PROGRAM REVIEW REPORT

Bachelor of Speech and Hearing Sciences Degree Programme

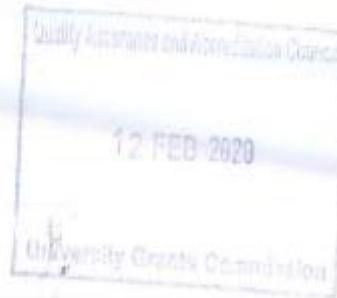**Faculty of Medicine**

University of Kelaniya, Sri Lanka

4th to 7th November 2019

Review Panel: **Prof Ruwan D Jayasinghe**

Prof MAMRameez

Dr. ErandathieLokupitiya

Quality Assurance Council

University Grants Commission, Sri Lanka
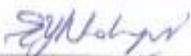
University: University of Kelaniya

Faculty: Faculty of Medicine

Program: Bachelor of Speech and Hearing Sciences

Review Panel:

Name	Signature
Prof Ruwan Jayasinghe	
Dr. Erandathie Lokupitiya	
Prof. MAM Rameez	

Date: 4th- 7th November 2019

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Section 1: Introduction to programme

The Medical Faculty of the University of Kelaniyawas founded in 1991. Faculty of Medicine (FOM) constitutes 16 academic departments and department of Disability Studies is one of them. The Disability Studies Unit was commenced in 1993 in collaboration with the UCL, London.A2-year Speech and Language therapy diploma (1998-2007, 7 batches) was offered initially and in 2007,Speech and Hearing Sciences degree programme was commenced as a four year BSc Special Degree. Six batches were conferred the degree.The Department of Disability Studies (DDS) is the only government institute in Sri Lanka that offers an undergraduate study programme in Audiology and Speech and Language Therapy (SLT). In addition to the facilities available in the Department and Faculty, it has Ayati Centre for Children with Disabilities, the First National Centre for children with disabilities in Sri Lanka which addressesa broad spectrum of disabilities. The Department offers onedegree program with two specializations, one in SpeechSciences and one in audiology. The speciaizations become separated at the end of the first semester. Students with GCE A/L qualifications enter into these programs. Arts stream students can enter into the Speech Science program whereas only students with Science qualification in A/L can enter into Audiology program.
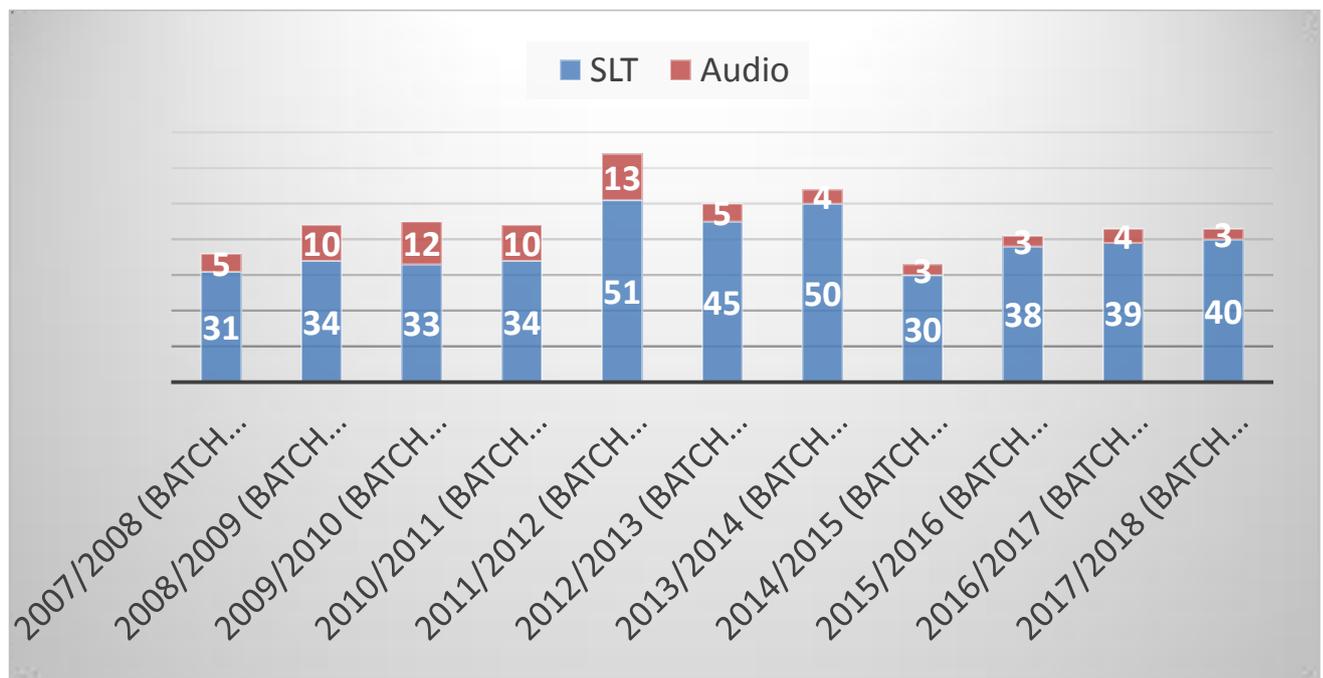
Number of students in SLT and Audiology streams

