



## **PROGRAM REVIEW REPORT**

**Bachelor of Medicine and Bachelor of Surgery (MBBS)**

**Faculty of Medicine**

**University of Ruhuna**

**13 -16 January 2020**



**Review Panel:**      **Prof. P.M. A. S. Karunaratne (Chairperson)**  
                             **Prof. S. G. Yasawardene**  
                             **Prof C.N.R. A. Alles**  
                             **Dr. S.S.N. Perera**

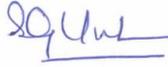
**Quality Assurance Council**  
**University Grants Commission, Sri Lanka**

University : University of Ruhuna

Faculty : Faculty of Medicine

Program : Bachelor of Medicine and Bachelor of Surgery (MBBS)

**Review Panel:**

Name	Signature
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Prof. S. G. Yasawardene (Member)	
Prof. C.N.R.A. Alles (Member)	
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Date: 13 to 16 January 2020

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## 1. Background to the Study Programme

Ruhuna University College was declared open at Matara in 1978 and the Faculty of Medicine was officially gazetted in April 1979. The Faculty of Medicine was located at hospital buildings in Mahamodara, Galle during the first few years following inception and in 1983, it was relocated to the current premises at Karapitiya, Galle. The faculty offers one degree programme: Bachelor of Medicine and Bachelor of Surgery. There are 15 departments contributing towards this. The maximum number of students have enrolled in 2018 as 191.

**Table 1.1.** Number of students in Faculty at present in each year

Year and Batch	Number of students
2012/2013 (36 <sup>th</sup> )	159
2013/2014 (37 <sup>th</sup> )	168
2014/2015 (38 <sup>th</sup> )	165
2015/2016 (39 <sup>th</sup> )	163
2016/2017 (40 <sup>th</sup> )	180
2017/2018 (41 <sup>st</sup> )	191

**Table 1.2.** Number of graduates over the last 5 years

Date of Examination	Number of Graduates	
March 2019	109	35 <sup>th</sup> (Proper)
November 2018	-	
May 2018	03	
November 2017	15	
May 2017	36	
November 2016	94	34 <sup>th</sup> (Proper)
May 2016	24	
May 2015	27 + (Jaffna Student 05)	33 <sup>rd</sup>
November 2015	123	33 <sup>rd</sup> (Proper)
November 2014	110 + (Jaffna student 04)	32 <sup>nd</sup> (Proper)
May 2014	16	32 <sup>nd</sup>
November 2013	113	31 <sup>st</sup>
<b>Total</b>	<b>566+113</b>	

### Structure of the degree programme

The Faculty of Medicine, University of Ruhuna offers one degree programme: Bachelor of Medicine and Bachelor of Surgery (MBBS) with the contribution of 15 departments.

#### 1.1 Pre-clinical Departments

Three pre-clinical departments, namely, the departments of Anatomy, Physiology and Biochemistry provide students with the knowledge on normal structure, normal function and biochemical basis of body functions, which are essential to understand pathology and clinical subjects which they have to learn from 3<sup>rd</sup> year onwards. Activities of these three departments along with facilities and problems encountered are briefly described below:

### **1.1.1 Department of Anatomy**

Department of Anatomy has used a region-based anatomy curriculum (i.e. traditional curriculum) since its inception. Teaching activities consist of lectures (Gross Anatomy, Histology, Embryology and Genetics), tutorials, dissections, histology practical classes. In addition, a neuroscience course is conducted during the fourth and fifth terms along with a major contribution from the Department of Physiology. Assessment methods include continuous assessments, neuroscience assessment, histology spots, MCQ, essay paper and viva. Although the department has spacious laboratory and dissecting room facilities, with increasing student intake, space in the dissecting room is becoming inadequate.

### **1.1.2 Department of Physiology**

Department of Physiology is responsible for pre-clinical undergraduate Physiology education, Physiology related research, and some service functions. Teaching learning methods include lectures, tutorials (traditional tutorials and small group discussions (SGD), practical classes (group learning of certain skills and hands on experience of investigations and tests), student assignments (short analytical essay; writing a short analytical essay which will stimulate critical thinking and creativity), student-based seminars (group of about 4 to 5 students are assigned a topic on which they have to do a 10-15 minute presentation. All the students have to conduct this activity. Assessments include those conducted at the end of each term for the first four terms, the neuroscience assessment, evaluation of short analytical essay and the 2<sup>nd</sup> MBBS examination. Department has qualified academic staff who have specialised in different areas within the subject of Physiology. Department provides services to the Teaching Hospital, Karapitiya and to the general public, including lung function testing, electroneurogram, serum and urine osmolality measurements, hearing testing, perimetry etc. Failure to fill the vacancy created due to the retirement of one of the technical officers in the Department has adversely affected the department functions.

### **1.1.3 Department of Biochemistry**

The course is intended to introduce Biochemistry and Molecular Biology for the 2<sup>nd</sup> MBBS students. Teaching methods include lectures, tutorials, practical sessions and discussions on case scenarios. There are four continuous assessments at the end of the four terms, and the 2<sup>nd</sup> MBBS examination at the end of the 5<sup>th</sup> term. The continuous assessments are composed of best response type questions, multiple choice questions- (all together 15), and two structured essay questions (10 OSPE in the fourth continuous assessment). For the

subject of Biochemistry in the 2<sup>nd</sup> MBBS examination, there are 12 best response type questions, 48 multiple choice questions, 20 OSPE questions and a Viva-voce examination.

