

SUBJECT REVIEW REPORT

DEPARTMENT OF ORAL PATHOLOGY



***FACULTY OF DENTAL SCIENCES
UNIVERSITY OF PERADENIYA***

25th to 27th August 2008

Review Team :

Prof. Chandu de Silva, University of Colombo

Dr. (Ms.) S. Vasantha, Dental Institute

Prof. (Ms.) Nilanthi de Silva, University of Kelaniya

CONTENTS

	Page
1. Subject Review Process	2
2. Brief History of the University, Faculty and the Department	3
3. Aims and Learning Outcomes	4
3.1. Aims	4
3.2. Learning Outcomes	4
4. Findings of the Review Team	5
4.1. Curriculum Design, Content and Review	5
4.2. Teaching, Learning and Assessment Methods	7
4.3. Quality of Students including Student Progress and Achievements	8
4.4. Extent and Use of Student Feedback, Qualitative and Quantitative	9
4.5. Postgraduate Studies	9
4.6. Peer Observation	9
4.7. Skills Development	10
4.8. Academic Guidance and Counseling	10
5. Conclusions	10
6. Recommendations	13
7. Annexes	14

1. SUBJECT REVIEW PROCESS

The Quality Assurance and Accreditation (QAA) framework currently implemented in the University system in Sri Lanka, envisages reviewing all subjects and institutions in the national Universities of Sri Lanka. In keeping with this objective, the Quality Assurance and Accreditation Council of the University Grants Commission, Sri Lanka appointed a team of senior academics from the Universities of Colombo and Kelaniya and a Consultant Surgeon in Restorative Dentistry from the Dental Institute, Colombo to undertake a subject review in Oral Pathology at the Faculty of Dental Sciences, University of Peradeniya.

The Review Team comprised:
Prof. Chandu de Silva (Review Chair)
Prof. Nilanthi de Silva
Dr S Vasantha

Purpose and aims of the review

The subject review was undertaken to evaluate the quality of the Oral Pathology teaching programme at the Faculty of Dental Sciences, University of Peradeniya. The review visit was carried out by the above team from 25 - 27 August 2008 (see Annexure 1 for programme). The process used was acquisition of additional information through discussion of issues, and gathering of and analysis of evidence. These findings were then compared with the Self Evaluation Report (SER) presented by the Department of Oral Pathology. The aim was to use all evidence to make a judgment as required by the Quality Assurance Programme on the quality of the eight review aspects listed below, as given in the Quality Assurance Handbook, for Sri Lankan Universities, published by the CVCD and UGC in July 2002:

1. Curriculum Design, Content and Review
2. Teaching, Learning and Assessment Methods
3. Quality of students, including student progress and achievement
4. Extent and Use of Student Feedback (Qualitative and Quantitative)
5. Postgraduate Studies
6. Peer Observation
7. Skills Development
8. Academic Guidance and Counseling

Peer review process

The review processes adopted by the team were:

- **meetings** with the Director, Academic Affairs; Head of Department; academic and non academic staff in the Department; Senior Student Counselors in the Faculty; and undergraduate and postgraduate students (see Annexure 2 for complete list of persons met during the visit).
- **observation** of teaching/learning sessions – 1 lecture for final years and two laboratory classes (one in General Pathology for 2nd years and one in Oral Pathology for 3rd years)
- **inspection** of academic facilities: lecture halls, tutorial rooms, museum, laboratory and learning support facilities (reading room and computer lab).
- **perusal** of documents (curriculum documents, timetables, handouts, examination papers, mark sheets, student case reports).

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

University of Peradeniya commenced with the inception of the University of Ceylon, on 1st July 1942 and shifted to Peradeniya on 6th October 1952. It is now one of the largest universities in the country, with over 10,000 internal students registered for its academic programmes in eight faculties and two postgraduate institutes.

The Faculty of Dental Sciences is the only dental school in Sri Lanka at present. It was first established as the Department of Dental Surgery in the Faculty of Medicine, University of Ceylon, Colombo in 1943, moving to Augusta Hill in Peradeniya in 1954. With the establishment of the Faculty of Medicine at Peradeniya in 1961, the Dental School became a Department of the Faculty of Medicine. In 1974, the Medical, Dental and Veterinary Schools were amalgamated into the Faculty of Medical, Dental and Veterinary Sciences of the Peradeniya Campus of the University of Sri Lanka. In 1980, the Dental School was departmentalized into five departments, and in October 1986 it achieved Faculty status.

In 1997, the Faculty received a massive grant under Japanese grant aid. The Faculty was able to move into new premises in a new building complex and teaching hospital built under this project. The world-class equipment and facilities provided under this project includes clinics and laboratories for advanced dental treatment, wards, and Out-Patients Department, and operation theatre for treatment of oral cancers, facial deformities and trauma, and an intensive care unit.