Section 2: Observations on SER

The review team is of the opinion that the SER was properly written. Most important points were highlighted and strong points were presented appropriately. Appropriate evidence documents were mentioned in the SER but in most instances, they were not mentioned properly even though they are in existence. We found the relevant evidence mostly during the discussions and by requesting for such evidence while going through the files. Documents given in the SER were different from the list of documents provided to us at the site visit. Numbering system which was used in the document has not followed the guidelines given and was not easy to follow at all. Documents were provided in a different places and the team had a tough time in finding them and had to get the help from a staff member in some instances. Even though appropriate documents were mentioned as the evidence in the SER, the team noted that only few documents were provided as evidence in some instances. Some of the provided documentswere incomplete, irrelevant and unauthorized. Even though they had many evidence within the faculty, theywere not provided as evidence forobservation by the team; but such evidence was considered in allocating marks.

Section 3: Description of review process

Review Panel

Review panel appointed by the university Grant Commission (UGC) consisted of Prof RuwanJayasinghe (Chairman) (University of Peradeniya), Prof MAM Rameez (South- Eastern University of Sri Lanka) and Dr.ErandathieLokupitiya (University of Colombo).

Pre site visit evaluation

Quality Assurance Council (QAC) of the UGC organized a training workshop for all program evaluators at the UGC. Self evaluation report (SER) prepared by the Department of Disability Studies of the Faculty of Medicine, University of Kelaniya was handed over to the individual members of the team by the QAC well before the site visit. Individual members of the team marked them independently and sent them to the QAC. The team met at the UGC and discussed the desk evaluation reports of each member and came in to an agreement and formulated a common mark.

Site Visit

The review team started its program review of the Speech and Hearing Sciences Bachelors degree program of the Department of Disability Studies (DDS) of the Faculty of Medicine(FoM), University of Kelaniyawent to the on the Monday the 04th November 2019 and completed the review on 7^thNovember 2019. The team had its first meeting with the Vice Chancellor at his office in the University of Kelaniyamaincampus and then proceeded to the Faculty of Medicine which was located in Ragama.

The team had a meeting with Director, IQAU, and University of Kelaniyaand discusses the quality assurance mechanisms placed in the university and guidance and support given to the faculty. As the IQAU room was located at the Faculty of Medicine premises, meeting took place at the QAU office there. Thereview team is in the opinion that it is better to have the IQAU located in the main university in Kelaniya so it will be more convenient in obtainingthe necessaryadminstrative support.

Next, the team met theDean, FOM together with the Heads of Departments and other relevant academic staff members of the FOM and including Department of Disability Studies. Dean, FOM did a presentation to the team followed by presentations by the coordinator of the Speech Science program and Audiology program. It was noted that there is a serious issue with job opportunities for graduantsespeciallythose with Audiology qualifications. There is no cadre allocation for Audiologists in the state sector hospitals and almost all Audiologists are working in the private sector.The Department is in the process of starting degree programs in Physiotherapy and Occupational Therapy as well.

This meeting was followed by a meeting with all academic staff members of the DDS excluding the Head of the Department. Key points raised and discussed at this meeting are as follows:

1. Inadequate number of academicstaffand most of the staff members are young with minimal experience and most had gone out for their postgraduate studies; therefore theworkloads of the existing staff members are very high

2. Academic cadres are grossly inadequate
3. Department has to depend on temporary staff and external staff for teaching, examination and service functions. They are not properly trained in teaching methodologies and examination matters
4. Students are given the opportunity to go for a month long external placement at a hospital away from the department
5. The review team meetings are conducted every week to discuss the teaching/ learning process and the issues of staff and students
6. There is lot of criticism from the external stakeholders for having Arts students in speech and hearing science program. There is a bridging course to fill up the gap.
7. Having the program under the medical faculty is an advantage.
8. As the workload f the academic staff is high, they do not have adequate time to conduct research. Inadequate infrastructure facilitiesespecialy for Audiology and they are not adequate to conduct good quality research. There are enough funding opportunities to conduct research and there are adequate postgraduate opportunities.
9. Administrative procedures are difficult at times with undue delays
10. It is a disadvantage to have the department located away from the main university
11. Negative attitude of the nonacademic staff of the FOM towards staff and students of the DDS compared to the medical staff and students but this attitude is not present with the medical staff and students who seem to treat the DDS students and the staff equally.