## **1.2 Clinical Orientation Programme**

After the 2<sup>nd</sup> MBBS Examination, a four-week clinical orientation programme is conducted by the departments of Medicine, Surgery, Paediatrics and Obstetrics & Gynaecology. The batch is divided into four and undergo training in basics of each of the above four disciplines in the Professorial Units of respective departments in a rotation. This is conducted in the afternoon while in the morning they have lectures on professionalism, communication skills, Introduction to Community Medicine appointment etc. While these 3<sup>rd</sup> year students undergo this orientation programme in the Professorial Units in the afternoon, final year students undergo their usual Professorial unit training in the morning and the rest of the day.

## **1.3 Para Clinical Departments**

Six para-clinical subjects, namely Microbiology, Parasitology, Pathology, Pharmacology, Community Medicine and Forensic Medicine, are being taught in 3<sup>rd</sup> and 4<sup>th</sup> years. Their lectures and practical classes are usually conducted in the afternoon while students undergo clinical training in the hospital wards with the Consultants of the Ministry of Health. In some appointments (for example, Community Medicine Clerkship, Forensic Medicine appointment) respective departments of the Faculty of Medicine may conduct teaching in the morning sessions as well. Contribution of each of the para-clinical departments along with facilities and problems encountered are briefly described below:

### **1.3.1 Department of Microbiology**

The Microbiology course deals with immunology, all aspects of microorganisms (bacteria, viruses and fungi) that cause disease in humans, and those that have the potential to cause disease and clinical microbiology. It is a para-clinical subject that spreads through 6th, 7th and 8th terms (10-12 weeks each) of the MBBS curriculum. Teaching and learning methods include lectures, integrated modules, practical demonstrations, tutorials, small group discussions, fixed learning modules and supervisor directed self-learning activities. There are two continuous summative assessments. The 3<sup>rd</sup> MBBS Part I examination is held at the end of the course. This consists of MCQ (15 T/F + 5 SBRQ) and structured Essay papers, OSPE and Viva components.

Department provides a diagnostic microbiology facility to the general public. This includes bacteriology, mycology, serology and mycobacterial testing. It is a recognized training center for postgraduate training in Medical Microbiology of the PGIM, University of Colombo.

### **1.3.2 Department of Parasitology**

Parasitology teaching spans the three terms of the third year. Teaching activities are lectures (15hrs.), practical classes (16hrs.), and tutorial classes (7hrs.). In addition,

department conducts the malaria module. Teaching learning activities cover protozoology, helminthology, medically important arthropods, medically important snakes, zoonosis and toxic sea creatures. There are two continuous summative assessments. The 3<sup>rd</sup> MBBS Part I examination is held at the end of the course. This consists of MCQs (T/F and SBRQ), structured essay paper, OSPE and Viva components. Department provides diagnostic and management services related to parasitological diseases to Teaching Hospital, Karapitiya and to general public. Among other research activities, the department staff is noticeably involved with filarial research activities.

### **1.3.3 Department of Pathology**

The teaching-learning programme is delivered from 6<sup>th</sup> to 11<sup>th</sup> terms (6 terms). Teaching leads to 3<sup>rd</sup> MBBS Part II examination at the end of the course. Teaching methods include lectures (approximately 100), practical (40); classes based on macroscopic specimens, microscopic slides in Histopathology and Haematology and clinical laboratory data. There are ten tutorials; two for General Pathology and Tumour Pathology, one for Haematology and Chemical Pathology each and six others related to main body systems, Respiratory, GIT, Liver, Cardiovascular, CNS, Breast & Thyroid. In addition, the department conducts the Chronic Kidney Disease module as a component of integrated learning (CIL) which includes student presentations and a seminar conducted by the clinical staff. In addition, the students undergo a four week Clinical Pathology appointment delivered by the Consultants in the Pathology laboratory, Teaching Hospital, Karapitiya which is assessed by an OSPE (formative assessment) for each group of students. Assessment include continuous assessment (MCQ paper and OSPEs). The end-course assessment is held during the 3<sup>rd</sup> MBBS Part II examination and comprises theory, practical and viva components. The Department conducts a Histopathology and Cytology service for the Surgical Professorial Unit. This facilitates the recognition of the Department as a training centre for the postgraduate training leading to the MD in Histopathology conducted by the Postgraduate Institute of Medicine.

### **1.3.4 Department of Pharmacology**

Department starts teaching from 6<sup>th</sup> term and continues into the 11<sup>th</sup> term of the course. Therefore, Pharmacology learning starts in the 3<sup>rd</sup> year and continues for one more year and consists of lectures and tutorial classes. Therapeutic lectures are also conducted with the collaboration of Department of Medicine. Learning Management System (LMS) is used by most of the senior academics for the teaching and self-learning sessions. Department has three in-course assessments which carry 20% of marks for the final examination. Main examination consists of Viva, MCQ/SBR paper for 2 hours and SEQ paper of 3.5 hours. Department staff members are involved in drug development research activities and evaluation for new uses of existing drugs and some of the leading grants are also won by the staff members.