The Faculty of Dental Sciences now has seven Departments: Basic Sciences; Community Dental Health; Oral Medicine and Periodontology; Oral Pathology; Oral Surgery; Prosthetic Dentistry; Restorative Dentistry.

Oral Pathology obtained independent departmental status in 1990, functioning as a discipline within the Department of Oral Surgery until then. The Division of General Pathology is affiliated to the Department of Oral Pathology. This Division, which has two academic staff members, was established relatively recently in 2000. Prior to that, dental students followed the General Pathology course conducted for medical students by the Pathology Department of the Faculty of Medicine, University of Peradeniya. At present, the Department teaches General and Oral Pathology for dental undergraduates, Oral Pathology for postgraduate trainees, conducts research in Oral Pathology and also functions as a reporting centre for head and neck pathology for the entire country. The last function entails a fairly heavy work load, since it involves processing 2000 – 3000 specimens each year.

The Department of Oral Pathology has cadre provision for one Chair (currently vacant) and 6 other academic posts, which are occupied by two Professors and three Senior Lecturers and one probationary Lecturer at present. One Professor has been released for administrative duties as Dean of the Faculty, and the probationary Lecturer is on overseas study leave at present. The academic staff is supported by two temporary academic staff and nine non-academic staff. The latter includes one Senior Staff Technical Officer, a Senior Staff Assistant Stenographer, three Technical Officers, two Laboratory Attendants and two Labourers. One post of stenographer is vacant at present.

The Department is located on the 3rd floor of the Dental Teaching Hospital. Teaching facilities include a clinico-pathological conference (CPC) room seating about 150 and another lecture room seating about 75. The CPC room has all necessary AV equipment, a

public address system and visual presentation system; it is used by all Departments in the Faculty as a common facility for lectures, seminars, workshops etc. The Department also has a histopathology teaching laboratory with 50 student microscopes and a video microscope with a TV monitor for demonstrating histopathology slides and other teaching facilities. The Oral Pathology museum is housed in this laboratory in order to facilitate teaching-learning activities.

The Department also has a well-equipped histopathology laboratory; an immunohistochemistry laboratory; a molecular biology laboratory; a biopsy receiving room; a histopathology / immunofluorescence reporting room with a conference microscope; and facilities for preparation of frozen sections and museum specimens.

The main collection of books and journals in dental sciences (including those in Oral Pathology) are housed in the Medical Library located in the premises of the Faculty of Medicine, which is adjacent to the Faculty of Dental Sciences. At present the FDS has only a Reading Room, with a core collection of books in Dentistry; it has no lending facilities.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims

As stated in the Self Evaluation Report, the **aims of the Department of Oral Pathology** are to:

1. Provide a range of learning opportunities which enables dental students to develop their academic knowledge and interest in the full scope of Oral Pathology.
2. Provide a friendly and supportive environment which is conducive to enthusiastic learning.
3. Facilitate students to develop knowledge and understanding of the aetiology and pathogenesis of the spectrum of dental / oral and dental / oral related diseases.
4. Develop knowledge and understanding of the structural and functional alterations (histopathology) of the soft and hard tissues with reference to dental / oral and dental / oral related diseases.
5. Provide opportunities for students to develop skills and enthusiasm required for self-learning and life-long learning.
6. Train the students in scientific writing.
7. Highlight the importance of reporting novel and unusual findings for the purpose of sharing knowledge and the necessity of research.
8. Provide basic knowledge on advanced diagnostic procedures such as immunohistochemistry and molecular biology.
9. Support the teaching staff in their career development, including provision of feedback and peer advice and provide opportunities for effective teaching, learning and quality assurance.

3.2 Learning Outcomes

Common learning outcomes

As stated in the SER, on successful completion of the course modules offered by the Department of Oral Pathology, students should have

1. Gained knowledge and conceptual understanding of oral pathology for the purpose of delivering best clinical care and oral health promotion for patients (selection of treatment modalities, treatment and effective management of patients, carry out preventive programmes).
2. acquired the ability to apply the knowledge gained to practice safe dentistry.
3. acquired the skill of self-learning and life-long learning.
4. an ability to acquire knowledge using effective learning skills, to undertake self-directed learning and to recognize their own strengths and weaknesses in learning.
5. developed a range of personal and transferable skills such as clear observation, critical thinking, data handling, analysis of information and interpretation of results, comprehension, expression, teamwork, and also acquired the ability to apply these skills in various situations.
6. understanding of scientific method.