The review team had a meeting with the temporary and visiting academic staff as well. Both visiting and temporary staff members are involved with teaching, supervision of clinical work as well as in examinations as examiners. They have received only minimal formal training in education, with more ad hoc training. They have not received any duty list and they normally carryout whatever the activity allocated to them from time to time. They are receiving a good support from the permanent staff as well as from students. The support given by the other departments of FOM is encouraging. They were having too much of work and responsibilities and find it difficult to handle all the work; thefore they feel that more teaching staff is necessary to carry out the work effectively. They were requesting more formal training including CPD opportunities, clear job descriptions and specially training in examination related matters.

Discussions were held with the administrative staff, technical staff and non academic staff members of the faculty as well as the DDS separately.Senior Assistant Bursar of the FOM was on leave and acting AB was not available for a discussion during the visit even though we have communicated our schedule well in advance to the Coordinator. Information on financial mattershadto be obtained from a non-academic staff member attached to the Finance Division; therefore the accuracy of information was doubtful. A proper method of distribution of allocations was not present and annual financial plans were not prepared and monitored.We were told that there is a software package to handle examination matters for the medical students but such facility is not available for DDS students.

The review team went around the faculty and to the students' hostels to observe facilities available. The team observed goodfacilties for the useof students of FOM including the students of DDS including a good play ground; gymnasium and indoor sports facility were present. There were

multiple hostels with adequate facilities but the number of staff to maintain themwas not adequate. There were only two sub wardens to monitor the entire hostel complex. The Security provided for the hostels were also not adequate. Department is placed in a separate building with adequate facilities. Lecture halls were good, clean and comfortable with adequate facilities providing a good learning environment. The common computer lab of the FOM is good with adequate facilities and the library is sufficient to provide the required service to the students. Office rooms for the staff were not adequate and most had to share the facility.

The teeam alsomet with the students and had an almost 2 hour discussion with them. Overall, they were very happy with the program and the education including the clinical skills they are receiving. They were not getting proper hands on experience in some clinical placements. Some places, especially the private sector institutions do not have adequate number of patients for the learning and in some of these placements; they have acted only as observers without getting any real clinical experience. The students are ofthe opinion that the bridging course is very much helpful and needs expansion. The English course is also helpful but it has to be more subject-orientated. They were not taught IT as a subject and they all feel that it is an important area for them and requested more opportunities in learning IT. As some students were facing difficulties in finding money for their month long external placements and carry out their research activities, they felt that it is good if the department/ faculty can see the possibility of getting some financial support for these activities. According to them, there is no proper coordination between different individuals and department especially with non-academic activities. In most of the instances, there is no responsible person for these activities and the students have to move from one place to the other, from one person to the other to find solution for some of their problems. Students who have completed their final examinations recently have not received any transcript or provisional certificate even though the marks of the final examination were released 3 months ago. Students were in the view that it is better to consider speech science and audiology as two separate programs and to enroll students with two different Z scores. They appreciate the usefulness of the aptitude test in selecting the students to the program.

The team had a meeting with the student counsellors of the FOM. There is a well established student service and welfare system placed within the faculty. The representatives of these have not observed any major issue between the two student groups. There is a separate welfare committee with the significant student representation. There are student advisors as well. According the views expressed by the student counsellors, it appears that the DDS students are entering into the program without a proper idea about the program which has caused difficulties to the student at times. Inadequate language skills have been seen as a major problem among students especially at the first year. There is no method of identifying the possible student problems beforehand and they act only when they are reported to them.

There are several units and centers which directly or indirectly involve with the DDS students and activities of the DDS. The team had a meeting with the directors and coordinators of these units as well. There is a well establishedcentre for students with disabilities which is located in the main university at Kelaniya. It provides its services to all students of the university. There is a clear policy on issues related to the students with disabilities. In addition, there is a centre for disability studies which mainly focuses on research and arranging short courses. The computer centre of the FOM is

well equipped but they do not keep any records on the usage and no needs analysis or satisfaction survey has been conducted. It appeared to the team that there is not much emphasis given to the DDS students and records and data on the availability and usage of these facilities by the DDS students were not available.