### **1.3.5 Department of Community Medicine**

Department of Community Medicine also conducts its teaching activities from the 6<sup>th</sup> to 11<sup>th</sup> terms. Areas of teaching include healthcare delivery, public health, nutrition, statistics, demography, epidemiology, maternal and child health, behavioural science, occupational health and environmental health. Department provides some service functions in the community especially in the Bope-Poddala MOH division. Teaching-learning methods include lecture, small group discussion (SGD) classes, community attachment program, community medicine research project and the clerkship programme. Assessments include in-course assessments and MCQ & essay questions in the 3<sup>rd</sup> MBBS Part II examination. Service functions include maternal and child health services and school health services in the Bope-Poddala MOH area.

### **1.3.6 Department of Forensic Medicine**

The entire teaching-learning programme in Forensic Medicine extends over 6 terms. It commences in the 6<sup>th</sup> term (3<sup>rd</sup> year) and terminates in the 11<sup>th</sup> term (4<sup>th</sup> year). It comprises of lectures, short appointment in Forensic Medicine, demonstration classes on specimens, autopsy demonstrations and tutorial classes. Two types of tutorials are conducted; traditional tutorial classes and small group discussion (SGD). Department conducts in-course assessments in the 9<sup>th</sup> and 11<sup>th</sup> terms. At the beginning of the 11<sup>th</sup> term students will do the OSPE on clinical Forensic Medicine, Forensic Pathology, Forensic Science and Forensic Toxicology. 3<sup>rd</sup> MBBS part II examination is the main examination and is being held at the end of the 11<sup>th</sup> term. Department of Forensic Medicine conducts Medico-legal duties at the Teaching Hospital, Karapitiya.

## **1.4 Clinical Departments**

From the fourth year onwards, the clinical departments, namely the department of Medicine, Surgery, Paediatrics, Obstetrics & Gynaecology, Psychiatry and Anaesthesiology provide their inputs (in addition to their contribution during the clinical orientation programme). Some clinical departments do provide a minor but indispensable contribution to preclinical and paraclinical integrated teaching-learning activities (e.g. Neuroscience course, Components of Integrated Learning in Diabetes, Blood etc.). Furthermore, most of the staff members in the clinical departments provide an invaluable contribution to the preclinical and para clinical departments as examiners, especially in the Viva-Voce component. They participate as examiners in the Final MBBS Examinations of other Medical Faculties in Sri Lanka, too. Contribution of each of the clinical departments along with facilities and problems encountered are briefly described below:

### **1.4.1 Department of Medicine**

Department of Medicine is one of the six clinical departments involved in providing clinical training for medical students. Teaching methods include lectures, ward-based teaching, case-based teaching, and problem-oriented teaching. Medicine appointments include

introductory, first medicine, second medicine and professorial medicine appointments. Methods of assessment include formative assessments conducted during the first and second medical appointments and during the first week of professorial appointment, and summative assessments throughout the professorial appointment. Summative assessments include assessment as shadow house officer on 3<sup>rd</sup> week and 7<sup>th</sup> week one-to-one assessment, based on a clinical case, and the end appointment test at the 8<sup>th</sup> week of the appointment. During the final MBBS examination, students are assessed using common MCQ paper (T/F and SBA), SEQ, short cases and long cases. In addition to teaching of the final year medical students, the Medicine Department contributes to training of postgraduates.

#### **1.4.2 Department of Surgery**

Department of Surgery is involved in providing the clinical surgical training to medical students. Teaching activities consist of clinical teaching in wards and in clinics, lectures, tutorial classes and organized ward classes. Lecture topics include General surgery, Orthopaedic surgery, Otolaryngology, Anaesthesiology, Ophthalmology, Neurosurgery, Thoracic surgery, Paediatric surgery, Radiology, Oncology, Genitourinary surgery, Gastrointestinal Surgery, Trauma, Vascular Surgery etc. Teaching-learning activities of Professorial Surgical Unit appointment consist of elective theatres, emergency theatres, elective ward rounds, emergency ward rounds, endoscopy, clinics etc. Assessment methods include essay, MCQ, long and several short clinical cases, viva-voce and in-course assessments.

The Surgery Department is a popular choice of foreign elective medical students which provides a great opportunity to spread the good name of the Faculty internationally along with host of other benefits.

#### **1.4.3 Department of Paediatrics**

Paediatrics teaching activities include lectures, introductory clinical appointment, two appointments with the Consultants of the Ministry of Health, skills laboratory teaching and professorial ward teaching in the final year. The University paediatric unit has 78 acute paediatric beds and a special care baby unit which provides services to critically sick babies.

Assessments include continuous assessments, MCQ, Essay questions, short cases and long cases. Currently, three academic staff members are not available in the department due to administrative responsibilities (Vice Chancellor and Dean) and study leave. In addition, the Deputy Senior Student Counsellor post and the Clinical Coordinator post of the Faculty of Medicine are held by the Paediatric department staff members. Department of Paediatrics also attracts a considerable number of elective students.

