



## **PROGRAMME REVIEW REPORT**

**Bachelor of Science Honours in Nursing**

**Faculty of Health Care Science**

**Eastern University of Sri Lanka**

**23<sup>rd</sup> February to 26<sup>th</sup> February 2020**



**Review Panel**

**Professor R.M.Mudiyanse (Chair)**

**Dr A.P.R.Wickramarchchi**

**Professor A. Jahfer**

**Quality Assurance Council**

**University Grants Commission, Sri Lanka**

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## PROGRAMME REVIEW REPORT

Report of the programme review team for the Bachelor of Science Honours in Nursing Degree Programme, Faculty of Health-Care Science, Eastern University of Sri Lanka. 23<sup>rd</sup> to 26<sup>th</sup> February 2020.

University: Eastern University of Sri Lanka

Faculty: Health – Care Science

Programme: Bachelor of Science Honours in Nursing Degree

Review Team			
Designation	Name and affiliation	Signature	Date
Chairperson	Professor Rasnayaka M Mudiyanse, Faculty of Medicine, University of Peradeniya		26/2/20
Team member 1	Dr A.P.R.Wickramarchchi Faculty of Science, University of Kalaniya		26/2/20
Team member 2	Professor A. Jahfer Faculty of Management and Commerce South Eastern University of Sri Lanka		26/2/20

## **SECTION 1 - BRIEF INTRODUCTION TO THE PROGRAMME**

**The Eastern University**, Sri Lanka EUSL was established in 1986 under the Universities Act Number 16 of 1978 by upgrading the Batticaloa University College (BUC) that was established in 1981. EUSL has five faculties and the Faculty of HealthCare Sciences (FHCS) is the youngest faculty among them.

**The Faculty of HealthCare Sciences** has six administrative departments namely Human Biology, Pathophysiology, Primary Health Care, Clinical Sciences, Medical Education & Research and Supplementary Health Sciences.

**The department of Supplementary Health Sciences** has been established to conduct the BSc Nursing programme with the intention of offering other allied health science-related degree programmes in collaboration with the other departments of the Faculty of Health Care Science.

**The BSc Honours in Nursing degree [BScHons (Nursing)]**is one of the degree programme conduct by the Department of Supplementary Health Science. **BScHons (Nursing)**is 4 years(8 semesters) degree with 126 credits;about 30 creditsand 1500 notional learning hours per year. Outcome-based curriculum developed on sound medical educational principles has targeted at active learning and developing professional carrier by early clinical exposure, interdisciplinary integration, inter-professional, learner-centred and activity-based learning.

At present, the BScHons (Nursing)degree programme conducted by the Department of Supplementary Health Science is functioning with 3 senior lecturers and 5 probationary lecturers with support from 7 seven visiting lecturers. The major share of the contribution is from other departments of the Faculty of Health Care Science with 19 senior lecturers, 2 lecturers and 15 probationary lecturers. The limited number of academic support staff (5) and non-academic staff (5) is also supported by 31 demonstrators and 38 non-academic staff of the Faculty of Health Care Science.

Major share of academic activities of the BScHons (Nursing)programme is delivered by the Faculty of Health Care Science. Therefore,modification of the administrative structure may facilitate collaboration and corporation of all the department for teaching/learning in an integrated manner in an interdisciplinary environment.

Table 1 - Number of students in Faculty/programme at present- the breakdown in years:

1 <sup>st</sup> year (2017/18)	2 <sup>nd</sup> year (2016/17)	3 <sup>rd</sup> year (2015/16)	4 <sup>th</sup> year (2014/15)	4 <sup>th</sup> year (2013/14)	5 <sup>th</sup> year (2012/13)
27	36	31	24	14	16

Table 2 - Maximum number of students enrolled in the last four years:

2018	2017	2016	2015
27	36	31	24

Table 3 - Numbers graduated from the programme over the past five years (as per total names submitted to the merit list of main and repeat batch for the respective year):

