



Programme Review Report

Cluster of Study Programmes

Bachelor of Science Honours in Nursing

Bachelor of Pharmacy Honours

&

Bachelor of Science Honours in Medical Laboratory Sciences

Faculty of Allied Health Sciences

University of Sri Jayewardenapura

Site Visit Dates: October 27-28, 2022



Review Panel: Prof. P. Anuruddhi S. Edirisinghe (Chair)

Prof. C.N.R.A. Alles

Prof. M.C. Nishan Fonseka

Dr. K.A. Chandana Wickramaratne

The Quality Assurance Council

University Grants Commission, Sri Lanka

University : University of Sri Jayawardhanapura
Faculty : Allied Health Sciences
Programmes : Bachelor of Science Honours in Nursing
Bachelor of Pharmacy Honours
Bachelor of Science Honours in Medical Laboratory Sciences

Review Panel: Prof. P. Anuruddhi S. Edirisinghe (Chair)
Prof. C.N.R.A. Alles
Prof. M.C. Nishan Fonseka
Dr. K.A. Chandana Wickramaratne

Reviewer	Signature
Prof. P. Anuruddhi S. Edirisinghe (Chair)	
Prof. C.N.R.A. Alles	
Prof. M.C. Nishan Fonseka	
Dr. K.A.Chandana Wickramaratne	

Table of Contents

Section 1: Introduction to the Programme.....	1
Section 2: Observations on Self Evaluation Report	3
Section 3: Description of Review Process	5
Section 4: Faculty’s Approach to Quality and Standards.....	9
Section 5: Judgment on Each of the Eight Criteria	11
Section 6: Grading of Overall Performance	22
Section 7: Commendations and Recommendations	24
Section 8: Summary	27
Annexure: Site Visit Schedule	28

Section 1: Introduction to the Programme

The three study programmes (SPs), B.Sc. (Honours) in Nursing/ B.Sc. Nursing, Bachelor of Pharmacy (Honours)/ B.Pharm. and B.Sc. (Honours) in Medical Laboratory Sciences (MLS) were developed and commenced by the Faculty of Medical Sciences (FMS) of Sri Jayawardenapura in 2004. The first intake was to the B.Sc. (Honours) in Nursing was followed by the other two SPs. Initially the SPs were conducted under the Department of Medical Education and Health Sciences with the support of a coordinator for each programme. In 2013, the Department of Allied Health Sciences (AHS) was established, and the three SPs were under the purview of the Head of the Department of Allied Health Sciences. The coordinators of the three SPs reported to the Head of the department of AHS who reported to the Dean of the FMS on academic and administrative matters.

The Faculty of Allied Health Sciences (FAHS), University of Sri Jayawardenepura (USJ) started functioning as a new faculty from January 2019 with the approval of the University Grants Commission (UGC). The faculty established had 4 Departments. i.e. Department of Nursing and Midwifery, Department of Pharmacy and Pharmaceutical Sciences, Department of Medical Laboratory Sciences and the Department of Basic Sciences. The three degree programmes reviewed were carried out by the three departments respectively with the support from the Department of Basic Sciences and English Language Teaching Unit and IT unit of USJP.

The faculty is equipped with academics with knowledge, experience and skills in relevant disciplines. Total number of academics in the faculty is 32 and supported by 24 non academics and one assistant registrar and one deputy bursar. Colombo South Teaching Hospital (CSTH), Sri Jayawardenepura General Hospital (SJGH), Apeksha Hospital Maharagama (AHM) are the main training hospitals which are located in close proximity to the faculty. For special training and internships, students go to relevant selected government/private institutions.

The students who enrolled to the three study programmes are from the Bioscience stream of the GCE (A/L) and all three courses are aligned with the SLQF level 6 and have different credit values; B Sc in Nursing (130), B. Pharm (124) and B Sc MLS (120) respectively. The programmes follow a term system offered over twelve terms (04 academic years). The SPs were initially accredited by relevant professional bodies; B.Sc. Nursing by Ceylon Medical College Council (CMCC) and Sri Lanka Nursing Council (SLNC), B. Pharm and B.Sc. MLS by CMCC.

All three programmes have assigned curricular time for English Language & communication skills and IT skills in the first year which is a non- credit course, but achieving the

competencies at UTEL level 5. One of the unique aspect of the study programme compared to other state universities is the lateral entry portal. This provides an opportunity to eligible registered nurses, pharmacists and medical laboratory technologists employed in the Ministry of Health (MOH) to join the SPs meeting the criteria to obtain a degree awarded by the USJP.

Presently, the FASH is situated in a rented building in front of the main University premises. However, the Department of Nursing and Midwifery is at the Faculty of Medical Sciences premises. The main university offers a variety of student support services and amenities in facilitating the functioning of these degree programmes. These include Learning Management System, library, ELTU and IT center. Further facilities in the main university such as gymnasium, hostels, Career Guidance Unit and Health Center are accessible for the FAHS students as well.

Student population and the graduate output are summarized in the follow tables for past 5 years.

Table 1.1: Number of Students in B.Sc. (Honours) in Nursing/ B.Sc. Nursing, Bachelor of Pharmacy (Honours)/ B. Pharm. and B.Sc. (Honours) in Medical Laboratory Sciences (MLS)

Batch	Proposed intake Nursing/Pham/MLS	Actual intake
2018/2019	90	90
2017/2018	90	76
2016/2017	90	75
2015/2016	90	74
2014/2015	90	67

Table 1.2: Number of Graduates from the three degree Programmes over the last 5 years

Year	Number of Graduates Nursing	Number of Graduates Pharmacy	Number of Graduates MLS
2019	23	22	26
2018	18	39	20
2017	23	19	35
2016	20	26	27
2015	22	-	25

Section 2: Observations on Self Evaluation Report

The review panel commends the Faculty of Allied Health Sciences (FAHS) at the University of Sri Jayewardenepura for successfully producing this Self Evaluation Report (SER) despite the challenges posed by the pandemic. The dedication and hard work invested in creating this report, which is a testament to effective teamwork, are recognized by the review team. Overall, the quality of the SER is deemed satisfactory. The report covers all required sections adequately and employs an appropriate methodology, considering the guidelines set by the QAAC Programme Review process.