#### **1.4.4 Department of Obstetrics & Gynaecology**

Obstetrics & Gynaecology teaching starts with the introductory clinical appointment. Teaching and learning activities continue with the clinical appointments with the

Consultants of the Ministry of Health in 3<sup>rd</sup> and 4<sup>th</sup> years. In the final year, students undergo 8 weeks of clinical training in University Professorial wards according to a structured schedule. Other teaching activities includes lectures, clinical skills laboratory sessions, rural health appointment, and in-ward teaching. Assessment methods include common MCQ (T/F and SBA), OSCE, and long cases. Department provides services to Teaching Hospital Mahamodara (THM).

#### **1.4.5 Department of Psychiatry**

Psychiatry teaching programme starts in the 3<sup>rd</sup> year with lectures and a two-week clinical appointment with the Consultants of the Ministry of Health. In the final year, students undergo an eight week clinical training according to a structured schedule. During this period they get exposed to MDT, drug and rehabilitation, child psychiatry, child rehabilitation, forensic psychiatry etc. Different teaching-learning methods such as small group discussions, case presentations, mini observed clinical examination are being used during this period. Assessments consist of in-course-assessment, end of the appointment clinical assessment with OSCE, and main examination (SEQ with 6 questions, common MCQ and long case). The department contributes to postgraduate training programme in PGIM and trains PG trainees in Psychiatry, Medicine, Family Medicine and the elective students. Department provides psychiatry services to Teaching Hospitals Karapitiya (THK), Mahamodara (THM) and District Hospital Unawatuna (DHU) and provide the service of the clinical psychologist to the THK.

#### **1.4.6 Department of Anesthesiology**

The Department of Anesthesiology was established in July 2017. There are two academic staff members in the department at present. Academic programme includes two weeks of Short Clinical appointment, lectures, discussion sessions, clinical skills laboratory sessions and ward classes. Assessment consists of OSPE at the end of the Professorial Surgery appointment, one essay question, few MCQ and viva-voce in the final MBBS examination.

## 2. Review team's observations on the Self Evaluation Report (SER)

### 1.1 Process of SER preparation

The Faculty of Medicine has adopted a participatory and transparent process for writing the Self Evaluation Report. The SER writing committee was formally appointed at the Faculty Board which was held on 31 January 2019. Five members under the supervision of the chairperson for each criterion was appointed. Prof VasanthaDevasiriwas appointed as the Chairperson of SER committees. Prof MahindaKommalage was later appointed as the IQAC chairperson at the Faculty Board held on 20 February 2019, because former chairperson was appointed as the Dean of the Faculty.

The time duration from those appointments and the deadline for SER submission had been 4-6 weeks. Within that short duration, the SER committees have conducted several meetings to organise the contents and the evidence under each criterion. According to the verbal communications with the Director/IQAU of the University, the draft SER has been reviewed by two senate appointed experts and comments have been addressed in the final version.

### 1.2 General comments to the SER

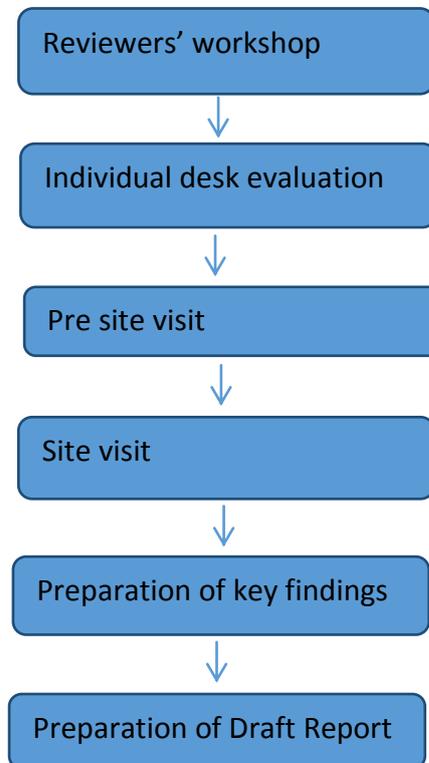
- The contribution of each department to the MBBS degree programme is not clearly explained in the introduction
- The report does not contain the graduate profile of the degree programme
- The SER writing and QA process have not been properly communicated to the different levels in the Faculty of Medicine
- The report is not edited properly and the submitted version is with 'Track Changes' and mistakes
- There are factual errors: e.g., on page no 2 it is mentioned that the Faculty has no separate mission statement or a graduate profile, but it is found in the Faculty Hand Book
- No list of abbreviations in the SER
- Since the SER had to be limited to a certain word count, each standard could have been mentioned by the number, in order to avoid copying the standard description and save the number of words
- The supporting documentary evidence was not properly organised and presented to the review team
- Most of the standards were not well addressed and the evidence provided was not relevant to the standard stipulated
- The documents provided mostly dated back to 2010, 2011, 2014 etc (Faculty Hand Book is 2010 version; students confirmed that even in 2019, they received the 2010 version). There is general concern whether these processes have been continued since then

### 3. Description of review process

#### 3.1 A Brief Description of the Review Process

The review process encompasses of various stages such as workshops on programmereview process, individual desk evaluation of SER, pre-site visit, site visit and compiling the review report. It could be illustrated by the help of the Figure 02.