Specific learning outcomes

The students should have knowledge to interpret clinical signs and symptoms of the dental / oral and dental / oral related diseases from a pathological point of view. They should have acquired knowledge in the following specified areas:

1. Pathogenesis and histopathological aspects of dental caries.
2. Sequelae of pulpitis.
3. Aetiology, pathogenesis and histopathology of periodontal disease.
4. Classification, aetiology, pathogenesis and histopathology of cysts of the mouth and jaws.
5. Aetiology, pathogenesis and histopathology of common salivary gland disorders.
6. Pathology of osteodystrophies such as cleido-cranial dysplasia, osteogenesis imperfecta, osteopetrosis, fibro-cemento-osseous lesions, giant cell lesions including cherubism.
7. Basic principles of forensic odontology / pathology
8. Histopathology of ulcerative conditions including vesico-bullous disorders.
9. Pathological aspects of TMJ disorders.
10. Pathological aspects of developmental abnormalities of teeth.
11. Pathology of oral cancer and pre-cancer.
12. Pathology of odontogenic tumours.
13. Aetiology and pathogenesis of bacterial / viral / fungal infections of the oro-facial region.

More detailed specific learning objectives have also been drawn up and were made available for scrutiny by the Review Team.

4. FINDINGS OF THE REVIEW TEAM

4.1 Curriculum Design, Content and Review

The Department of Oral Pathology conducts a General Pathology teaching programme for 2nd year dental students and an Oral Pathology teaching programme for 3rd and final year dental students.

General Pathology

Dental students learn General Pathology together with Microbiology, Pharmacology, General Surgery and General Medicine. This study programme consists of two semesters extending over a period of one year. The contents of the General Pathology component are comprehensive and sufficient to provide a detailed knowledge of the subject. Detailed

learning objectives have been identified for general pathology. The Review Team feels that some objectives could be phrased in more behavioural terms, for example, phrases such as 'know' should be replaced with phrases such as 'describe', 'enumerate', etc. These objectives are available for students before commencement of the teaching-learning activities.

During the discussion with the students, it was apparent that some of them did not perceive the clinical relevance of general pathology, probably because they have not had any prior clinical exposure. The main objectives of the general pathology component, as stated in the Self-Evaluation Report, includes a statement "...with the aim of understanding the dental / oral diseases and dental / oral-related diseases, in order to practice or deliver the best dental care". Thus the Review Team hopes that an effort will be made to emphasize the clinical relevance of general pathology in order to achieve this aim. This aspect could be addressed by changing the practical classes to include a few clinical scenarios with basic investigations etc, to emphasize how general pathology could be used for patient management, e.g. interpretation of WBC / DC, ESR or C-reactive protein estimation to diagnose acute inflammation.

The current General Pathology course commenced in 2002 and has not undergone review since then. The Self-Evaluation Report states that the General Pathology course will be converted into a course unit system with horizontal and vertical integration. Details of this revision process have not been worked out at present.

Oral Pathology

The Department of Oral Pathology conducts an Oral Pathology teaching programme for 3rd and 4th year dental students. In the 4th year, this is done concurrently with other clinical Departments, such as Oral Medicine, Oral Surgery, Periodontology, Restorative Dentistry, Prosthetic Dentistry, Paediatric Dentistry, and Orthodontics. Third year students are divided into nine groups and each group is rotated to one of the above mentioned disciplines for 4-week appointments. Several course units are taught in the 3rd year. Lectures related to the course units are delivered for the entire batch. The relevant practical learning is done during the 4-week block appointment. The relevant clinical / practical learning is not done concurrently with the lecture series. During the 4th year, students are divided into eight groups and each group is assigned to clinical departments (including the Department of Oral Pathology) for a 3-week block appointment. This appointment is done in the morning. The rotational system in the afternoon is different from the morning roster. Afternoon appointments are based on a daily roster of the eight disciplines, sequentially throughout the year.

The course units during the 3rd and 4th years are designed in such a way that students will study diseases comprehensively, covering aspects such as incidence, aetiology, pathogenesis, structural and functional alterations, treatment and prognosis. The Oral Pathology Department is involved in teaching learning activities of 15 course units. Five of these are managed by the Department of Oral Pathology.

The contents of the Oral Pathology course are comprehensive and adequate to meet the objectives of the programme. The objectives of the Oral Pathology course are made available to the students at the beginning of the course units.

A major review of the Oral Pathology course is being planned at present as part of the review process commenced by the Faculty of Dental Sciences. The planning of the review process is

done by the Curriculum Committee of the Faculty, which comprises seven members, including one from the Department of Oral Pathology. The committee functions under the Unit for Development of Dental Education. The Committee intends to finish the planning of the review process by the end of 2008. The Department of Oral Pathology has intradepartmental meetings to present suggestions to the Curriculum Committee. In the revised curriculum, which will extend over a period of five years (instead of the current 4), General Pathology will be taught in the 2nd year, whilst Oral Pathology will be taught in the 4th year.

