listed in the Section No. 5. The team also made recommendations under each criterion in the same Section.

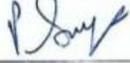
Overall commendations and recommendations are given based on the strengths and the weaknesses given in the Section No 5. These recommendations have been made after having gone through in-depth analysis of collected documents, and observations, discussions and interviews throughout the review process.

The team was impressed about the efforts and continuous support by the Faculty of Medicine from the inception of the Faculty as a Unit. In future Faculty has to work independently in terms of enhancing and maintaining the quality of the study programme.

In addition, the team really appreciates the Dean, Head and the academic staff for their tremendous support during the site visit, especially in terms of stakeholder discussions and the hospital observation visits. The team was able to meet quite a representative sample of stakeholders and they gave their constructive comments for further improvement of the study programme.

While commending the services rendered as a Unit to graduate students in more than 10 batches since its inception with limited human and physical resources, in future the university has to provide fullest support to the Faculty to provide a high quality study programme in order to produce MLS professionals to the community.

Programme Review Team

Name	Signature
Prof.S.M.P.W.K. Sethunga	
Prof.S.S.S.B.D.P.Soyza	
Prof.F.H.Abdul Rauf	

Annexure 1

PROGRAMME REVIEW SCHEDULE

6th January 2020 – Arrival to Hotel

7th to 10th January 2020

07/ 01/ 2020 - Day 1- Tuesday

Time	Activity	Participants
8.30 AM – 9.00 AM	Meeting with the Vice Chancellor	1. Prof. K. Kandhasamy, Competent Authority, 2. Prof.S.M.W.K.Sethunga-Reviewer 3. Prof.S.S.S.S.B.D.P.Soysa- Reviewer 4. Prof.F.H.AbdulRauf- Reviewer 5. Mrs. D. Thabotharan, Dean/FAHS, 6. Prof. G. Mikunthan, Director /QAU,

		<p>7. Mrs. V. Jegapragash, Coordinator/ FQAC,</p> <p>8. Mrs. T. Gnanakarunyan, Chair /SER Preparation, Head/Dept. of MLS</p> <p>9. Mr. P. Kalki, Head/ Dept. of Pharmacy</p> <p>10. Ms. T. Kobika, Lecturer (Prob.) in MLS</p> <p>11. Mr. B. Jaikrishna, Lecturer (Prob.) in MLS</p> <p>12. Ms. O. Thulasika, Lecturer (Prob.) in Nursing</p> <p>13. Mrs. S. Sumana, Lecturer (Prob.) in MLS</p> <p>14. Dr. (Mrs.) G. Sathiadas, Coordinator/ FQAC - Medicine</p> <p>15. Mrs. L. Kamalarupan, Senior Lecturer in Nursing</p> <p>16. Mr. M. Doyuran, Management Trainee, FQAC</p>
09:00 AM – 09:30 AM	Meeting with the Director/IQAU	<p>1. Prof.S.M.W.K.Sethunga-Reviewer</p> <p>2. Prof.S.S.S.S.B.D.P.Soyasa- Reviewer</p> <p>3. Prof.F.H.AbdulRauf- Reviewer</p> <p>4. Prof. G. Mikunthan Director /IQAU</p> <p>5. Mr. M. Doyuran, Management Trainee, FQAC</p>
09:45 AM – 10:45 AM	Presentation about the Faculty and respective study program <i>Working with Tea</i>	<p>1. Prof.S.M.W.K.Sethunga-Reviewer</p> <p>2. Prof.S.S.S.S.B.D.P.Soyasa- Reviewer</p> <p>3. Prof.F.H.AbdulRauf- Reviewer</p> <p>4. Mrs. D. Thabotharan, Dean/FAHS,</p> <p>5. Prof. G. Mikunthan, Director /IQAU,</p> <p>6. Mrs. V. Jegapragash, Coordinator/ FQAC,</p> <p>7. Mrs. T. Gnanakarunyan, Chair /SER Preparation, Head/Dept. of MLS</p> <p>8. Mr. P. Kalki, Head/ Dept. of Pharmacy</p> <p>9. Ms. T. Kobika, Lecturer (Prob.) in MLS</p> <p>10. Mr. B. Jaikrishna, Lecturer (Prob.) in MLS</p> <p>11. Ms. O. Thulasika, Lecturer (Prob.) in Nursing</p> <p>12. Mrs. S. Sumana, Lecturer (Prob.) in MLS</p> <p>13. Dr. (Mrs.) G. Sathiadas, Coordinator/ FQAC - Medicine</p> <p>14. Mrs. L. Kamalarupan, Senior Lecturer in Nursing</p> <p>15. Dr. P. A. D. Coonghe, Head, Dept. of Community and Family Medicine</p> <p>16. Dr. (Mrs.) S.Homathy, Head, Pathology, Faculty of Medicine</p> <p>17. Dr. T. Yoganathan, Head/ Nuclear Medicine Unit</p>
10:45 AM - 11:45 AM	Meeting with academic staff involved in teaching B.Sc. MLS program	<p>1. Prof.S.M.W.K.Sethunga-Reviewer</p> <p>2. Prof.S.S.S.S.B.D.P.Soyasa- Reviewer</p> <p>3. Prof.F.H.AbdulRauf- Reviewer</p> <p>4. Prof. (Miss) V. Arasaratnam, Senior Professor,</p>