Familiarization of the review process was conducted by UGC where procedures, possible issues, knowledge and terms of references relating to reviews were conferred and elucidated. The first Programme reviewers' training was conducted by the Quality Assurance Council of the UGC to provide the general introduction to the Programme Review process on 30 June 2019. Self-evaluation report (SER) prepared by Faculty of Medicine, University of Ruhuna was initially handed over to the Quality Assurance and Accreditation Council of the UGC adhering to the given deadline on April 10 2019.



**Figure 3.1. Overview of the Review Process**

The review panel was appointed by the University Grant Commission, and consisted of four members: Prof. Asha Karunaratne (Chairperson, Sabaragamuwa University of Sri Lanka), Prof. S. G. Yasawardene (University of Sri Jayewardenepura), Prof. C.N.R. A. Alles (University of Peradeniya) and Dr. S.S.N. Perera (University of Colombo). The pre review workshop was held on 4<sup>th</sup> July 2019 at the UGC. In this workshop, a hard copy of the Self Evaluation Report (SER) was provided to the reviewers for the desk evaluation.

The desk evaluation was carried out individually by all reviewers and submitted to the QAC by 30 July 2018. After submitting the desk evaluation, the review team was called for the pre-site visit meeting. The entire team was given an opportunity to compare and discuss the individual evaluations at this pre-site visit workshop which was held on 02 August 2019. The team was in a common agreement on the individual desk score for the SER after the discussion at the pre-site visit workshop. Further clarifications that are needed as evidence were identified at the pre-site visit meeting for careful inspection at the site visit. A tentative schedule was prepared for a 4-day site visit in collaboration with the Dean of the Faculty and the UGC. The chairperson of the team was required to submit the key findings within 2 weeks and the final review report within 6 weeks from the last date of site visit.

The findings of the desk evaluation were supplemented by the observations and judgments made through perusal of evidence presented during the site-visit, observation of facilities, and information gathered at discussions held with key stakeholders. The site visit took place from 13-16 January 2020.

### **3.2 Stakeholder meetings**

During the four-day site visit, the review panel had formal meetings / discussions with several groups and persons who were directly or indirectly involved with the programme or provided support in one way or another. The Review Panel met with the following academics and administrative staff during the review visit.

- Vice Chancellor, University of Ruhuna
- Dean, Faculty of Medicine
- Director IQAU
- Heads of the Departments and Members of SER writing team
- Academic Staff of the Departments
- Coordinator IQAC / Coordinators of Centres
- Student Counsellors
- Faculty Administrative Staff (Senior Assistant Registrar, Senior Assistant Bursar, Works Supervisor)
- Library representative and non-academic staff attached to labs
- Non-Academic staff (Dean's office and Departments)
- Students of the study programme (Years 1-5)

The participation at many of the group discussions was satisfactory. The discussions were interactive, and groups were met separately to provide an opportunity to freely express their thoughts and concerns. However, the review panel noticed knowledge regarding the submitted SER and evidence related to QA process was minimal. Although student representation of all 5 years was requested, only about 15 students mainly from 2 batches were present for the meeting. The attendance at the above meetings is provided in APPENDIX 2.

### **3.3 Documentary evidence**

All the documentary evidence listed in the SER were examined during the afternoon on all three days. In order to verify certain processes and practices, additional information was requested by reviewers. Most of the additional information requested was promptly provided. The reviewers were very impressed and happy with the hospitality extended, the way the review process was facilitated by the staff members. For this the team would like to commend the staff members of the department who supported to the team.

### **3.4 Facilities observation**

In addition to these meetings, the review panel also made visits to several facilities for physical verification. All members of the review panel were present at the discussions and participated in the physical verification process. The facilities inspected are given below.

- Faculty IQAC
- English Language Unit
- Departments Labs
- Library
- Lecture halls
- Computer labs
- Hospital / Clinical visit

Lecture halls, library and the laboratories were spacious and well equipped. Lecture halls had multimedia facilities and sound system. Pathology museum had a very large collection of mounted specimens with description cards. Karapitiya Teaching Hospital where the students undergo their clinical training is a very busy hospital with adequate number of patients and with adequate case mix. The very close proximity of the hospital and the university is a strength. The Emergency Department in the hospital was impressive. The Professorial units are with limited space but the availability of clinical material for student training is tremendous. Student rest areas and student study areas were lacking in the professorial units. The upcoming new multi-story building to house all professorial units are a timely need.

#### **4. Faculty's approach to quality and standards**

The approaches to QA standards are considered based on enthusiasm, awareness, contribution and practices.

It was evident that none of the academic staff members of the SER writing team had participated in the SER writers' workshop conducted by the UGC. As a result, certain important details conveyed during the workshop had not been considered. The Internal Quality Assurance Unit (IQAU) is established at the University and is in Matara. The physical distance between IQAU and the FQAC has resulted in the weak linkages between them and thereby gaps in internalisation of QA processes. The general awareness of 8 criteria and the standards stipulated under each criterion are not satisfactory. The internalisation of QA processes among most of the academic staff members is not at the optimum level and there was no evidence of regular meetings conducted to review the quality assurance matters. The review team had an impression that although the Faculty feels that quality assurance is particularly an important matter for which appropriate support needs to be provided, the effective participation of staff members in SER writing, compiling of documentary evidence and preparation for site visit were not at satisfactory level.