The Faculty of Medical Sciences (FMS), led by Prof. Jayantha Jayawardana in 2004, developed and launched three-degree programmes: B.Sc. (Honours) in Nursing/B.Sc. Nursing, Bachelor of Pharmacy (Honours)/B.Pharm., and B.Sc. (Honours) in Medical Laboratory Sciences (MLS). The Internal Quality Assurance Cell of FMS (IQAC/FMS) oversaw the quality assurance aspects of these programmes, following the QAAC guidelines. Later, IQAC/FAHS took over the quality assurance coordination for these programmes, forming committees of 8-12 members, along with chairpersons and conveners for each criterion. The preparation of the SER involved collaboration, and discussions with Dr. Upali Mampitiya (SLQF-consultant) were held to clarify standards. Notably, the all the members of three department contributed to drafting the SER.

A series of meetings were held to monitor evidence collection, coding, and report writing progress. The draft report underwent multiple committee meetings and was finalized under the guidance of the Dean/FAHS. The 151-page SER with another 10-page Annexure was approved by the Faculty Board on July 29, 2020, prior to submission.

The report comprises four chapters, structured according to the Manual for Review of Undergraduate Study Programmes of Sri Lankan Universities and Higher Education Institutes (pages 87-90, December 2015). Chapter One introduces the study programmes and includes sections such as an overview of FAHS programmes, curriculum details, graduate profile, learning outcomes, contributing departments, enrollment statistics, staff information, resources, support services, and SWOT analysis.

Chapter 2 details the SER preparation process, while Chapter 3 delves into compliance with criteria and standards, presenting 8 criteria with a total of 156 standards, each supported by documentary evidence. Since three study programmes were evaluated, the compliance of each study programme is stated separately. The report adheres to the prescribed tabulated format, providing standard numbers, best practices, evidence, and code numbers.

The eight criteria cover different aspects of the three programmes evaluated, including programme management, design and development, human and physical resources, course/module design, teaching and learning, learning environment, student support, assessment and award, and innovative practices. The common standards for the three programmes are presented from pages 15 to 65, while programme-specific standards follow separately: B.Sc. (Honours) in Nursing pages 68 to 101, Bachelor of Pharmacy (Honours) pages 102 to 131, and B.Sc. (Honours) in Medical Laboratory Sciences pages 132 to 149.

The final chapter provides a concise overview of good practices and programme quality assurance procedures. Additionally, it highlights the department's initiatives to foster a research culture through collaborations with local and foreign institutions. The SWOT analysis contributes to illustrating the report's quality, highlighting programme strengths, weaknesses, opportunities, and threats.

The SER also identifies challenges such as financial constraints, limited resources for clinical training, staffing issues, heavy workload, and space limitations for academic activities and clinical training. The report acknowledges the need for modernized health facilities with advanced imaging technologies.

While the SER aligns with the Manual's guidelines, the review team observed some incomplete and insufficient documentary evidence, particularly in certain standards and analysis of review and output data. Further some of the documents lacked information regarding time –lines. Despite these gaps, the review team commends the staff's dedication to ensuring the quality of the degree programmes in Nursing, Pharmacy, and Medical Laboratory Sciences.

Section 3: Description of Review Process

The review process involves preparation for the programme review, pre-review arrangements, review visit, and reporting. The preparation for the programme review from selection of reviewers, composition of the review team, profile of reviewers, role of reviewers, and conduct expected of reviewers, was initiated and handled by the Quality Assurance and Accreditation Council (QAAC) of the University Grants Commission (UGC).

The review team appointed by the UGC comprised four members, Prof. P. Anuruddhi S. Edirisinghe (Chair) (University of Kelaniya), Prof. C.N.R.A. Alles (University of Peradeniya), Prof M.C. Nishan Fonseka (University of Peradeniya), and Prof K.A.C.Wickramaratne (University of Ruhuna). The reviewers participated in a pre-review on-line workshop organized by the QAAC. The requirements for the review visit and the responsibilities of the respective parties (QAAC, Faculty, Review Chair and Reviewers) to facilitate clarity, consistency and effectiveness of the review process, were also discussed in the workshop.

The review team members individually carried out a desk evaluation of the SER based on the evidence presented in the document via on-line format through QAC MIS. The findings of the desk evaluation were uploaded to the QAAC. The review members met through Zoom platform and discussed contents, shared different standards between the team members. The team agreed on the need for two days of onsite fact finding mission concurrence to the QAAC and University.

The Review Chair planned the dates of the review visit and a tentative agenda in consultation with the Dean of the Faculty and the Director of QAAC. The agenda for the two-day site visit was finalized making adjustments to the requirement and availability of all the parties during the period of the visit. The schedule of the meetings and activities held during the site visit is given in Annex 1.

The review visit was held from the Thursday the 27th of October and Friday the 28th October 2022. The review team directly arrived the FAHS on the 27th October morning and commenced onsite review process. The review team reached the Office of the Dean FAHS and met Vice Chancellor at 8:15 am on 27th October, and they were welcomed by the Dean of the Faculty of Allied Health Sciences, Director of Internal Quality Assurance Unit (IQAU), and Coordinator of Faculty Quality Assurance Cell (FQAC). The team stayed overnight at Hotel Janaki 43 Fife Rd, Colombo and panel meeting was conducted to brief days' findings and to plan the next day programme further.

The review process involved the following activities:

1. Scrutinizing documentary evidence especially those not available on line
2. Meetings and discussions with stakeholders
3. Observation of teaching learning sessions and visits to see facilities
4. Debriefing

Scrutinizing documentary evidence

The review team scrutinized documents uploaded as google folders to MIS of Programme Review platform of QAC of UGC individually as well as a group via online prior to site visit as well as after the visit. Further, in order to clarify certain processes claimed in the SER, the reviewers requested additional information from the relevant departments of the Faculty as some of the folders seems to be not enough evidences. All the additional information requested were promptly provided by the Faculty. The commitment of the Faculty of Allied Health Sciences and logistical support provided by the staff members who were assigned to support the review team are commendable. However, the dates and years of some documents could not be verified.