4.2 Teaching, Learning and Assessment Methods

General Pathology

The teaching learning programme for General Pathology consists of 60 hours of lectures, 30 hours of practicals and 10 hours of tutorials. Subject knowledge is mainly delivered to students by means of lectures using PowerPoint presentations. Radiological / macroscopic and histological pictures are used for explanation. Maximum duration of a single lecture is one hour. The students are provided with handouts of the lecture material. The practical classes are conducted by dividing the batch into four groups. Two hours are allocated per group for one practical. The students are given a microscope and a slide set consisting of four slides. The class is preceded by a 30-minute discussion. The review team witnessed one such practical class and is of the opinion that they are well-planned and conducted. The tutorials are conducted by dividing the batch into two groups (approximately 35 – 40 students). The students are given 6 questions and time to write their answers, which are then discussed. The questions asked are similar to those in the past papers. At some tutorials, an attempt is made to achieve some horizontal and vertical integration.

The teaching learning activities are appropriate for the specified learning objectives, with a few exceptions. The review team feels that the practical classes should be made more clinically relevant by using case scenarios, investigation results, etc to emphasize the features of general pathology covered in a lecture. The review team feels that tutorials also should be used as an opportunity to emphasize the clinical relevance of general pathology. In comparison to general pathology courses conducted in local and foreign medical schools, the number of lecture hours appears to be rather excessive. The conduct of an internal review of the General Pathology teaching-learning methodology by the Department of Oral Pathology would help to determine if reduction of lecture hours and supplementation by other teaching-learning methods would improve the learning outcome.

The inclusion of General Pathology lectures in the Computer Aided Learning Laboratory as appreciated by the students. The Review Team feels that this practice should be encouraged.

Assessment of the general pathology course is held at the end of the course (end of 2nd year). The examination comprises a theory paper of 2 hours duration (75% of the marks) and viva (25%). The theory paper consists of 12 short questions (10 minutes each). It was evident from scrutinizing the past papers that the questions cover a wide spectrum of the contents. The oral examination is conducted for a period of 5 minutes for each student, by two examiners, one of whom is an external examiner. The range of assessment tools generally matches the learning outcomes of the general pathology curriculum. MCQs have not been used as an assessment tool. The review team is of the opinion that the Department should consider introducing a wider range of assessment tools, such as an MCQ paper and an Objective Structured Practical Examination (OSPE). Introduction of an OSPE could enable evaluation

of student learning in the practical classes. However, this should not be confined to interpretation of histology slides, but should include aspects such as interpretation of basic laboratory reports, to identify general pathological processes.

Oral Pathology

The Oral Pathology teaching learning programme for the 3rd year students consists of 12 hours of lectures (as part of four course units), and four weeks of block appointment in the Department, consisting of daily morning sessions of three hours (9.00 – 12.00) and afternoon sessions of two hours. The Oral Pathology course for final year students consists of 20 hours of lectures (as part of seven course units) and three weeks of block appointments in the mornings, and 2-hour afternoon sessions once in every eight days. This afternoon rotation consists of 10 hours of study in the museum and 30 hours of revision slide classes.

The teaching learning activities of the Oral Pathology component are appropriate for the learning objectives. The review team is of the opinion that small group teaching in the practical classes provides an excellent opportunity for students to obtain comprehensive knowledge on oral pathology. This is also a good opportunity for feedback from students to staff and vice versa. As the students have started their clinical rotations, it will be easy for them to understand the relevance of oral pathology. At the discussion with the students, some of them felt that it would be better if the 3-week block appointment in the final year is rescheduled as three 1-week appointments that alternate with Oral Medicine. They were of the opinion that continuous slide classes for three consecutive weeks tended to be boring. The review team agrees with this view but understands that there may be difficulties in implementing this programme as the clinical Departments may prefer a continuous 3-week block appointment. To reduce the monotony of the slide classes, the Department of Oral Pathology should consider the possibility of having some inter-disciplinary teaching-learning activities such as clinicopathological conferences.

The review team is also of the view that a 4-week block appointment in the 3rd year, with both morning and afternoon sessions, is somewhat excessive considering the fact that similar classes are held in the final year as well. Part of this time may be better utilized in other clinical settings.

The review team is impressed by the practice of writing and submitting a case report of a patient based on oral pathology at the end of the final year. This activity encourages students to develop generic skills in carrying out literature reviews and in report writing. The award of gold, silver and bronze medals and certificates to the students who provide the best case reports is also commendable. Some of the case reports scrutinized by the review team were of high standard.