The review team went to the library and observed the facilities available and had a discussion with the Senior Assistant Librarian. According to the data presented to the team, only less than 10% of the DDS students are using the library which was not looked into for identifying the reasons behind it. Some books are given to the students at the beginning of the program and the students can keep them throughout the program. We were surprised to note that there is not much of a demand from the DDS students to take these books. It looks like that the library allocations is not properly organized and a proper mechanism of distribution of allocation is not in place. Student requests were not adequately considered in ordering new books. Facilities of the library are adequate and it was nicely arranged providing a good learning environment.

The team visited the examination centre. Staff attached to the centre is very knowledgeable on the examination regulations and handling them. Past papers were stored properly but most of the covers of the paper bundles were damaged. Confidentiality within the promisesappears to be good but there was no security officer or CCTV cameras close to the place. It appears that they were receiving the marks well on time but some of the marked paper bundles were not received on time and some were not received at all especially fromthe visiting staff.

We had a meeting with the alumni of the department as well. They were highly satisfied with the education and training that they received. The main issue they raised was the job security for the graduants. They were worried aboutthe fact that there are only few opportunities for the Audiology students and whether the intake is too much. There were in the opinion that more information about the degree program needs to be added to the university handbook and UGC/ Faculty website so students can acquire necessary information before they enter into the program. Lack of higher studies opportunities is another issue that they are facing with. There is no formal Alumni Association and there is no formal mechanism forgetting the support of alumni for the departmental activities.

The team had several other meetings with different other groups including Director/ Career Guidance Unit (CGU), coordinators and staff of the English language Teaching Unit (ELTU) and other as well.

Observation of the provided documents

The team noted that only few documents were provided as evidence and most of them were incomplete, irrelevant and unauthorized. Even though they had good evidence within the faculty as observed by the team and considered in allocating marks, such evidence was not provided.

Documents were not in proper order. The team had a very tough tome in finding the documents. Information provided in the SER and list of documents provided to the team were not the same in some instances. Some draft documents were provided and some were without proper authorization.

Most of the documents were new and the team did not see the evidence to ensure that these were in practice at least for the last 3 years.

Coding of the documents was difficult to understand and confusing. The team had three different set of lists giving different set of documents and had to get the support of staff members most of the time to sort these out. There were many documents listed and provided, but they were not related to the topic. There were only very few department, faculty board, senate and other committee meeting minutes provided as evidence. There were common files but the arrangements were very difficult to follow. The review team had a tough time in finding the relevant document pertaining to a particular criterion and had to go through the file fully to identify the document. (Eg-1.18)

The review team did not see any faculty policy documents with reference to the curriculum development, research and development, human resource development etc.Evidence was not provided for some criteriaeven though they are in existence. Marks were allocated in most instances based on the observations of the team and the information that the team had gathered through discussions. Having an exit point was not properly mentioned during the discussions, until we found some by laws in an evidence file. As there were many dropouts it is important to consider having an exit point.

The process applied in curriculum development was not presented. There was no evidence to show that a proper discussion took place within the department with the participation of relevantstakeholders and approvals were taken at different levels. There was an incomplete document on graduate profile but the mechanism used to develop it and the approvals were not provided. Details of it were not included in the main documents.

Student feedbacks has been collected on different aspects of teaching learning process but theteamdid not see any evidence to suggest that the results were analyzed and used for improvements.

Section 4: Faculty's approach to quality and standards

The team observed that the overall approach of the speech and hearing sciences degree program by the DDS and FOM on quality assurance and management is positive and encouraging. Academic, administrative and non-academic staff has a positive attitude towards QA process. Kelaniya University of Sri Lanka (KUSL) has established an Internal Quality Assurance Unit (IQAU) as the university apex body of its quality management is in operation for quite a long time. There is an approved by-law for the management of QA activities. IQAC of the FOM is well organized but we see some of its core functions has been handed over to the Department of Medical Education. Chairperson of the IQAC appears to be well knowledgeable of the process and is trying to develop it with the fullest support and cooperation from the administration and rest of the faculty staff members. Even though there is evidence of few needs analysis and satisfaction surveys, the final reports with analyzed data are not clear and informative. The team did not observe any evidence of use of this valuable information in planning and improving teaching learning process or other administrative procedures. Faculty/ Program is trying to enhance the quality of education which appears to be satisfactory. Work norms are clearly laid down. Job descriptions have been given to all categories of permanentstaff. Involvement of the senior staff members of the DDS and FOM in the QA process appear to be high and encouraging.

It appeared to the team that the faculty has taken the review process seriously. SER was well written but compilation of documents as evidence was not very good. Even though many good practices were in place, documents that were produced to the team were not adequate and not in proper order. The team had to take extra effort to find the necessary documents and evidence. Most of the evidence was not complete and some of the documents were placed under the wrong criterion. The review team observed some draft documents and some documents were presented without any authorization. Most of the documents and evidence which was present in the faculty was not provided as evidence. The coding system was very confusing.