Based on the evidence examined via on-line as well as physically, meetings and discussions with stakeholders, and facilities observed, the marks given during the desk evaluation for standards listed under the eight criteria (given below) were adjusted where necessary. Any concerns arising from this exercise were noted for further discussion and reaching consensus among the reviewers later via zoom.

1. Programme Management
2. Human and Physical Resources
3. Programme Design and Development
4. Course / Module Design and Development
5. Teaching and Learning
6. Learning Environment, Student Support and Progression
7. Student Assessment and Awards
8. Innovative and Healthy Practices

Meetings and discussions with stakeholders

To get a clear picture of the processes in operation for the study programme, the review team had interactive sessions with the following person(s) and team(s) over the two days of the review process,

- Vice Chancellor
- Dean of the Faculty of AHS and the Dean of the Medical Sciences
- Director of QAC and Coordinator of FQAC
- Heads of Departments
- Academic staff and Academic support staff
- Examination Branch Registrar
- Student Counselors/ Career guidance unit/ Mentors
- Assistant Librarian and Library staff
- Technical Officers
- Students representatives from each batch and study programmes
- Faculty Research Committee members
- Non-Academic Staff
- External stakeholders (representing employers, industry, extended faculty, visiting staff, and alumni)
- Members of English Language Teaching Unit
- Teaching hospital extended faculty – Pharmacy, Hospital Labs, Wards, Hospital Matron, Chief Pharmacist and Chief MLT

Observation of teaching learning sessions and facilities

In the afternoon of the first day of the visit, the review team observed a teaching session as well as the lecture hall facilities. The lecture hall was near the main road with lot of noise and the class room was not provided with any audio-facility. We found that the teacher had to make a great effort to deliver the lectures. We observed a practical class of nursing students. The small group practical session was provided in an adequate space with necessary equipment. Next day morning the review team divided and observed teaching facilities at the Colombo South Teaching Hospital, (Wards/ pharmacy/ labs) as well as facilities in the University and the faculty including Examination Branch, hostels, Faculty Canteen, Faculty Library and Computer Laboratory and the faculty laboratories as well.

Debriefing

After the review process, the review team had its meeting to summarize the findings of the review activities and discuss any outstanding matters to be resolved on the 2nd day of the review visit. Towards the end of the 2nd day the team had few minutes to prepare for the debriefing as there was not enough time to go through online documents fully as there were documents related to 3 degree programmes. The review visit was concluded with an interactive wrap-up meeting with the Director CQA-USJP, Dean of the Faculty, Heads of the Departments, Coordinator of the FQAC-FAHS and members of the Academic staff. At this meeting the reviewers explained their observations, highlighted their key findings, and had a productive and interactive discussion on improving the quality of the degree programme.

A Preliminary Report with key findings of the review was sent to the QAAC on the 2nd of December 2022. This document is the Final Report submitted to the QAAC.

Section 4: Faculty's Approach to Quality and Standards

Centre for Quality Assurance (CQA) of the University of Sri Jayewardenepura formally known as the Internal Quality Assurance Unit (IQAC) of the University of Sri Jayawardenapura was established in the year 2014 under the guidance of the University Grants Commission.

CQA is responsible for quality assurance in a university and develop the strategies and the mechanisms for quality assurance in accordance with the National Quality Assurance Framework of Sri Lanka and the mission of a university. In addition, the CQA also provide oversight on the quality assurance activities of a university covering all its institutes, faculties, departments, and units. Further it includes operationalizing all quality assurance procedures, reviewing and developing standards for various academic and administrative activities of the university, organizing workshops / seminars / training for capacity building and promoting QA culture, providing support to academic units to conduct the self-assessment/ external review and implement QA process at programme level, coordinating quality assurance activities with the QAC of the UGC. The management committee of CQA consists of the Director, Deputy Director and Coordinators of the Faculty Quality Assurance Cells (FQAC) established in each Faculty.

The Quality Assurance Cell of the Faculty of Medical Sciences has been involved in the quality assurance activities of the three programmes under review up to 2019. However, with the establishment of the FAHS in 2019 it has a Faculty Quality Assurance Cell (FQAC) of it's own. The FQAC is headed by a senior staff member appointed by the Faculty and represented by the academic staff members from each Department of Study. The functions and operational procedures of the FQAC have been recently established and needs further improvement.

The review team observed that the quality assurance standards adopted in the study programme are at a satisfactory level and the Departments have links with potential employers and alumni for their graduates, and collaborative partnerships with national and international universities. However, based on the evidence made available to the review team, structured administrative mechanisms are inadequate to incorporate the feedbacks received from stakeholders and innovative practices. And, it appears that the FQAC is barely supported with clerical support staff to assist its functions whereas the CQA of the University has been equipped and supported with a secretary and clerical support staff for its functions.

The review team observed that Faculty of Allied Health Sciences is following many good practices described in the Programme Review Manual of the University Grant Commission. It was also observed that the academic and non-academic members of the three

Departments together with the Basic Sciences Department are very positive towards quality improvement, and they are extending their fullest cooperation to internalize the best practices. Further we were very happy to state that the outstanding commitment of the Department of Nursing and Midwifery in their enthusiasm in QA work. Moreover, we appreciate the commitment of the FAHS towards quality enhancement and excellence.

Section 5: Judgment on Each of the Eight Criteria

Criterion 1: Programme Management

The Faculty has well-planned organization structure and institutional governance described for the effective management and execution of its functions such as programme design, development and delivery; student support; and research and outreach activities during transition to a new Faculty. The Action Plan of the Faculty is structured in line with the Corporate Plan of the University and budget is approved accordingly. However, strategic implementation plan of infrastructure and teaching programme with increased intake of students need emphasize when allocating resources.