Student groups are also required to make a Case Presentation at the end of each block appointment in the final year. Although the review team was not able to witness these presentations, they were impressed by the implementation of such activities, because they encourage students to develop presentation skills.

4.3. Quality of Students, including Student Progress and Achievements

The students are recruited to the BDS degree course by the University Grants Commission based on the national education policy of the state. All students have to follow the same courses in General and Oral Pathology.

Students are required to write up a Case Report during the Oral Pathology course. Each year, the 10 students who score the highest marks for this Case Report are awarded certificates, and those who earn 1st, 2nd and 3rd place are awarded medals.

According to data presented in the Self-Evaluation Report, during the period 2003 – 2006, the pass rate at the main examination in General Pathology was 80 – 92%, and the pass rate in Oral Pathology 82 – 96%, which is quite satisfactory. During the same period, 3 – 8% of students earned Distinctions in General Pathology, and 9 – 15% of students earned Distinctions in Oral Pathology.

4.4 Extent and Use of Student Feedback

At the end of the General Pathology and the Oral Pathology courses each year, students are requested to write down any comments / suggestions for improvement of the course and submit these to the academic staff. Apart from this, the Department does not appear to have any system for obtaining student feedback using standard questionnaires, either regarding individual teachers, or regarding the courses taught by the Department. The Department also does not have a mechanism to analyse the student comments, discuss them at a departmental meeting and take appropriate action to implement changes based on student comments.

4.5 Postgraduate Studies

The Department of Oral Pathology undertakes training of post graduates for the Postgraduate Institute of Medicine, Colombo and is an accredited training center for Master of Surgery (Oral and Maxillo-Facial Surgery), MS (Restorative Dentistry), MS (Orthodontics) and Diploma in Hospital Dental Practice courses. The PGIM also proposes to start a new MD (Oral Pathology) programme this year, and the sole academic unit in Oral Pathology in the country, the Department will play a major role in this training programme and examination.

At the time of the review visit, the Department had three PGIM trainees on the MS (Oral and Maxillo-facial Surgery) training programme and one research student registered for a M.Phil. in Oral Pathology. Slide reporting classes at a conference microscope are conducted daily, enabling one-to-one training with a consultant oral pathologist. Journal clubs are conducted regularly, with participation of postgraduate students and senior academic staff from several departments in the FDS. The presence of well-qualified and experienced senior academic staff, dedicated technical officers, well-equipped laboratories for histopathology, immunohistochemistry and molecular biology, a large collection of archival biopsy material, and a good collection of reference textbooks, all contribute towards excellent support for postgraduate training and research in the Department of Oral Pathology.

However, the lack of an adequate number of computers in the department is a cause for concern because postgraduate students need ready access to the internet.

4.6 Peer Observation

The Self-Evaluation Report states that there is no peer observation of teaching activities in the Department. However, during discussions with the academic staff, the Review Team found that it was customary practice in the Department for academic staff and postgraduate trainees to attend each others lectures. Staff members informally discuss with their colleagues and the Head of Department, problems that they encounter during academic activities. Examination questions are set by staff members and each question and model answer or marking scheme is discussed prior to the Scrutiny Board before the examination.

4.7 Skills Development

The learning objectives of the Department of Oral Pathology do not identify any subject specific skills that should be acquired by dental students during the courses in General Pathology and Oral Pathology. However, the Review Team identified that activities such as the case presentation and the preparation of the case report in the 4th year contribute to development of several important generic skills such as ability to make a presentation at a scientific meeting, to carry out a literature review on a given subject, and write up a case report in a scientifically acceptable manner.

4.8 Academic Guidance and Counseling

Students who have been referred in General Pathology or in Oral Pathology are counseled by the staff of the Department of Oral Pathology, and given extra classes on request before the repeat examination.

The FDS has 4 Student Counselors who are all members of Committee of Student Counselors and the Student Welfare and Action Committee. Students who run into academic difficulties, such as repeated failure at examinations are referred to the Committee of Student Counselors for appropriate assistance. The Student Welfare and Action Committee is also responsible for identifying and assisting students in financial need.

On first registration in the FDS, each student is assigned a mentor from amongst the academic staff. First year students frequently turn to these mentors for assistance, but in later years, students do not appear to be in need of such assistance.

5. CONCLUSIONS

1. Curriculum Design, Content and Review

Strengths / Good Practices

1. Detailed learning objectives are available for both General and Oral Pathology courses and are made known to the students.
2. The curricular contents are comprehensive and meet the objectives of the General and Oral Pathology programmes.
3. Review of the General and Oral Pathology curriculum is in place as part of the current overall curricular review process in the Faculty.