2018	2017	2016	2015	2014
16	22	26	-	4

## **SECTION 2- REVIEW TEAM'S OBSERVATION ON THE SELF-EVALUATION REPORT**

Self-evaluation report (SER) of the Bachelor of Science Honours in Nursing Degree[BScHons (Nursing)] programme of the Faculty of Health-Care Sciences of the Eastern University, No 50, New Road, BatticaloaSri Lanka has been developed with attention to detail and supplemented with adequate supporting evidence. The SER displayed the quality of the education programme that has been developed on scientific-educational principles. There was convincing evidence of adopting a wide array of good practices, learner-centred learning, and multidisciplinary learning and outcome-based learning. The SER demonstrated the way in which the study programme is monitored and how the process of feedback and evaluation has been integrated to ensure sustainability and progressive development.

Faculty of HealthCare Sciences of the Eastern University has taken up the process of quality assurance as a mode of progressive development with keen enthusiasm. As such they have established a separate quality assurance unit and specific tasks have been assigned to an individual staff member. The enthusiasm and dedication shown in preparation indicate their dedication.

The vivid description of their strengths was found to be credible in most respects. Elaborate graduate profile demonstrates the intention of the department in producing a technically qualified, competent, nursing graduate filled with humane qualities required by society. Their engagement with a multidisciplinary team in clinical practice, early exposure to research and a multitude of extracurricular activities and friendly nature seems to have superseded the weaknesses like inadequacy of staff, IT facilities and infrastructure facilities.

The SWOT analysis shows a high degree of self-reflection to identify own deficiencies. Problems seem to originate from the administrative structure. A single department of a faculty is striving to offer several degree programs with collaborative support from several departments in the faculty. This department need support from clinical teachers to organize a smooth clinical teaching programme for nursing graduates.

## **SECTION 3 -A BRIEF DESCRIPTION OF THE REVIEW PROCESS**

### **3.1 Process of preparation by the review team**

Three-member review team met at the UGC office in Colombo for the pre-review meeting after a thorough desk evaluation of SER individually with notes on additional information required, clarifications and tentative outcomes of desk evaluation. The individual desk review report was submitted to the Director of the Quality Assurance Accreditation Council (QAAC) at the UGC one month ahead of the review visit.

The review team shared their responsibilities with the guidance of the team leader. The team leader interacted with the Dean of the faculty and scheduled the site visit and organized all required facilities. However, the site visit was postponed due to civil unrest in the country and finally managed to conduct from 23<sup>rd</sup> to 26<sup>th</sup> 25<sup>th</sup> February 2020.

### **3.2 Programme review site visit**

The 3-member review team arrived at the Pearl Beach Hotel, Batticaloa on 22<sup>nd</sup> February evening and welcomed by the Dean and Head of the Quality Assurance Team. The team revisited the original plan as the first day of the visit was a Sunday. However, with the excellent cooperation corporation of the staff members the entire programme was completed successfully from 23<sup>rd</sup> to 26<sup>th</sup> 25<sup>th</sup> February 2020 as per schedule. The staff of the faculty has complied to the request by the review team to start review process on 23<sup>rd</sup> February in spite it been a Sunday. The first meeting was held with the IQAU Director at the IQAU office. Subsequently, the team met the Vice-Chancellor, Dean of the Faculty, Registrar and Bursar. These interactions were very fruitful. The team focused mainly on the evaluation of documentary evidence on the first day.

Heads of Departments, SER writers and young academic staff were very keen to prove their quality of work. This session demonstrated their attitudes and sincere dedication to the process of quality assurance. The team appreciated the participation of all members of the department despite an ongoing teaching programme. The single administrative officer of the faculty revealed the friendly and cordial relationships, respect and efficient manner of treating students reiterating that this department considersthe student as the most important stakeholders of the faculty.

Meetings with student counsellors, mentors and the head of the career guidance unitdemonstrated how much they are striving to create a sound education environment through student welfare. High-quality hostel facilities were outstanding. The main faculty building is also an impressive structure and it is almost near completion. However, at present lack of infrastructure facilities within the ongoing active faculty premises and distance from the main university and teaching hospitals are likely to hinder easy access and thereby

utilization of the impressive library and ICT and e-learning facility provided by the university.