The management procedures of FAHS are in compliance with UGC and University of Sri Jayewardenepura stipulated procedures and equivalent management procedures such as procurement in accordance with national standard of practice.

The by-laws relating to examinations, disciplinary procedures, student unions and other pertinent governance requirements are established. Codes of conduct for staff and students, standard operating procedures. FAHS implement zero tolerance on ragging and sufficient satisfactory measures are taken to improve self-reporting of such. Duties and responsibilities of all categories of staff are clearly defined and these are communicated, implemented, monitored and remedial measures taken as and when required. The transition from Faculty of Medical Sciences to FAHS changed management structure to suit requirements of a separate Faculty. TORs of key committees are defined and made available.

The Faculty has substantial amount of student representation in key welfare committees displaying participatory approach of appropriate decision making process. The Faculty conducts well-organised orientation programmes for all new students to facilitate their transition from school to university environment, and provide information on the facilities and resources available, support services and the study programme. This was emphasized and appear highly commendable by students at their debriefing. Student tutor is a highly commendable programme very effectively implemented which address students' needs including counselling, mentoring and directing students. General security measures are adopted and no incidents reported. However, as accessibility and location related security measures could be improved to ensure overall safety including laboratory safety. However, limited counsellors appointed for the period of review should be addressed as a separate faculty.

Provision of disability access need to address in many older building as only stair cases available and comprehensive evaluation of potential permanent, and temporary disabilities and required infrastructure planning as well needed.

Students are provided with annual academic calendar and projected full programme until graduation guide students on their progress. Time tables, graduate entry and graduation details show reasonably successful implementation of academic calendar.

Student handbooks are issued as and when updated versions as well upon recruitment of students and it carried pertinent information including course content, code of conduct, learning resources, subject components, student support services information, by laws and regulations etc. Student charter is not fully implemented.

The Faculty has the practice to adhere to the annual academic calendar enabling the students to complete the programme and graduate at the stipulated time. To accomplish these tasks FAHS has established collaborative partnerships with healthcare institutions, and experts in the neighbourhood institutions. FAHS continue cordial relationship with Faculty of Medical Sciences to execute its teaching programme when required.

Faculty website up to date as per the date of review. However, for the period of review, it was not possible to obtain data on status of website. Notices, circulars, announcements and student's handbooks are connected to existing website. Computer data are protected by password based access and firewalled. Data collection and handling pertaining to confidentiality are appropriately maintained. Hard copies are stored under lock and key in defined places such as all examination related records and data in the examination department/ Unit.

ICT platform and applications at the review were the latest versions installed while limited information available on how ICT and MIS maintained during the period of review. However, students' feedback show it had been used effectively.

Performance appraisal and promotion scheme is followed as per the UGC criteria and it can be improved. However, the training records, CPD activities and rewarding initiates showed less documentary evidence and can be improved further.

FAHS initiated their own IQAC to liaise with IQAU of the University and relevant committees are established including CDC. Curriculum approval has followed UGC defined lines of approvals and procedures. Curriculum revision has taken in to account LSQF, outcome based education and student centered learning and satisfactory. However, further improvements can be done with regard to their employability as they have consistent stake holder feedback.

Student feedback is available and peer evaluation, graduate satisfaction surveys and exit point evaluations can be improved further. Curriculum implementation is monitored and evaluated. Research and collaborations are satisfactory. However, in keeping with industry and international collaborations can be improved to increase employability and international ranking of the faculty.

Criterion 2: Human and Physical Resources

FAHS has recruited enthusiastic, dedicated young staff and some are alumni of the same university. They have understanding on the evolution of the programme. Though the number of academics are limited, their commitment was highly visible to the review team. However, academic staff induction programmes, CPD activities to develop their competencies and progression needs to be improved as per the latest developments. Academic expertise and competencies should focus blend of subject components diversity and opportunities for sustaining such by establishment of service functions such as diagnostic laboratories, testing laboratories etc. Training of academic staff members on outcome-based education and student centred learning can be improved as majority are junior staff.

The limited number of non-academic need resources, regular training and more recruiters to manage increased work load related to increased student number. To motivate the staff and to improve the quality of the degree programme, it is advisable to introduce performance appraisal system for all the staff. Human resources development policy should be established to address future challenges and diversification of teaching contents. However, absence of benchmark for these degree programmes has to be addressed at national level. Use of international benchmark statements for nursing degree etc. are highly commendable.

Foreign training on the specialized areas for the new recruits can expand the research horizons of the department. Joint collaborations with local institutions including public sector may be a viable option to acquire the necessary exposure to elevate competencies of all the staff and students. The infrastructure of older buildings need innovative redesigning to accommodate improved teaching activities addressing increased number, technology advancement and issues related to environment (noise).

The service of IT unit, free WiFi availability, library open hours accommodate extensively students need is praiseworthy. Open reading areas with WiFi open overnight for student's usage provides freedom to learn as and when needed. Clinical and practical training opportunities in public private sector institutions within Colombo and Jayewardenepura ensure professional competencies required for an honors degree.

In addition to the intensive English course at the orientation programme, opportunities for further IT and English training opportunities for the successful completion of these three courses is a need for the future developments. The Career Guidance Unit (CGU) of the UJP steers different programmes which are common to all the undergraduates. However, focused career guidance based on employability data (TRACER) and latest developments in these fields should be considered in future.

FAHS encourage multicultural programmes and promote harmony and cohesion with active participation of common activities with Faculty of Medical Sciences, and University. With increased intake and considering diversity FAHS initiated such activities are encouraged.

Criterion 3: Programme Design and Development

A programme of study is defined as an independently approved curriculum followed by a student, leading to the attainment of an academic degree from a recognized institution. When a programme consists of multiple distinct and formally structured components, these are referred to as courses, modules, or strands. The formulation of a degree programme was influenced by contributions from various stakeholders, including academics, staff, alumni, and the broader public as end users.

In addition, an academic programme of study should be a reflection of the university's or higher education institution's mission, goals, objectives, and the desired attributes of its graduates. The incorporation of minimum standards established by professional bodies, Subject Benchmark Statements (SBS), and the requirements outlined by regulatory authorities such as the UGC and SLQF serve as valuable external reference points, guiding the structure and content of the degree programme.