Weaknesses

1. The clinical relevance of General Pathology is not immediately obvious to students.
2. General Pathology is not re-visited during training of BDS graduates after the 2nd year, thus impeding vertical integration of the subject with other disciplines.

2. Teaching, Learning and Assessment Methods

Strengths / Good practices

1. The teaching-learning methods are appropriate for achievement of the learning objectives specified by the Department.
2. The histopathology practical classes provide a very good opportunity for small group learning.

3. The group-based case presentations at the end of the block appointment in the 4th year, and preparation of the case report by individual students provide an excellent means of encouraging students to develop several important generic skills.
4. Inclusion of General Pathology lectures in the CAL laboratory.

Weaknesses

1. The number of lecture hours dedicated to General Pathology in the 2nd year appears to be rather excessive in comparison to General Pathology courses in other local and foreign medical curricula.
2. Teaching-learning methods in General Pathology do not emphasize clinical relevance.
3. Lack of synchronization between lectures and practical classes, especially in the 3rd year.
4. The length of the 3rd year block appointment seems to be somewhat excessive in relation to the content area to be covered.
5. Only a limited range of tools are used for assessment of students. More objective forms of assessment such as Multiple Choice Questions and Objective Structured Practical Examinations are not used at all.

3. Quality of Students including Student Progress and Achievements

Strengths / Good Practices

1. Good pass rates in General and Oral Pathology examinations.
2. Distinctions in General Pathology and in Oral Pathology are awarded regularly.
3. Award of certificates and medals for Oral Pathology Case Reports in final year.

Weaknesses

None of note

4. Extent and Use of Student Feedback

Strengths / Good practices

1. Informal methods of getting student feedback employed by several staff members.

Weaknesses

1. No mechanism for obtaining structured feedback from students regarding individual teachers
2. No mechanism for obtaining regular structured feedback on different components of the teaching programmes or the overall courses conducted by the Department.

5. Postgraduate Studies

Strengths / Good practices

1. Wide range of diagnostic material, many laboratory techniques in use, and up-to-date laboratory facilities which enable the department to function as a centre of excellence in postgraduate training in oral histopathology.
2. Qualified academic staff to supervise postgraduate training, both research and diagnostic.
3. Journal clubs held regularly.
4. Strong collaborative links for postgraduate research with international centres of excellence.

Weaknesses

1. Inadequate access to computers or internet for postgraduate students.

6. Peer Observation

Strengths / Good practices

1. Customary practice in Department for academic staff to attend each others' lectures for undergraduate students.
2. Probationary lecturers have an opportunity to get feedback from senior colleagues on their teaching skills,

Weaknesses

1. Absence of a routine mechanism for departmental staff to provide each other with feedback on their teaching practices

7. Skills Development

Strengths / Good practices

1. Students given opportunities to develop verbal and written presentation skills through the case presentations and case reports.

Weaknesses

None of note

8. Academic Guidance and Counseling

Strengths / Good practices

1. Counseling of weak students following summative end-of-course examinations.
2. Academic staff is available for guidance of students.

Weaknesses

None of note

Based on the observations made during the visit by the review team and discussed above, the eight aspects were judged as follows:

Aspect reviewed	Judgment given
Curriculum Design, Content and Review	Good
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Good
Extent and Use of Student Feedback, Qualitative and Quantitative	Unsatisfactory
Postgraduate Studies	Good
Peer Observation	Satisfactory
Skills Development	Satisfactory
Academic Guidance and Counseling	Good

The overall judgment is suspended

6. RECOMMENDATIONS

For implementation by the Department of Oral Pathology

1. The Department should consider emphasizing the clinical relevance of General Pathology by using appropriate teaching learning methods
2. Teaching learning methods employed in the General Pathology course needs detailed evaluation and revision by the Department of Oral Pathology, with a view to reducing the number of lecture hours and supplementation by other teaching-learning methods.
3. In order to facilitate better vertical integration and to ensure revision of General Pathology by students after the 2nd year, the Department of Oral Pathology should consider the possibility of amalgamating the teaching learning activities in General and Oral Pathology without having a separate division of General Pathology.
4. The Department should consider introducing a wider range of tools for assessment of students, such as Multiple Choice Questions and Objective Structured Practical Examinations.
5. The Department should develop a regular programme to obtain structured feedback from students on their teaching practices, as well as on the General and Oral Pathology courses.
6. The Department should consider drawing up a regular programme for academic staff to provide each other with feedback on their teaching practices

For implementation by the Faculty of Dental Sciences and the University of Peradeniya