Although the Faculty is continuing many activities/processes, finding evidence was very difficult because the record keeping is not well developed and maintained in the faculty. However, the review team notes that the Faculty provided fullest support to the external review process, particularly the site visit, by providing documentary evidence and supporting the observation of facilities.

## 5. Judgment on each of the 8 criteria

### Criterion 1. Programme Management

#### Strengths:

- There are satisfactory number of active MOUs with various, national and international institutions
- Physical resources such as lecture theatres, laboratories, library, hospital facilities are adequate to train the current student population
- The foundation module enhances the soft skills of students including, personality development, active citizen programme (English and IT) etc.
- The faculty operates satisfactory level of *ad-hoc* committees towards the effective delivery and management of the study programme
- The close proximity of hospital to the faculty is convenient for the effective management of the study programme

#### Weaknesses:

- The internalisation of best practices by ad-hoc committees is not evident
- Already the faculty web page is being maintained, it requires more improvements with regular updating
- The use of ICT for programme management and administration is minimal
- Faculty QA cell is functioning but needs to be strengthened by internalisation of QA mechanisms within the Faculty

### Criterion 2. Human and Physical Resources

#### Strengths:

- The academic staff members are equipped with necessary basic and post graduate qualifications, covering all the disciplines in medicine
- A reasonable number of staff members have participated in CPD programmes that covered various disciplines
- There are well organised soft skills enhancement activities that are delivered during the MBBS degree programme

#### Weaknesses:

- Although the Faculty has a satisfactory number of senior academic staff members and physical resources to ensure that the programmes is effectively delivered, the staff: student ratio is lower than 1: 7 (current ratio is 1: 9.6)
- The full staff cadre is not filled, and there is a general scarcity of technical officers
- Technical staff is not adequate for the current student number in most of the departments
- Currently, the Senior Assistant Registrar (SAR) is handling the examinations matters in addition to all the other administration duties.

- ELTU is currently operated by a Senior academic staff member from the Department of Forensic Medicine. There is an urgent requirement of an English instructor/temporary lecturer to coordinate the English course and examinations (UTEL).

### **Criterion 3. Programme Design and Development**

#### **Strengths:**

- The MBBS programme addresses the current national needs of the country
- Although the traditional medical curriculum is being practised, a few steps have been taken for horizontal integration
- The programme is aligned with SLMC accreditation and the Medicine subject benchmark statement
- The programme facilitates the adequate clinical training

#### **Weaknesses:**

- The programme outcomes are not mapped with the graduate profile
- The role of IQAC in programme designing, development, monitoring and approval process is not clearly defined
- No evidence related to annual tracer studies
- No mechanism to identify differently abled students and inquire students' requests on special learning resources
- No mechanism to adopt policies and to evaluate or monitor the requests of differently abled students
- No mechanism is developed to measure logical progression of the academic program
- Most of the standards are not well addressed and the evidence provided were not relevant to the standard stipulated. E.g. 3.7 Either the graduate profile /prospectus/ programme ILOs were not provided

### **Criterion 4. Course / Module Design and Development**

#### **Strengths:**

- In the existing subject based curriculum, the objectives, learning outcomes, subject content and recommended books are available for most of the subjects

#### **Weaknesses:**

- Most of the standards are not well addressed and provided evidence was not relevant to the standard stipulated
- The given blue print does not clearly reflect the mapping between subject ILOs and objectives/graduate profile of the programme
- Although the student feedback is obtained, there is no clear evidence of how these are being utilised for the improvement of existing courses

- The formal mechanism for course module design and development is not evident
- Evidence was not available for peer evaluation
- Although a LMS is in existence, usage is minimum
- The role of IQAC in course/subject designing, development and monitoring is not defined

## Criterion 5. Teaching and Learning

### Strengths:

- Outcome based teaching and learning are being practised
- Many teaching and learning activities are based on SCL ( i.e. Pathology Museum, Scenario based and problem based learning, different modes)

### Weaknesses:

- FoM does not comply with the well-structured academic accountability and work norm model of the University, due to the fact that some of the teaching learning activities commonly used in the FoM are not given adequate weightage, and the Faculty is in the process of making some changes to rectify these deficiencies.
- Although student feedback is obtained, there is no clear evidence how these are being utilised for the improvement of existing teaching and learning processes
- Evidence was not available for peer evaluation
- Although LMS is in existence, usage is minimum in teaching and learning
- Student satisfaction has not been properly addressed
- There is no policy on gender equity in teaching and learning
- The role of IQAC in teaching evaluation is not defined

## Criterion 6. Learning Environment, Student Support and Progression

### Strengths:

- The student supportive learning environment exists in the faculty
- Although the policies and strategies are not well in place, a range of services that help the students to develop and acquire necessary knowledge and skills are in existence
- Facilities for co-curricular activities are available

### Weaknesses:

- The library facilities are being under-utilised i.e. closed on public holidays and even during the examination period, the closing time is 7.00 pm
- No subscriptions have been made to hard copies or E- journals
- Computer Aided Learning Centre with 82 computers/wi-fi is not utilised to the optimum level