The departments have thoughtfully crafted a comprehensive graduate profile with the following attributes:

- Proficiency to function as a competent Health Sciences Professional.
- Display of compassion and care in service delivery.
- Diligence in fulfilling duties and responsibilities.
- Creativity in conducting research to promote health and well-being.
- Connection to society's evolving needs, enabling responsiveness.

The faculty has adopted a collaborative approach involving academic staff, non-academic/technical staff, students, alumni, and external stakeholders at key stages of programme and course design and approval. The review covers four programmes overseen by a single curriculum committee responsible for programme planning, design, organization, and enhancement. The programmes are consistent with the university's mission, goals, and

objectives, catering to stakeholder needs and meeting national, regional, and global requirements. They also incorporate the latest developments and practices in Nursing, Pharmacy, and Medical Laboratory Sciences. The programmes align with the SLQF standards regarding award titles, learning volume, level descriptors, and qualification specifications. The teaching and learning activities across all programmes adhere to SLQF guidelines. The university administration has provided strong support for course design and development. Notably, the Staff Development Centre plays a pivotal role in training for curriculum revisions, deserving commendation. Courses and modules within the programme are structured progressively to enhance content.

The course structure adheres to UGC and SLQF guidelines, encompassing credit requirements, formulation of intended learning outcomes, and adherence to grade point assignments. However, some clarity issues were identified in the programme design and development process. It is advisable to establish a clear process guided by external reference points such as Subject Benchmark Statements and stipulated requirements during future revisions. While the practice of outcome-based education is mentioned, with teaching, learning activities, and assessment strategies aligned with course-specific learning outcomes, it is essential to ensure active participation of students and non-academic staff in stakeholder meetings. Consequently, revisiting the alignment of intended learning outcomes is recommended to strengthen the programme.

Clinical training is a pivotal aspect of the degree programme, and the review team acknowledges the quality of training that equips students to become qualified professionals. However, due to facility limitations, some students might encounter challenges in accessing all required clinical opportunities. The departments have undertaken measures to support differently abled students, including improvements in student access and accommodation of requests during coursework.

Criterion 4: Course/Module Design and Development

Criterion 4 encompasses a wide spectrum of elements, ranging from alignment with programme objectives to the culmination of students achieving course-specific Intended Learning Outcomes (ILOs), along with monitoring and review processes.

The B.Sc. (Honours) in Nursing/B.Sc. Nursing programme consists of 32 course units, including the non-credit English Language and Information Technology courses. The academic content amounts to a total of 130 credits, with a majority of course units carrying more than three credits. Notably, both Fundamentals of Nursing Practice and Research projects are weighted at 8 credits each. The Bachelor of Pharmacy (Honours)/B.Pharm programme comprises 29 course units, with non-credit English Language and intern courses. The academic content totals 125 credits, with most course units exceeding three credits.

Physical Pharmacy, Medicinal Chemistry, and the Fundamentals course, as well as the Research project, are weighted at 8 credits. The B.Sc. (Honours) in Medical Laboratory Sciences (MLS) programme involves 15 course units. The academic content adds up to 120 credits, with a majority of course units carrying more than three credits. Notably, In Course Work Experiences (Term 10, 11, and 12) is weighted at 30 credits.

Course units are meticulously designed to satisfactorily fulfill programme objectives and deliver outcomes aligned with intended learning outcomes. University-approved formats are employed for course unit design, encompassing ILOs, course descriptions, assessments, and learning resources. Brief course unit descriptions are included in the student handbook, while the curriculum is accessible to students and practitioners in the field through the department's website.

Given that hospital work and record-keeping are conducted in English, a strong grasp of the language is mandatory for students. Additionally, a non-credit course unit focusing on IT skills is incorporated to address practical needs in fields that are progressively moving towards automation and digitalization.

The course units provide evidence that the study programme effectively nurtures self-directed critical thinkers. This development is achieved through classroom instruction, lab practical, clinical exposure, and research components. Lectures constitute the primary mode of course delivery, with no indications of methods like Problem-Based Learning (PBL) being used.

Although a Learning Management System (LMS) is available in the faculty, it remains unclear if all instructors employ the platform or other ICT/media technologies. Consequently, efforts should be directed towards enhancing the LMS, fostering increased student-teacher interaction, and facilitating individual support where needed. Despite the existence of a policy for addressing differently abled students and the implementation of case-specific measures, the department's physical environment does not currently accommodate facilities such as wheelchair access, posing a limitation.

Criterion 5: Teaching and Learning

The goal of teaching and learning is to enhance the learning experience of students to enable achieving intended learning outcomes. The teaching and learning process should be student centered in keeping with outcome-based education. Multiple teaching methods and learning opportunities should be used to actively engage students in the learning process while teaching learning strategies, learning outcomes and assessments need to be closely aligned to enable achieving goals of the study programme.

Feedback plays a crucial role not only in ensuring quality improvement but also in proactively assessing the current status of quality. The academics involved in the delivery of the three study programmes have taken adequate measures to integrate student centered teaching and learning methods to guarantee an outcome-based education.

The review team is of the view that the teaching and learning strategies are based on faculty mission and curriculum requirements. The students receive course specifications, necessary guides and time tables prior to the commencement of the course unit and time tables are displayed in notice boards. The teaching is done by, qualified enthusiastic staff backed by rich teaching pool from the Faculty of Medical Sciences and many external teachers including extended faculty (Teaching Hospitals). The academic carder in the three Departments is almost full where many of them are having PhD. The teachers use many types of learning strategies such as lectures, tutorials, demonstrations, reflective portfolios and clinical training to the student's satisfaction. Different types of learning are more visible in nursing programme than others.