7. The Faculty should consider, in consultation with the Department, the optimal time allocation for block appointments in Oral Pathology. The possibility of reducing the 4-week block appointment in the 3rd year should be considered. Alternatively, this appointment should have some interdisciplinary teaching-learning activities such as clinico-pathological conferences to reduce the monotony of slide classes.
8. The Faculty should consider upgrading the current Reading Room to a fully-fledged Dental Library with proper lending facilities for students.
9. The university should provide increased computer facilities for academic and non-academic staff, and postgraduate trainees in the department

7. ANNEXES

Annex 1. AGENDA FOR THE REVIEW VISIT

Day 1: Monday 25.08.08

8.30 – 9.00 am	Meeting of QAAC Representative with Review Team
9.00 – 9.45 am	Meeting with Director / Academic Affairs and Dean / FDS
10.00 – 10.20 am	Discuss review visit programme with Head of Department
10.20 – 11.00 am	Observation of facilities in department
11.00 – 12.30 pm	Presentation on Self-Evaluation Report and meeting with academic staff
12.30 – 1.00 pm	Lunch
1.00 – 1.30 pm	Observe teaching: lecture by Prof Tilakaratne for 4 th year students
1.30 – 2.00 pm	Observe documents (General Pathology)
2.00 – 3.00 pm	Meeting with postgraduate trainees and research student
3.00 – 3.45 pm	Meeting with 3 rd and 4 th year undergraduate students
3.45 – 4.30 pm	Meeting with non-academic staff

Day 2: Tuesday 26.08.08

8.00 – 9.00 am	Meeting of reviewers
9.00 – 9.30 am	Observe teaching: Oral Pathology practical discussion with 3 rd years, by Dr Primali Jayasooriya
9.30 – 11.00 am	Observe documents
11.00 -11.30 am	Observe teaching: General Pathology practical class by Dr Upul Dissanayake for 2 nd year students
11.30 – 12.30 pm	Meeting with 2 nd year undergraduate students
12.30 – 1.30 pm	Lunch
1.30 – 2.00 pm	Meeting with student counselors
2.00 – 4.30 pm	Observe documents

Day 3: Wednesday 27.08.08

9.00 – 10.00 am	Meeting of reviewers
10.00 – 10.15 am	Wrap-up meeting with Department and Director / Academic Affairs
12.30 – 1.00 pm	Lunch

Annex 2. LIST OF PERSONS MET BY THE REVIEW TEAM

1. Director/Academic Affairs, University of Peradeniya
2. Dean, Faculty of Dental Sciences, Dr EAPD Amaratunga
3. Members of the academic staff in Department of Oral Pathology
Dr Upul B Dissanayake (Head of Department)
Dr EAPD Amaratunga
Dr PR Jayasooriya
Dr SB Dissanayake
Prof WM Tilakaratne
4. Non-academic staff members in Department of Oral Pathology
Mr GW Gamini Bandara, Senior Staff Technical Officer
Ms YM Udugama, Senior Staff Assistant Stenographer
Ms IK Rambukewela, Technical Officer
Mr AK Suraweera, Technical Officer
Mr PB Tennakoon, Technical Officer
Mr UP Senavirathna, Laboratory Attendant
Mr KGH Bandara, Laboratory Attendant
Mr Mahinda Yapa, Labourer
Mr HHM Nawarathna Banda, Labourer
5. Undergraduate students
 - a. Eight final year students (2 male, 6 female)
 - b. Eight 3rd year students (3 male, 5 female)
 - c. Two post-final year students (awaiting results)
6. Postgraduate students
 - a. MS Oral and Maxillo-facial Surgery trainees
 - i. Dr NS Colambage
 - ii. Dr G Gurusinghe
 - iii. Dr NSS Jayasuriya
 - b. MPhil student
 - i. Dr C Abeysuriya
7. Student Counselors:
 - a. Dr (Ms) V Varathan
 - b. Dr S Banneheka
 - c. Dr J Weerasinghe
8. Director, UDDE: Dr Nilmini Wanigasooriya

Annex 3. STRUCTURE OF ORAL PATHOLOGY TEACHING PROGRAMME

Table 1. Course Units with Oral Pathology

Semester	Course Units (No in parenthesis)	Horizontally integrated with
1	Principals of oral diagnosis(4.4.1) Radiology – Underlying pathological basis of radiological diagnosis (4.5.1) Management of caries (4.2.2) pathology of dental caries Diseases of the dental pulp and sequelae (4.4.1)	Oral Medicine Radiology, Oral Medicine, Oral Surgery, Restorative Dentistry Restorative dentistry Oral Surgery, Restorative, Oral Medicine
2	Cysts in the mouth and jaws (4.4.2) Infections of the oro-facial region (4.6.4) Etiology, pathogenesis and diagnosis of periodontal disease (4.7.1)	Oral Medicine, Oral Surgery Oral Medicine, Oral Surgery Periodontology
3	Developmental anomalies of teeth (4.8.4) Salivary gland diseases (4.4.3) Oral neoplasia (4.6.6)	Paedodontics Oral Medicine, Oral Surgery Oral Medicine, Oral Surgery
4	Osteodystrophies (4.4.4) Forensic odontology (4.4.5) Oral manifestation of systemic disorders (4.5.6) Oral ulcers and muco-cutaneous disorders (4.5.7) Temporo mandibular joint disorders (4.5.8)	Oral Surgery, Oral Medicine Oral Surgery Oral Medicine Oral Medicine Oral Medicine