Section 5: Judgment on each of the 8 criteria

Criterion 1:

Strengths

University Corporate plan and Faculty action plan were provided. Faculty organogram is present. Evidence for a Research Support Centre and advisory committee on research was given. Work norms are given for academic and non-academic staff. Student handbooks for several years and the disciplinary by-laws were provided.

Weaknesses

Evidence for a Research support Centre and advisory committee on research was given, but the advisory committee was started only in November 2017 and only the minutes for 2017 are present. Provided senate minutes were not relevant to the criterion. There were few departments meeting minutes but only for December 2018. No Faculty by-laws provided (Only the by-laws for student discipline and examinations by the university were provided). There was insufficient evidence for most claims. Details of the orientation programme and feedback forms only for 2019 were given. Student feedback results have not been analyzed and the results were not provided. Student code of conduct was found only in the handbook 2019 (Not in the previous ones). We have observed that there is not enough staff for providing security/safety at the large hostels complex. Only 4 security personnel (and sub warden/s) for five hostels; no proper crossing line on the road by the DDS, and there is no sidewalks for pedestrians on the road making road safety a concern. No evidence of implementation of corporate plan including proper annual plans. The evidence mentioned in the SER under 1.2 could not be found. Student representation in the Faculty Board and departmental meetings, and the Welfare Committee meetings provided only for 2018. Not enough evidence provided to show sufficient student involvement in the decision-making process.

Criterion 2:

Strengths

The newly recruited staff has undergone the induction program for academic staff conducted by the Staff Development Centre. They are aware of their roles as academics. Department is located in a separate building with adequate and well-maintained infrastructure facilities for administration, teaching and learning. A new facility for clinical training is available with some state of the art facilities. Staff has been provided with training in OBE and student-centered teaching. Faculty library has adequate space, resources and facilities. ICT facilities are adequate.

Weaknesses

The number of permanent academic cadres is not adequate thereby most of the teaching and even examination work is handled by the temporary/ visiting staff. There is no CPD or HRD policy. No evidence on proper staff performance appraisal for academics and non-academics. Documentary evidence provided for the claims is not satisfactory and some marks were given based on the discussions and observations of the review team. According to library statistics, library usage among DDS students is minimal and insufficient borrowing of the textbooks by SHS students but no action has been taken to identify the reasons behind this and correct it. Even though the lecture room facilities are good with comfortable environment, other facilities are insufficient. Office space is not

adequate and lecture rooms are grossly inadequate; mostly shared offices. Even though studentshaveexcellent facilities in the faculty, a few areas within the DDS premises is not adequate including the toilet facilities in the building.

Criterion 3:

Strengths

Corporate plan for the university and program specifications were provided. ILOs of study programs are realistic, deliverable and feasible to achieve. Programme is logically structured and allows flexibility for students to select courses/modules. The curriculum promotes progression allowing intellectual challenge, skills, knowledge, conceptualization and learning autonomy of the student has increased over time. The academic standards of the programmeconcerning its awards and qualifications are appropriate are aligned with the SLQF. Appropriate ILOs are identified for work-based placement/clinicaltraining and students have been informed of their specific responsibilities relating to the above.

Weaknesses

No evidence of the existence of a curriculum development committee and faculty policy on curriculum development provided. No minutes of program development committee. Details of the lateral entry have been mentioned. No evidence on employment rates, or admission to postgraduate/ advanced programs, although the graduation rates are given. No relevant evidence given. Policies and procedures of curriculum development, stakeholder feedback, etc., are not provided.

Criterion 4:

Strengths

The courses are designed to meet the programme objectives and outcomes and reflect the knowledge and current developments in the relevant field of study/ subject areas. The courses have a clear course specification that provides a concise description of the ILOs, contents, teaching-learning and assessment strategies and learning resources, made accessible to all students. Course design and development takes into account the needs of differently-abled students by employing teaching and learning strategies which make the delivery of the course as inclusive as possible. With respect to credit weight and volume of learning, courses are scheduled and offered in a manner that allows the students to complete them within the intended period of time. The course content has adequate breadth, depth, rigor and balance and the teaching programme can be successfully completed within the planned time. Course design, development and delivery incorporates appropriate media and technology.

Weaknesses

Evidence is provided only for the induction programme for probationary staff. Evidence for CPD training for other staff (permanent, visiting, etc.), not provided. No evidence of course approval policy, implementing the approval criteria, or communication of the same to the academic staff. Recently collected feedback was provided. Information on course improvement based on the feedback was not provided.