Internal quality assurance mechanism has been set up with a strong foundation for a good system with guidelines/ Terms of Reference. e.g. peer review process. Although teachers in some departments had evidence of regularly obtaining student feedback and incorporating student suggestions, other departments lacked sufficient evidence in this regard. The Department of Nursing and Midwifery documentations are comprehensive, while other two were lagging behind. However, there was insufficient evidence to confirm whether regular course evaluations, semester evaluations, or exit surveys are systematically conducted and whether the feedback received is appropriately incorporated. Furthermore, some of the documents provided as evidence of feedback were undated, while others appeared to be relatively recent, i.e., from after 2020.

The evidence provided on the use of the LMS by both students and teachers was not adequate. However, after COVID pandemic there has been significant increase in the use of LMS. The period under review did not show enough evidence. The evidence was insufficient to conclude whether students received relevant teaching materials, such as handouts and lecture notes, prior to teaching activities, as access to the LMS for the period under review was not available. However, the present LMS seems to be adequately used.

An inbuilt research component is included in the programme, which is supervised by the staff, and students are provided with opportunities to disseminate their findings. Although there is a strong research culture and many of them (academics) have very high-quality publications, showcasing them in public domain is not visible. Furthermore, there was no evidence to indicate that teachers' research findings or newly generated knowledge were incorporated into teaching.

There was no clear evidence to demonstrate that teaching–learning strategies, assessments, and learning outcomes are closely aligned (constructive alignment), as curriculum mapping had not been carried out. There are no guidelines or Terms of Reference (ToR) to ensure that the teaching–learning strategies offered are appropriate and accessible to differently abled students. Regular peer review reports were not available in some departments, and it was unclear whether this practice was implemented by all staff members.

Although external examiners were involved in some components, satisfactory evidence of their reports was not available. Therefore, this practice should be regularized, and any suggestions provided should be acted upon to enhance the quality of the examinations.

Criterion 6: Learning Environment, Student Support and Progression

The learning environment of the Faculty is friendly and academic interactions between staff and students are promoted. Policies and strategies are in place to help all students to develop and articulate the skills and attributes they gain through their curricular and co-curricular experience. The learning is enhanced through in-service training and work placements. The Departments provide training for staff and students on ICT and other advanced tools to enrich the teaching and learning experience. The present facilities seem to be used in the maximum capacity and closeness of the building to the busy main road with noise is a distraction to both students and teachers.

Students are supported adequately by providing mentoring, counselling, redressing grievances, and peer support structures to facilitate their holistic progression. The personal tutor programme is commendable and students identify it as a student mentoring programme. However, the faculty should adopt adequate student centred learning approaches, guide the students to optimally use the available student support services, and empower them to take personal control of their own development (independent learning). The student complaints and grievances are promptly attended and necessary steps have been taken to maintain the student discipline. However, there is no evidence regarding any training for staff regarding student counselling/ mentoring.

The Faculty does not have appropriate infrastructure to meet the needs of differently abled students. The Faculty should regularly collect relevant information regarding student satisfaction with teaching and learning, and the outcomes of this monitoring should be used to drive the continuous improvement of both the programme and the system. Career guidance activities should be improved to empower students to make informed career choices, especially before their in-service training placements. Students requested that the courses be internationally accredited or aligned with global standards to enable them to obtain registration or license in developed countries.

The library facilities of the Faculty should be expanded and modernized to improve self-learning. Provision of Wi-Fi in the library building and adjacent student area and extending library hours are commendable. There are no fall back options in the study programmes. The Departments need to review their programmes and consider introducing fall back options to facilitate the students who do not complete the programme successfully.

Criterion 7: Student Assessment and Awards

A transparent and trustworthy student assessment and awarding system is essential to ensuring the quality of the degree programme. FAHS is practicing a systematic approach with formative and summative assessment strategies. Weightages assigned for continuous and end of the year examinations are suitable, and the students were informed on the process and procedures through the handbook, web and at the commencement of each course module. Importantly, FAHS has taken some initiatives to train the staff in different assessment methods.

FAHS has initiated moderating the examination papers during period of review. However, it was unclear whether the moderation of exam papers, including the use of proper marking schemes, was consistently carried out across all three programmes during the period under review. Involvement of external examiners for paper moderation is not evident which is important to improve standardization. Second marking was evident using both internal and external examiners. The use of external examiners was observed in some course units; however, it is unclear whether this practice is implemented more broadly across the programmes.

Students were satisfied with the time frame of releasing results which is within the UGC stipulated guidelines. The current academic transcripts primarily reflect examination performance and do not adequately capture the full range of training received by undergraduates, limiting their usefulness as a comprehensive record. Including this information is particularly important for degree holders, as these are professional programmes where practical skills are highly valued in the job market. Therefore, the academic transcript should be reviewed and revised without delay.

The absence of a credit transfer system may hinder students' opportunities to progress, whether they wish to discontinue the degree programme, have prior learning that should be recognized, or seek opportunities to study overseas or other institutions during gap years or for professional training. This is important because many students enter the programme after GCE A/L with no prior knowledge of the programme or the profession. Most students desire to pursue careers in medicine or related healthcare professions. Furthermore, though lateral entry allows students, such as those from the Ministry of Health, to enroll in the study programme, it is unclear whether their prior learning is formally recognized.

Therefore, consideration of permitting students to transfer into other degree programmes within the FAHS degree programmes needs to be considered. Furthermore, development of a credit transfer system may inflate the acceptability of the programme.

The absence of a fallback system leaves students without options if they are unable to complete the degree within the stipulated timeframe. This is likely to happen with the rigid graduation criteria of the degree programme. Introduction of student appraisal systems such as Deans list will enhance competitiveness among the students and uplift the quality of the degree programme.

Criterion 8: Innovative and Healthy Practices

Innovative and healthy practices not only limited to find whether institutional policy and strategy are in place but also to enhance the quality of students learning experience as well as income generation. All three Departments involved in three degree programmes have initiated the use of Moodle and ICT based platforms and some reliable Open Educational Resources (OERs) have been used in few course units, the use of this facility in all modules is lacking. Furthermore, student use of these resources appears to be limited and was not clearly evidenced. However, use of ICT based platforms have increased during COVID pandemic period.