- There was no evidence of monitoring mechanisms and monitoring outcomes that are being used for the improvements of the system
- The database of students with up to date records of student examination/assessment/ results was not available
- Although the mentoring scheme is in existence, the meeting schedules between students and academic staff was not evident
- Faculty policy on fall back option is not available
- Most of the standards are not well addressed and provided evidence was not relevant to the standards stipulated. E.g. “FB minutes are not possible to trace”; there was no evidence provided from 6.9 onwards

### **Criterion 7. Student Assessment and Awards**

#### **Strengths:**

- Formal assessment practices which are fair, valid, reliable and feasible are in existence
- Examination by-laws and guidance on assessment procedures are communicated to the students via the student hand book (2010 version)
- Participation of external examiners in assessments is being practised

#### **Weaknesses:**

- No evidence to support the reasons for the necessary amendments made to the assessment strategies /by-laws
- Even though the examination offences have been listed, the procedure adapted when dealing with offences are not evident

### **Criterion 8. Innovative and Healthy Practices**

#### **Strengths:**

- Many staff members have been awarded national recognition as well as institutional in research, e.g., President’s Awards, NRC awards, Vice chancellor’s Award
- The staff is heavily involved with outreach activities with students
- The staff and students are engaged in community based research

#### **Weakness:**

- The usage of LMS in teaching and learning process and OER (i.e. E-library facilities) need further improvements
- There is no fall back options
- There was some evidence indicating the existence of some income generating activities, however the policy on utilisation of the generated income was not evident

## 6. Grading of Overall Performance of the Programme

### Final evaluation

No	Criteria	Weighted minimum	Actual criterion-
1	Programme Management	75	117
2	Human and Physical Resources	50	78
3	Programme Design and Development	75	60*
4	Course/ Module Design and Development	75	76
5	Teaching and Learning	75	100
6	Learning Environment, Student Support and Progression	50	25*
7	Student Assessment and Awards	75	109
8	Innovative and Healthy Practices	25	36
	Total score out of 1000		601
	Total score out of 100		<b>60.07</b>

\* Criterion 3 and 6 are below the weighted minimum score (WMS)

**Final Grade:** C-Satisfactory

## 7. Commendations and recommendations

### 7.1 Commendations

- Although the organization of the curriculum is traditional, it is well structured with the necessary skills development with community based learning and adequate clinical exposure
- Committed, qualified, senior academic staff members are available and they have been exposed to training in well-established centres, both locally and overseas.
- Infrastructure, library, laboratory, auditorium, lecture halls and professorial units facilities are available at a satisfactory level.
- The assessment system of students is well established. Both internal and external examiners are involved in evaluation procedures.
- The student research program is at a satisfactory level.

### 7.2 Recommendations

- Policies, SOPs, by-laws, TORs for all committees need to be established and internalised.
- More QA training should be provided through workshops conducted for all the staff through IQAC and IQAU.
- Recruitment of technical officers, English lecturers/ instructors need special attention, as many vacancies are not filled yet.
- Journal subscriptions, E-journals/ hardcopies to be made available.
- Library opening hours need to be extended
- A policy should be established for the effective utilisation of ICT labs
- More teaching materials need to be uploaded to the LMS
- A proper mechanism should be established to (i) carry out a satisfaction survey regarding graduate competencies among employers; and (ii) obtain inputs from all stakeholders in curriculum planning and development
- Develop a policy to accommodate employers' feedback during programme design and development.
- Develop a mechanism for a regular implementation and monitoring of annual action/strategic plans and incorporate them in to the faculty calendar.
- Adopt a standard operating procedure for approval and implementation of decisions taken at committee level
- Develop a guideline/ policy to design course to align the programme ILOs with the course ILOs.
- Develop a faculty based Quality Assurance (QA) Policy and develop a mechanisms communicated to all staff regarding the QA processes.

- Develop a mechanism to conduct regular student satisfaction surveys on examination, curriculum and learning environment to early detect the gaps and for early remedial actions.
- A system is needed for addressing student grievances and complaints. Recommend establishment of a physical facility for students to approach relevant academic members or administrative staff so that students could approach staff for their immediate needs in an effective manner.
- Develop a mechanism to provide a comprehensive updated student handbook on the MBBS programme, delivery methods of the course, examination By-laws and assessment formats.
- Develop a policy on workload distribution for different categories of non-academic staff

## 8. Summary

The Bachelor of Medicine and Bachelor of Surgery (MBBS) degree that is offered by the Faculty of Medicine, University of Ruhuna, was successfully reviewed during the period from 13 to 16 January 2020. The site visit schedule consisted of stakeholder meetings, observation of facilities, informal meetings with the departments and units, evaluation of documentary evidences, observations of classroom teaching and presentation of the key findings at the final wrap up meeting with the top-level management of the Faculty; Dean of the Faculty, Heads of Departments and the academic staff.