Table 2. Oral Pathology lecture programme for 3rd year students**Content and time allocation**

1. Principles of Oral diagnosis (4.5.1) pathological techniques in oral diagnosis	1 hour
2. Radiology (4.5.3) Underlying pathological basis of radiological diagnosis	1 hour
3. Management of caries (4.2.2) Pathology of dental caries	2 hours
4. Disease of the dental pulp and sequelae (4.4.1) Pathology of the pulp	1 hour
Pathology of sequelae of pulpitis	1 hour
5. Cysts in the mouth and jaws (4.4.2) Classification/etiology/pathogenesis of cysts of the mouth and jaws	1 hour
6. Infection of the oro-facial region (4.6.4) Etiology and pathogenesis of bacterial infection of the oro-facial region	1 hour
Etiology & pathogenesis of viral/fungal infections of the oro-facial region	1 hour
7. Etiology, pathogenesis and diagnosis of periodontal histopathology of periodontal disease. (4.7.1) Histopathology of periodontal disease	1 hour
Total lecture hours	12 hours

**Table 3. Oral Pathology laboratory practical classes for 3rd year students
(Include slide demonstration classes /discussions classes /self learning assignments)****Contents and time allocation:** (Current final year batch)(2 weeks) (Morning only)

1. Dental caries /pulpitis and its sequelae	10 hours
2. Cysts of the jaws and mouth	10 hours
3. Fibro-epithelial lesions and connective tissue hyperplasia	10 hours
Total number of hours	30 hours

Table 4. Oral pathology Lecture Programme for the final year students**Contents and time allocation:**

1. Developmental anomalies of teeth (4.8.3)	
Developmental anomalies of number of teeth	1 hour
Aetiology, pathogenesis and histopathology of developmental anomalies of teeth	1 hour
2. Salivary gland diseases (4.4.3)	
Classification of salivary gland diseases	1 hour
Aetiology of salivary gland diseases	1 hour
Histopathological features of salivary gland diseases	2 hours
3. Oral neoplasia and odontogenic tumours (4.6.6)	
Pathology of pre-cancer	1 hour
Pathology of benign and malignant epithelial neoplasia	1 hour
Pathology related to management of precancer and cancer	1 hour
Odontogenic tumours	2 hours
4. Osteodystrophies (4.4.4)	
Etiology, pathogenesis of osteodystrophies, giant cell lesions and fibro-cemento osseous lesion	2 hours
Histopathology of above	1 hour
6. Forensic odontology (4.4.5)	
Patho-physiology of trauma and legal classification of injuries	1 hour
Importance of record keeping, referral collection and transportation of specimens.	1 hour
7. Oral manifestation of systemic disorders (4.5.6)	
Pathology of gastrointestinal tract disorders which affect the oral mucosa	1 hour
8. Oral ulcers and muco cutaneous disorders (4.5.7)	
Pathology of oral mucosal ulceration	1 hour
Pathology of dermatological condition which affect the oral mucosa	1 hour
9. Temporomandibular joint disorders (4.5.8)	
Pathology of TMJ disorders	1 hour
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	20 hours
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**Table 5. Oral Pathology laboratory practical classes for final year students
(Include slide demonstration classes /discussions classes /self learning assignments)**

Time spent= 72 hours (1 month block appointment)

Practical: Slide classes on caries and pulpitis and its sequelae, cysts of the jaws and fibro epithelial lesions completed during part I (3rd year)

During the final year, students learn the histopathological aspects of the lesions included under following topics

1. Pre cancer	6 hours
2. Epithelial malignancies	6 hours
3. Odontogenic tumours	10 hours
4. Salivary gland tumours	10 hours
5. Fibro cemento osseous lesions/ giant cell lesions	6 hours
6. Ulcers and vesiculobullous disorders	6 hours
7. Granulomatous condition	6 hours
8. Connective tissue tumours	6 hours
	56 hours
Slide demonstrations and discussions of above topics	16 hours

Total

72 hours

Afternoon rotation:

Time allocation 20 days x 2 hours = 40 hours

Museum	10 hours
Revision slide classes	30 hours