Criterion 5:

Strengths

Teaching and learning strategies are based on the Faculty's mission, and curriculum requirements. Faculty provides course specifications and timetables before the commencement of the course. Teaching-learning strategies, assessments and learning outcomes are closely aligned (constructive alignment). Teaching-learning strategies offered are also appropriate and accessible to differently-abled students if the programme caters for such students. The Faculty encourages blended learning (a mixture of diverse delivery methods) as a way of maximizing student engagement with the programme/courses. Teaching-learning strategies include providing opportunities for students to work in study groups to promote collaborative learning. Teaching-learning strategies ensure that they are not gender discriminative orabusive. Allocation of work for staff is fair and transparent, and equitable as far as possible

Weaknesses

Feedback from students available, but the evidence for the use/analysis of such information for course improvement, not provided. Evidence on evaluation Indicators and theiruse for evaluation is not provided; evidence of awards is provided.

Criterion 6:

Strengths

The Faculty offers all incoming students an induction programme regarding the rules and regulations of the institution, student-centered learning, outcome-based education and technology-based learning. The Faculty guides the students to optimally use the available student support services and empower learners to take personal control of their own development (self-directed learning). The Faculty's library and its branches use ICT-led tools to facilitate the students to access and use information effectively for academic success, lifelong learning and gainful employment. The Faculty promotes active academic/social interaction between the faculty and students. The Faculty has internalized the policies on gender equity and equality and ensures that there is no direct or indirect sex discrimination/ harassment. Fall back option is available.

Weaknesses

Evidence on employment rates or tracer studies is not available. Analysis of feedback and its use for improvement is lacking. The existing evidence shows the reduced use of the library over time by the SHS students; it seems no action has been taken so far to identify the cause/s and remedy the situation. No evidence of an alumni association or getting the help of alumni in the development of program/ department.

Criterion 7

Strengths

There is a clear relationship between assessment tasks and the programme outcomes and they are aligned with SLQF. Assessment details are given to the students in the handbook. Requirements of

disabled students are considered and appropriate action has been taken. Clear examination bylaws are available.

Weaknesses

Only the Examiners' lists were given. Policy documents relevant to the appointment of examiners was not provided. Records on whether the comments from the External Examiners were considered in finalizing the results could not be found. It is further noted that temporary and visiting lecturers are involved examination related work.

Criterion 8

Strengths

Department operates a good ICT-based platform for student teaching. There is a well-organized system of sending students for clinical placements. Department/ faculty has many international MOUs for academic work. The program offers an early exit option with a diploma.

Weaknesses

No documentary evidence of institutional mechanism to facilitate co-curricular activities (it seems those are mostly organized by students). The relevant Institutional procedure was not provided; approvals and implementation of SOPs not provided. Mechanism of appointing external examiners was not there. There are no MOUs between institutions for arranging student clinical training.

Section 6: Grading of overall performance

Criterion No.	Assessment Criteria	Weight	Raw Score	Converted Actual Score	Weighted Minimum Score
1	Programme Management	150	58	107	75
2	Human and Physical Resources	100	31	86	50
3	Programme Design and Development	150	50	104	75
4	Course/ Module Design and Development	150	41	108	75
5	Teaching and Learning	150	47	124	75
6	Learning Environment, Student Support and Progression	100	49	68	50
7	Student Assessment and Awards	150	45	132	75
8	Innovative and Healthy Practices	50	28	33	25
	Total Score	**1000**	**349**	**763**	
	Total Score (%)			**76.30**	

The grade should also be mentioned in this section

Section 7: Commendations and Recommendations

Commendations:

- The review team observed that the program is conducted in a satisfactory manner even with the difficulties and deficiencies they have. Their main strength is the young and energetic academic staffs who are really dedicated to the work and upliftment of the program. Non-academic staff is really supportive and the students are well motivated.
- Being one and only program in the country offering qualification in speech and hraringscienecs, it is important to appreciate the service provided by them. We are in the belief that this program is a need of the country and needs to be further strengthened.
- Having the Ayaticenterfor disabled childrenwith excellent facilities for training and teaching/ learning process is a major advantage and strength.
- Faculty research council is well organized and conducting its activities in good standard. We saw an excellent set of documents maintained by them and would like to congratulate the people behind it. Centre for Disabilities Studies conducts research on disabled students. Collaborations developed with China and Japan is commendable. Research work conducted by the staff is well recognized by the faculty as well as the university.
- LMS use by the staff and the students is appreciated.
- As the students need to be exposed to different working environment for them to understand real world problems, month-long external placements for students provides adequate exposure and experience at different settings.
- Department has good and comfortable lecture rooms with adequate facilities which provide better learning environment for the students.
- Library of the FOM is with adequate infrastructure facilities and with good number of books and periodicals.
- A satisfactory orientation program has been offered to the students which includes a small bridging course to help in filling the gap between science based subjects of the curriculum and advanced level knowledge, specially of the Arts stream students.
- Staff at the examination centre was very knowledgeable of the examination procedures. Past papers were stored in an organized manner. Maintenance of confidentiality in examination process was good.
- Adequate resources are available in the department and faculty and adequate support is provided by the Administration.
- Career Guidance Unit (CGU) has allocated Rs 250,000 per department per semester for outbound training, and it is greatly appreciated.
- There is a well established student counselling and welfare system in the faculty.
- Being part to the medical faculty is an added advantage to the program and the support given by the academic staff of the FOM must be commendable.
- Having an exit point for the students who fail to complete the full requirement of the degree is a commendable action.
- A well organized centre for students with disabilities is located in the main campus, but it provides satisfactory service to the students of FOM. There is a clear policy with reference to the students with disabilities which is really appreciative.