The support from the faculty for research in all three programmes have been internalized in a commendable level such as developing policy titled 'Policy on Encouraging and Rewarding Student Innovation', establishing the FAHS research committee, giving opportunity for both students and staff to engage in research, facility to obtain research grants etc. The Department of Pharmacy performs notably well in this regard, and the evidence of research output in indexed journals, including contributions from student projects, is commendable. Research collaborations between national or international university linkage is yet to be seen. It is recommended that industrial research and drug trials be introduced and integrated into university or faculty activities.

The academics as well as students of the FAHS actively get involved in showcasing their research at faculty, university, professional organizations as well as National and International forums. It is sad to notice that the faculty has not yet established any research Reward/ appraisal system to recognize students or teachers who are excellent in research/ teaching or learning.

Other than research the faculty promotes students and staff to engage in a wide variety of co-curricular activities such as social, cultural and aesthetic pursuits, community service, leadership opportunity etc. The student participation and student engagement in these activities are commendable. Discussion with the students revealed that they are not

conversant about financial accountability in these activities they do. They are not aware that a senior treasurer post of the student societies/ unions. Further, though the majority were female students the student union is not having enough female representation showcasing university subculture. The activates related to Gender Equity and Equality were minimum.

FAHS and the degree programme has been established in 2004 and considerable number of graduates were produced. It is worth to mention that some of alumni joined the discussions from other countries showcasing that faculty was able to produce workforce not only to Sri Lanka but also to the world. It is sad to notice that the Faculty/ Departments have not initiated any income generating programme either in research/ teaching/ service. There are no post-graduate certificate or diploma course for medical laboratory studies/ pharmacists/ Nursing which can be used as an income generating process as well as an opportunity to practitioners to upgrade themselves. Therefore, it is imperative to consider such activities, particularly in the context of the current economic crisis.

Section 6: Grading of Overall Performance

Table 6.1: Assessment Criteria and score - Bachelor of Science Honours in Medical Laboratory Sciences

No.	Criteria	Weighted minimum score	Actual criterion-wise score
1	Programme Management	75	119
2	Human and Physical Resources	50	81
3	Programme Design and Development	75	106
4	Course / Module Design and Development	75	132
5	Teaching and Learning	75	92
6	Learning Environment, Student Support and Progression	50	67
7	Student Assessment and Awards	75	124
8	Innovative and Healthy Practices	25	38
	Total score (out of 1000)		759
	Total score (out of 100)		75.9

Table 6.2: Assessment Criteria and score-Bachelor of Pharmacy Honours

No.	Criteria	Weighted minimum score	Actual criterion-wise score
1	Programme Management	75	119
2	Human and Physical Resources	50	81
3	Programme Design and Development	75	129
4	Course / Module Design and Development	75	137
5	Teaching and Learning	75	100
6	Learning Environment, Student Support and Progression	50	64
7	Student Assessment and Awards	75	124
8	Innovative and Healthy Practices	25	43
	Total score (out of 1000)		797
	Total score (out of 100)		79.7

Table 6.4: Final Grades of Study Programmes

Name of the Study programme under review	Final Score	Grade
Bachelor of Science (Honours) in Medical Laboratory Sciences	75.9	B (Good)
Bachelor of Pharmacy (Honours)	79.7	B (Good)
Bachelor of Science (Honours) in Nursing	80.9	A(Very Good)

Section 7: Commendations and Recommendations

Commendation on Excellence

- The study programmes leading to BSc (Honours) in Nursing, BSc Pharmacy (Honours), and BSc (Honours) in Medical Laboratory Sciences are effectively managed with a well-structured organizational framework.
- Action plans for programme delivery are in alignment with the University Corporate Plan, ensuring strategic coherence.
- A comprehensive orientation programme is established for all new students, facilitating a smooth transition into the programmes.
- Strong collaborative partnerships exist with both national and international institutions, particularly teaching hospitals, enhancing the quality of education.
- The programmes are staffed by dedicated, qualified academic personnel supported by well-qualified teachers from the Faculty of Medical Sciences and external educators.
- A harmonious relationship is fostered between academic and support staff, promoting a conducive learning environment.
- Robust clinical training programmes are in place to develop professional competencies among students.
- Effective English Language Teaching Unit (ELTU) contribute to essential communication and language skills required in a healthcare setting.
- The programme actively promotes harmony and cohesion among students and staff, participating in multicultural programmes with thoughtful planning.
- A strong graduate profile has been developed, with clear evidence of student progression within the curriculum.
- Programme design adheres to UGC guidelines, including well-established foundation courses.
- Evidence demonstrates the development of a policy for differently abled students, ensuring inclusivity.
- Course units/modules are thoughtfully designed to align with programme objectives.
- Curriculum materials, including ILOs, content, teaching assessments, and learning resources, are accessible through the faculty web and student handbooks.
- The curriculum encourages students to become self-directed critical thinkers.

Recommendations

- Enhance mechanisms for stakeholder feedback on programme management, incorporating it effectively.
- Prioritize disability access and develop a comprehensive programme for the students with disabilities.
- Strengthen the Management Information System for improved data management and reporting.
- Improve support from non-academic staff through regular meetings and collaboration.
- Provide more Continuing Professional Development (CPD) opportunities for both academic and non-academic staff to stay updated.
- Implement an academic accountability model and provide evidence of its execution.
- Regularly gather employer feedback and incorporate their recommendations into the curriculum to enhance programme quality.
- Strengthen gender equity and equality practices, including measures to prevent Gender-Based Violence (GBV).
- Upgrade infrastructure for administration, teaching, and facilities, while ensuring optimal utilization of available resources.
- Emphasize Outcome-Based Education (OBE) and Student-Centered Learning, possibly introducing Problem-Based Learning (PBL).
- Establish a systematic approach for incorporating stakeholder suggestions.
- Maintain methodical records related to curriculum/course unit development and revisions.
- Integrate specific soft and life skills into the core curriculum of Medical Laboratory Sciences (MLS) and Pharmacy degree programmes.
- Improve the existing staff appraisal system, aligning it with present demands and achievements.
- Implement regular Continuing Professional Development (CPD) programmes for non-academic staff.
- Developing a student charter is a needed activity.
- Actively participate in the development of subject benchmarks related to all three programmes with the University Grants Commission (UGC).