Review panel started its review process on 12 January evening at the hotel with a pre-review meeting. The meetings were conducted with the Vice Chancellor, Director/IQAU, Dean, Heads of Departments, Senior Academics, Probationary staff, Administrative staff, technical and academic supportive staff and students. The departmental resources, ICT laboratories, the library, English Language Teaching Units, laboratories, hospital facilities, professorial units and other student learning and support services were observed with interactions with key responsible persons. The documentary evidence was evaluated at programme level for eight criteria as prescribed in PR manual. The review team observed some teaching sessions at different levels of the degree programme. Following these, the review team further discussed the strengths and weaknesses of the degree programme for the overall agreements of quality standards. During the final day of the site visit, the review team presented the key findings to the top-level management and the academic staff of the faculty.

According to the overall evaluation, the MBBS degree offered by the Faculty of Medicine, University of Ruhuna, a pioneer in the HEIs in Sri Lanka, is of adequate depth and coverage. It meets the level of accomplishment expected of a MBBS degree programme. However, the Faculty needs to move the programme forward to achieve academic excellence, and develop it further by taking into account the recommendations of the current programme review 2020.

## APPENDIX 1: PROGRAMME REVIEW SCHEDULE

**Faculty:** Faculty of Medicine

**University:** University of Ruhuna

**Degree Programme:** Bachelor of Medicine and Bachelor of Surgery (MBBS)

**Site Visit Dates:** 13-16 January 2020

**Day 1 – 13/01/2020**

Time	Activity	Participants
8.30AM – 90.00 AM	Meeting with the Vice Chancellor	Vice Chancellor/ Dean, Director – IQAU/ Coordinator – FQAC, Chair – SER Preparation
9.00 AM – 9.30 AM	Meeting with the Director - IQAU	Director – IQAU
9.45AM – 10.45 AM	Presentation about the Faculty and respective study programs  <i>Working Tea</i>	Dean FMS/ Director-IQAU/Coordinator FQAC/  All HODs of the Faculty/ Cluster Chair and SER Team/ Study program coordinators
10:45AM-11:45 AM	Meeting with academic staff in permanent cadre (excluding HOD)	Teaching panel of respective programs (excluding HODs) Senate representatives
11:45AM-12:15 PM	Meeting with Directors of Centres / Units / Cells	All Directors of Centres/ Units/ Cell Coordinators
12:15 PM -1:30 PM	<i>Lunch</i>	
1:30 PM -2:15 PM	Observing documentation	Review Team/ Facilitators
2:15PM-2:45PM	Observing documentation	Review Team/ Facilitators
2:45 PM -5:00 PM	Observing documentation  <i>Tea</i>	Review Team/ Facilitators

**Day 2 – 14/01/2020**

<b>Time</b>	<b>Activity</b>	<b>Participants</b>
<b>8.30 AM – 9.00 AM</b>	Hospital Visit	Review Team/ Facilitators
<b>10.00 AM – 10.30 AM</b>	Meeting with Administrative Staff  <b>Working tea</b>	Registrar/Bursar/SARs/AB/SAB/Work Engineer/DR Examination
<b>10.30 AM – 11.00 AM</b>	Meeting with students	Group of students (30)  Representative of gender, ethnicity, level of study programme
<b>11.00 AM -11:30 AM</b>	Meeting with Technical Officers, cross section of academic supportive and non-academic staff	All Technical officers  Representative of academic support and non-academic staff
<b>11:30 AM -12:30 AM</b>	Meeting with student welfare and career guidance	Director/Physical Education, University Medical Officer/ Coordinator/mentoring and mentors, and Director – Career Guidance
<b>12:30 PM -1:30 PM</b>	<b>Lunch</b>	
<b>1:30 PM -4:00 PM</b>	Observing teaching sessions	Review Team
<b>4.00 PM – 5.00 PM</b>	Laboratories/ Facilities /Hospital Visit	Review Team

**Day 3- 15/01/2020 (Holiday)**

<b>Time</b>	<b>Activity</b>	<b>Participants</b>
<b>8.30 AM – 9.30 AM</b>	Observing Documentation	Review Team
<b>9.30AM – 10.30 AM</b>	Meeting with librarian/ Senior assistant librarian	Librarian/Senior assistant librarian/Library staff

<b>10.30 AM -11.00 AM</b>	Tea	
<b>11.00AM–12.00 noon</b>	Meeting with student counselors	Senior student counselor and student counselors
<b>12.00noon -12:30 PM</b>	Meeting on research activities	Chairman / Research committee, members of research committee
<b>12:30 PM -1:15 PM</b>	<b>Lunch</b>	
<b>1:15 PM -3:00 PM</b>	Laboratories/ Facilities /Hospital Visit	Review Team/ Facilitators
<b>3.00 PM – 5.00 PM</b>	Observing Documentation/ Draft report writing  <b>Working Tea</b>	Review Team/ Facilitators

**Day 4 – 16/01/2020**

<b>Time</b>	<b>Activity</b>	<b>Participants</b>
<b>8.30 AM – 9.30AM</b>	English Teaching Unit and IT Centre	Members of English teaching unit and IT centre
<b>9.30AM – 11.30 AM</b>	Private meeting of reviewers and report writing  <b>Working Tea</b>	Review Team
<b>11:30 PM - 1:00 PM</b>	Closing meeting for debriefing <b>Working Tea</b>	Vice Chancellor/Dean/Director – IQAU/ HODs/ Coordinator – FQAC/Chair & the SER – Team
<b>1.00 PM – 2.00 PM</b>	<b>Lunch</b>	