Recommendations:

- SHS program has less staff and most of them are young with less experience in teaching and administration. Few have gone abroad for postgraduate studies. Present numbers are inadequate to provide satisfactory level of training for the students. The department has to depend mostly on external and temporary staff who are not trained enough in teaching and examinations. In addition, lack of staff has resulted in less time for the academic staff to carry out research activities due to heavy teaching commitments. It is necessary to have adequate number of staff to provide a satisfactory level of education to the students together with freedom for academic staff to engage in research activities and national development.

- Visiting and temporary staff who are involved with the academic work are given the responsibility of teaching and supervision of examinations. They are involved in paper setting as well as marking. They have received only limited training in teaching and examination procedures, with more ad hoc training on personal basis. As it will not be possible to depend fully on permanent academic staff members with experience for these activities due to the limited number available, we would like to recommend developing guidelines in selecting examiners with the clearly outlined responsibilities. It is important to have regular training for the people who are involved in the process.

- There is some disadvantage of being away from the main campus in some administrative matters. Some difficulties have been encountered by the academic staff with administration issues. It is important to have clear policies and pathways in administrative issues so the staff can follow them up easily. Some of these issues are related to the lack of awareness therefore conducting regular workshops on administrative procedures for the young and new academic staff by the SDC will help in minimizing some of them.

- Students as well as some new staff members feel that there is a negative attitude towards the staff and students of DDS by some non-academic staff members of the FOM compared with medical staff and students.Even though this is not an issue with the majority, addressing the issue and correcting it will help the students of DDS programs.

- Month-long block placements are selected by the department considering the feedback from previous students and student preference. Selection procedure was not clear to us. It is important to have a clear and transparent procedure in selecting students for the centre that they are going to be placed. The expenditure of this placement has to be borne by students is a negative point. As some of the students may be finding it difficult to find necessary finances and accommodation, it is good if the faculty can look in to this aspect.

- Several students failed to complete the degree and had left the program. Unfortunately, the reasons for the dropouts were not properly assessed. Finding the reasons for dropout may help in taking remedial action in this regard.

- Even though IT centres and library is well equipped and with adequate resource personnel, they provide training for students and staff on very limited areas. Some services are provided only on request and on personal basis. Computer centre does not have information on DDS student usage and their needs and requirements. No effort has been taken to identify the student needs. No action plan for future developments. As the students of DDS need a great deal of IT knowledge for their projects, it is better to provide them with the required training. Training needs can be identified by conducting a need analysis.As SHS students are using videos very

frequently, it may be a good idea to introduce such training. IT can be developed as a non-credit course which was suggested by the students as well.

- Photocopies of some books were displayed in the library which is not an appropriate action as it violates the copyrights. There is a clear indication of less use of library by SHS students, but this fact has not been looked in to. Library allocations were not organized well and a mechanism of distribution of funds to improve library was not visible. There was no proper action plan for the improvements. The review team would like to recommend the faculty to look into this and to develop a mechanism for the proper utilization of library facilities.

- There is no proper student database. Student information is not mentioned in the faculty and is not available. Even though examination results of DDS students are well maintained at the examination unit, they are only the final results sheets of all examinations. Finding the information on individual student's performance is very difficult. We would like to recommend toinitiate an IT based management software to maintain student results including examination results and personal information.