	(excluding HOD)	<p>Dept. of Biochemistry</p> <ol style="list-style-type: none"> 5. Dr. K. Sivapalan, Visiting Professor, Dept. of Physiology 6. Dr. T. Chenthran, Senior Lecturer, Dept. of Anatomy 7. Dr. R. Surenthirakumaran, Senior Lecturer, Dept. of Community and Family Medicine 8. Dr. A. Murugananthan, Senior Lecturer, Dept. of Parasitology 9. Dr. P. Ubenthira, Lecturer (Prob.) in Biochemistry 10. Mrs. S. Sumana, Lecturer (Prob.) in MLS 11. Ms. T. Kobika, Lecturer (Prob.) in MLS 12. Mr. B. Jaikrishna, Lecturer (Prob.) in MLS
1:45 AM - 2:15 PM	Meeting with temporary academic staff	<p>Temporary and visiting Demonstrators, Tutors.</p> <ol style="list-style-type: none"> 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soyso- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Mr. S. Sureshkumar, Chief MLT, Teaching Hospital Jaffna (THJ) 5. Mr. S. Umakanthan, MLT, THJ 6. Mr. F. J. Mark Mithulan, MLT, THJ 7. Mr. S. Vaseekaran, MLT, THJ 8. Mr. S. Paheirathan, MLT, Blood Bank, THJ 9. Mr. T. Saseenthan, MLT, Blood Bank, THJ 10. Mr. Sri JeyaBavan, MLT, THJ 11. Mr. R. Ganesananthan, MLT, THJ 12. Mr. J. C. F. Tharshan, Demonstrator, MLS 13. 11. Miss. T. Keerthiga, Demonstrator, MLS 14. Miss. A. Ajantha, Demonstrator, MLS
2:15 PM - 2:45 PM	Meeting with Student Counsellors	<p>Senior Student Counselors and Student Counselors</p> <ol style="list-style-type: none"> 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soyso- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Dr. P. Aingaran, Senior Student Counselor 5. Mrs.T.Gnanakarunyan, Student Counselor FAHS 6. Mrs.L.Kamalarupan, Student Counselor FAHS 7. Mr.P.Kalki, Student Counselor FAHS 8. Mr.P.Gajanthan, Marshal
2:45 PM – 3:30 PM	Lunch	
3:30 PM – 4:15 PM	Meeting with Directors of Centres /	All Directors of Centres/ Units/ Cell Coordinators