- Introduce Problem-Based Learning (PBL) and Small Group Discussion (SGD) in relevant course units.
- Involve stakeholders, extended faculty, alumni, and graduates in major curriculum revisions, with enhanced record keeping.
- Develop exit options for students unable to complete the programme.
- Enhance preparedness for providing physical facilities for differently abled students.
- Strengthen document keeping and recording related to teaching/training, student feedback, and satisfaction surveys.
- Improve documentation related to course design policies, procedures, and evaluation reports.
- Strengthen the student feedback process to ensure regular participation and effective incorporation of suggestions.
- Establish a mechanism for incorporating External examiners' reports and suggestions.
- Enhance the maintenance of blueprints for each exam.
- Improve evidence of blended learning, particularly the use of Learning Management Systems (LMS).
- Enhance the utilization of research findings conducted within the faculty for learning.
- Address issues related to noisy surroundings and enhance lecture audibility.
- Ensure documents produced for Quality Assurance (QA) include dates and signatures.
- Recommend the introduction of course unit or term evaluation reports.
- Introduce documents related to work norms, workload, and staff distribution in departments.
- Implement an annual teacher appraisal system to enhance teacher performance.
- Introduce teacher excellence awards with approved indicators.
- Create opportunities for technical officers to participate in research and collaborate with private sector resources.

Section 8: Summary

The site visits of the panel for reviewing the three degree programmes Bachelor of Science (Honours) in Nursing, Bachelor of Pharmacy (Honours), Bachelor of Science (Honours) in Medical Laboratory Sciences in the Faculty of Allied Health Sciences of the University of Sri Jayawardhanapura was conducted from 27th to 28th October 2022. Further several zoom meetings were held after the site visit to discuss and finalize the observation of documents submitted in the three degree programme.

The on-site schedule consisted of stakeholder meetings, observation of facilities, evaluation of documentary evidence on site (Examination), observations of classroom and clinical teaching, and final wrap-up meeting with the higher level management that consisted of the Dean of the Faculty, Heads of the department academics and administrative staff, when key findings were conveyed.

The stakeholder meetings were conducted with Vice-Chancellor, Director/QAC USJP, Coordinator IQAC, Dean, Heads, Academic staff, Administrative staff, Librarian, Academic support staff, Technical officers, Non-academic staff, members from the faculty research committee, extended faculty, alumni and professionals from the service components who are clinical teachers, Academics from ELTU, Students Councilors/ Mentors/ Staff of the Career Guidance Unit , University medical officer, Sports instructor, students representing all four years including union members. We also announced that if a person wants to meet the review team separately, it can be done. The library, ICT Centre, lecture halls, laboratories, teaching learning sessions, sports facility, medical facility, faculty/ University canteens, hostels were visited, while interacting with key responsible persons.

The documentary evidence was evaluated individually via on-line prior to the site visit as well as after the visit. Few zoom meetings were held to finalize scores as the amount of documents related to three degree programmes were numerous in the month of November. A preliminary report was prepared and submitted on the 2nd of December 2022.

Good support was provided by the department during the review process. As per the review panel assessment of the Self Evaluation Report submitted and corresponding evidence, and observations made on site visit and the on-line assessment of the documents the overall performance of the B.Sc. (Honours) in Nursing/ B.Sc. Nursing has earned Grade A , Bachelor of Pharmacy (Honours)/ B.Pharm. and B.Sc. (Honours) in Medical Laboratory Sciences have earned a Grade of B (Good) respectively. These results indicate that over all accomplishment of quality expected of the study programmes are good, and yet requiring improvement in few aspects especially B Pharmacy and BSc (Honours) in Medical Laboratory Sciences.

Annexure: Site Visit Schedule

Programme Review-Allied Health Science of University of Sri Jayawardhanapura 2022

Site Visit Schedule

Bachelor of Science Honours in Nursing

Bachelor of Pharmacy Honours

Bachelor of Science Honours in Medical Laboratory Sciences

Date	Time	Activity
27-10-2022	08.00- 08.45 a.m	Welcome the Reviewers
	09.00- 09.15 am	Meeting with Vice Chancellor
	09.15- 09.45 am	Meeting with CQA Director
	09.45- 10.30 am	Meeting with Dean of FAS/ Heads of the Departments and members of the SER writing team
	10.30-10.45 am	Tea
	10.45-11.45 am	Meeting with the Academic staff of the faculty (excluding HoDs and Dean)
	11.45-12.30 pm	Meeting with the English Language Teaching Department (ELTD) staff
	12.30- 01.00 pm	Meeting with the Non-Academic staff of the faculty
	01.00- 02.00 pm	Lunch
	02.00- 02.30 pm	Observing teaching/learning sessions relevant to the degree programme (dived)
	02.30- 03.00 pm	Meeting with Bursar, Assistant Registrar and Technical Officers of the faculty
	03.00- 03.15 pm	Tea
	03.15- 04.00 pm	Meeting with the Research Committee/ Research groups of the faculty
	04.00- 4.30 pm	Meeting with Librarian/Senior Assistant Librarian
28-10-2022	08.00- 10.30 am	Observing facilities relevant to the degree programme (two to go to hospital/ other two Faculty (A meeting with hospital staff responsible for clinical training Matrons/ sisters/pharmacists/ MLTs and Pathologists/)

	10.30- 10.45 am	Tea
	10.45 - 11.45 am	Meeting with the Students Councilors/ Mentors/ Staff of the Career Guidance Unit (20 min each)
	11.45 - 12.45 pm	Meeting with External Stakeholders and Alumni Members (Hybrid)
	12.45-1.00 p.m.	Lunch
	01.00 -02.00 pm	Meeting with the students of the department
	02.00 - 03.00 pm	Discussion among the review team members
	03.00 - 03.30 pm	Wrap-up Meeting & Tea