- CGU has allocated a significant amount of money for the career development activities of the students and the allocations are for the department. It is sad to note that there were no career guidance activities conducted for DDS studentseventhough the money and the facilities are available with the CGU as there was no request from the department. As the students of DDS are facing problems in finding job opportunities, it is important to have such programs. It would be better to organize a career guidance seminar as soon as they graduate, to guide them for their future activities. Internship training/opportunities offered by the CGU have been underutilized, too. The department needs to make arrangements for such initiatives. Any workshop/s considering special needs for SHS students can be conducted by the CGU, based on the requests from the department. It would be better to have a permanent coordinator from the faculty, to the CGU. It is highly recommended to use the available allocations and organize programs to guide the students for a successful future.

- Even though duty lists have been provided to the permanent staff, no duty lists were given to the temporary staff and they are not well aware of their responsibilities. They need more training and CPDs.

- There is a well established student counselling and welfare system but the members may not be well aware about their duties and responsibilities as TORs were not provided to them. They have not identified the problems faced by the students but are attending to the individual problems when the students take them to the counsellors. It is recommended to formulate proper TORs and provide it to the members at the beginning of their appointments. Identifying common student problems and finding solutions for them may help the students.

- IQAU is located within the FOM. No support staff to run the day-to-day activities of the IQAU. Even though the office is located in the FOM, meetings and other activities are happening at the main campus. It is better to have the office at the main campus. Most of the IQAC activities are conducted by the Department of Medical Education (DME). We did not see a formal arrangement in transferring the duties of the IQAC to the DME. They conduct evaluations but monitoring of the results is not happening in the appropriate manner. IQAC activities needs to be streamlined, responsibilities of IQAC and DME have to be identified and included in the by-laws by obtaining the necessary approvals. Implementation and monitoring of the activities should be with the IQAC and not with a Department or with the Dean.

- Examination Centre: Security and confidentiality of the stored papers is questionable. Most of the paper packets were opened. It may be a good idea to have security personnel or CCTV camera at the premises.
- The number of teaching staff in the ELTU is not adequate. A permanent cadre is needed. It is better to have more time for English before they commence the academic activities.
- Students have experienced that some clinical placements are not providing adequate exposure and some places do not have adequate number of patients. They are working only as observers and they are ofthe opinion that spending time on such appointments is a waste. It is good to look into clinical placements again with statistics and student feedback.
- Some students find it difficult to find money for their research activities and outside placement. Consideration of some financial assistance for needy students will help them.
- Job security is considered as major drawback for the graduates by all parties, academic and non academic staff, alumni and students. Even though it is beyond the mandate of the review team, the team felt that this is an important issue, and hence needs to be discussed appropriately with relevantstakeholders in order to find a solution to the problem.
- It may be a good idea to advertise two programs separately for SHS and Audiology, so that there will be more students for Audiology program. We were told that the SHS degree program is mentioned under the Arts stream in the UGC book; therefore some science-based students may miss it. As some students enter the program without a proper idea about the program, resulting in dropouts, it is good to provide basic information to all students who are applying for the aptitude test and also to include in the UGC and Departmental website under "information for the prospective students". A bridging course will be helpful for some students, especially those students who have followed Arts stream.
- Space in the department is not adequate and the space for the staff is not adequate. Facilities for the students in the department building needs to be improved (egWash rooms). Buildings are not friendly for the disabled students. Department building needs improvement with more space and facilities for both staff and students. The vehicle availability for field visits is not satisfactory. It would be good if the SHS program could have at least 1-2 vehicles for their own use.

Section 8: Summary

Overall performance of the Speech and Hearing Sciencesdegree program of the Department of Disabilities Studies, Faculty of Medicine of the Kelaniya University is satisfactory and is strong in almost all aspects of an acceptable programme. Program is very strong in Human and Physical Resources, Teaching and Learning, Student Assessment and Awards. Academic, administrative and non-academic staff has a positive attitude towards quality assurance process. University, Faculty and Department administration is very supportive towards the quality assurance process. There is a good student-staff interaction. We observed that the infrastructure facilities available are adequate in the department but human resources are not adequate for an effective program. Documentation provided to the team was not satisfactory and the document keeping and retrieval process appear to be unsatisfactory. The review team believes that the comments given by the team will be taken by the relevant people in the department and faculty in a constructive way and necessary improvements will be made to upgrade the program to provide a better service to the students, and thereby to the community. Department has achieved a good level of performance even with the difficulties that they face and they have the capacity as well as motivation for the improvement. The review team would like to wish them success for all of their activities and the quality assurance process.

Finally, the team would like to appreciate the support given by the University Grants Commission (UGC), Quality Assurance Council of the UGC, University of Kelaniya, Faculty of Medicineand especially the Department of Disabilities Studiesin this important process of program evaluation. We sincerely hope that our comments will help in improving the quality of the SHS degreeprogramme of the Department of Disabilities Studies, Faculty of Medicine.

Annexures

Please provide captions for the photographs