	Units / Cells	<ol style="list-style-type: none"> 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soyas- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Dr.K.Thabotharan, Director, Computer Unit/ Career Guidance Unit 5. Dr.K.Ketheeswaran, Director, Sport Science 6. Mr.Ganeshanathan, Director, Physical Education 7. Dr.R.Vijayakumaran, Director, Staff Development Center 8. Prof.G.Mikunthan, Director Well-being centre/CQA 9. Mrs.V.Jegapragash,coordinator/IQAC/FAHS
12:15PM- 1:45PM	Meeting with Administrative Staff	Registrar, Bursar, SARs, AB, SAB, Work Engineer, DR Examination <ol style="list-style-type: none"> 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soyas- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Mrs.S.Kumarasamy, Deputy Registrar /Academic Establishment 5. Mr.A.Jeyakanthan Christy, Deputy Registrar/Non- Academic Establishment 6. Mr.N.Rajavisahan, Deputy Registrar, Capital work 7. Mr.K.Kadambaseelan, Works Engineer 8. Mrs.K.Thamendra AR, FAHS 9. Ms.P.M.K.KPathiraja Assistant Bursar
1:45 PM – 3:00 PM	Observing, Physical Facilities (Main Library, SDC, Computer Unit, IQAU, Student Complex) <i>Working with Tea</i>	Review Team and Facilitators <ol style="list-style-type: none"> 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soyas- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Mrs. T. Gnanakarunyan, Chair /SER Preparation, Head/Dept. of MLS 5. Ms. T. Kobika, Lecturer (Prob.) in MLS 6. Mr. B. Jaikrishna, Lecturer (Prob.) in MLS

08/01/2020 -Day 2- Wednesday

Time	Activity	Participants
8.30 AM – 9.00 AM	Observing documentation	Review Team, Facilitators <ol style="list-style-type: none"> 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P. Soyas- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer

0.15 AM – 10.15 AM	Observing teaching sessions Lectures and practical	Review Team 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P. Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer
0.30 AM – 1.00 AM	Meeting with external stakeholders <i>Working with Tea</i>	1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P. Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Dr.(Mrs)T.Sooriyakumar, consultant Haematologist 5. Mr.Dilan- Central Hospital Manager, Durdans lab 6. Dr.R.Rajanathi-Act.Con.Micrologist 7. Mr.M.PrinceJhon, MLT 8. Mr.N.Ronaldreegan, MLT 9. Mr.Kesavaraj- MD, Northern central Hospital Pvt Ltd
1.00 AM - 2:00 PM	Meeting with technical officer	1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P. Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Miss.T.Kalpana- TO/MLS 5. Mr.K.Pavalarajah-STO/Dept. of Physiology 6. Mr.P.Saravanabavananthan-TO/Dept. of Anatomy 7. Mrs.K.Nithiyantharajah-TO/Dept. of Biochemistry 8. Mr.Saciharan-LA/MLS 9. Mr.M.Sathiyaseelan-TO/Dept. of Nursing 10. Mr.Jeyabalasundram-LA 11. Mr.T.Muraliruban-Works Aids/MLS 12. Mr.JaneJoz – LA 13. Mr.K.Sathiyakumar-LA
2:00 PM - 2:30 PM	Meeting with alumni	1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Mr.R.Threeswaran-MLT/THJ 5. Mr.A.Johngithan –MLT/Killinochi 6. Mr.F.J.MarkMithulan-MLT/THJ 7. Mr.N.Thiviyaraj-MLT-DH, Kopay 8. Ms.R.Sushana-MLT-THJ 9. Mr.S.Sriyabhavan-MLT/THJ 10. Ms.T.Kalyani-MLT/THJ 11. MR.N.Rathnasri- Application and Marketing Executive, Hemas

		<p>12. Ms.S.Kirija MLT, DH, Atchuvvely</p> <p>13. Mr.K.Anpu,MLT/waiting for internship recruitment</p> <p>14. Ms.R.Anusitha-MLT /waiting for internship recruitment</p> <p>15. Ms.A.J.F.Siromiya –waiting for internship recruitment</p>
12:30 PM -1:30 PM	Lunch	
1:30 PM- 2:00 PM	Meeting with Students	<p>Group of students (30) representative of gender, ethnicity, level of study programs</p> <ol style="list-style-type: none"> 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Ms.G.A.Jinappriya -10thbatch 5. Mr.G.R.A.P.M.Dayarathne- 10thbatch 6. Mr.M.H.F.Nifla -10thbatch 7. Mr.N.F.Nazrin-10thbatch 8. Ms. Y. Losana – 10th batch 9. Ms.K.Jenosha-10thbatch 10. Mr.B.R.Janitha Prasad -10thbatch 11. Mr.K.A Minfak-11thbatch 12. Mr.S.M.N.Madhuwanthi-11thbatch 13. Ms.K.K.H.Niroshika-11thbatch 14. Ms.J.Ashani-11thbatch 15. Mr. E.M.C.S. Ekanayaka – 11th batch 16. Mr.F.P.M.Deluxan-11thbatch 17. Mr.K.Divya- 12thbatch 18. Ms.VathsalaShanmuganathan -12thBatch 19. Mr.G.D.I.Aravinda-13thbatch 20. Ms.K.M.R.I.Dhanapala-13thbatch 21. Ms.Hashini Kularatne-12thbatch 22. Mr.ChalaniBasanayake 12thbatch 23. Mr.Tharindu Dinendra-12thbatch 24. Mr.Kanishika Fernando-12thbatch 25. Mr.M.Y.M.Fazmil-12thbatch 26. Mr.P.Sangeethan-12thbatch 27. Mr.M.Safeeq-12thbatch 28. Mr.T.Vibeeshan-12thbatch 29. Mr.Vivek Murugathas-13thbatch 30. Ms.V.Gowthami-13thbatch 31. Ms.Fathma Sameera-13th batch

		32. Ms.A.R. Fathma Shifka-13 th batch 33. Ms.M.R.Fathima Risla-12 th batch 34. Ms.S.Nifla-12 th batch
4.00 PM – 5.00 PM	Observing documentation	Review Team 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P. Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer

09/01/ 2020 - Day 3 Thursday

Time	Activity	Participants
8.30 AM – 9.30 AM	Meeting on support for student welfare <i>Working with Tea</i>	Director/Physical Education, University Medical Officer, AR/Welfare 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P. Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Mr.I.Aynkaran-AR/Welfare
10.45 AM – 11.15 AM	Observing documentation	Review Team 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P. Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer
1:30 PM - 2:00 PM	Meeting on research activities	Chairman / Research committee & ERC, members of research committee& ERC 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P. Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Dr.PAD.Coonghe, Member, Research Committee, FM 5. Dr.R.Surenthirakumar, Senior Lecturer, Dept. of Community and Family Medicine 6. Dr.K.Muruganathan, Member, Research Committee, FM
2:00 PM - 2:30 PM	Observing Physical Facilities	Review Team/ Facilitators 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer
2:30 PM -1:15 PM	<i>Lunch</i>	

12:15 PM - 2:15 PM	Observing documentation	Review Team, Facilitators 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.PSoysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer
2:15 PM - 3:15 PM	ELTU, IT <i>Working with Tea</i>	Review Team, Members of ELTU and Computer unit 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.P.Soysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Mrs.P.Balendren-Lecturer/Computer Unit 5. Mr.K.Ananthkrishan, Lecturer/Computer Unit 6. Mr. T. Arunakirinathan, ELTC
3:15 PM – 4:00 PM	Observing Documentation	Review Team 1. Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.PSoysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer
4:00 PM – 5:00 PM	Site visit of Library/FM, Laboratory/FM ELTU, Health Centre, Centre for Gender Equity and Equality, Student Hostel, Pathology Lab of THJ	1. Review Team Prof.S.M.W.K.Sethunga-Reviewer 2. Prof.S.S.S.S.B.D.PSoysa- Reviewer 3. Prof.F.H.AbdulRauf- Reviewer 4. Mrs. T. Gnanakarunyan, Chair /SER Preparation, Head/Dept. of MLS 5. Mr. B. Jaikrishna, Lecturer (Prob.) in MLS

10/01/2020 - Day 4

Time	Activity	Participants
8:30 PM - 9:30 PM	Closing meeting for debriefing <i>Working Tea</i>	Competent Authority, Dean/FAHS, Director/IQAU, HODs, Coordinator/FQAC, Chair & the SER -Team