## **SECTION 4 - OVERVIEW OF THE FACULTY'S APPROACH TO QUALITY AND STANDARDS**

The Department of Supplementary Health Sciences has established an Internal Quality Assurance unit well in advance in preparation for the programme review process. Accordingly, the Department of Supplementary Health Sciences has developed an Internal Quality Assurance Cell.

The responsibility of the process of preparation of SER and accumulating evidence had been entrusted to a group of 5 staff members and a chairperson has been appointed. Specific responsibilities have been devolved based on the criterion in the SER document.

QAC has taken the process of evaluation as a mode of improving the education programme and conducted several workshops and seminars. They have not only analyzed and discussed the expectations of a good quality programme as elaborated in the manual for review of undergraduate study programmes of Sri Lanka Universities and Higher Education Institutes but also evaluated the study programme with the intention of quality improvements. The process of preparation of the SER seems to have linked with the introduction of many new quality-enhancing initiatives.

## **SECTION 5 - JUDGMENT ON THE EIGHT CRITERIA OF PROGRAMME REVIEW**

### **Criterion 1: Programme Management**

**Strengths;** Eastern University of Sri Lanka (EUSL) has taken necessary administrative steps to manage its degree programmes including Bachelor of Science Honours in Nursing Degree. Key activities of the University are linked to up to date corporate plan and faculty action plan. Efforts taken by the University in developing Terms of References and Standard Operating Procedures are commendable and many other state universities in the country are lagging behind EUSL. Reviewers are very happy to report that processes and mechanisms are in place to manage the curriculum development and revision process.

New students are provided with a student handbook that includes useful general information of the university, programme information, as well as important by-laws. Student Charter is also given to the new students' other useful information which helps them to understand what the university expects from students.

**Weaknesses;** One area that EUSL needs to pay attention would be the implementation and enforcement of processes it has developed. Also, it was observed many academic staff members are not familiar with important administrative processes. It was observed that Centre for Quality Assurance (formally IQAU) and Internal Quality Assurance (formally IQAC) units are yet to take comprehensive actions to improve quality of teaching and learning, research and administrative activities.

It was observed that the website of the faculty/ department is up to date with regard to information relating to the degree programme. Faculty of Health Care Sciences (FHCS) has yet to develop an IT-based information system to manage student information, course modules and marks. It is recommended that FHCS keeps a backup of marks at a different location (away from the faculty office) as a precautionary measure

### **Criterion 2: Human and Physical Resources**

**Strengths;** The degree programme shares both human and physical resources with the MBBS programme offered by the Faculty of Health Care Sciences. The reviewers view that ability to share resources of FHCS as is one of the crucial strengths of the degree programme. FHCS including the Department of Supplementary Medical Sciences which coordinates the degree programme is served dedicated, competent and enthusiastic staff. Special training facilities such as Skills Lab, well-resourced faculty library, etc. contributed in creating a satisfactory teaching and learning environment to conduct the OBE based curriculum (even with many resource constraints experienced by FHCS). It was observed that there is a very good relationship between the faculty and the faculty library. Measures taken by FHCS to develop

harmony and cohesion between different groups through multicultural activities are commendable.

**Weaknesses;** Some of the basic infrastructure such as lecture rooms, study areas for students, cafeteria, etc. is barely adequate to conduct a resource-intensive programme such as BSc Honours in Nursing Degree. Condition and facilities available in lecture rooms are not satisfactory. Although the female student population has been increasing, measures taken to provide additional common facilities are inadequate. However, the new building complex being constructed in Pillayaradiis expected to address issues currently faced by FHCS in relation to physical resources. It was observed that facilities and resources available with ELTU are not adequate to improve the language skills of the undergraduates based on the specific requirements of the programme. Also, the ICT infrastructure of the faculty is not satisfactory. The review team of view that how IT-based services are provided at FHCS is not adequate.

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

**Strengths;** BScHons (Nursing)Degree with 126 total credits (SLQF Level 6) has a well-defined ILOs aligned with the graduate profile. The design of the integrated, interdisciplinary, learner-centred outcome-based curriculum has been enriched with practical experiences, research activities, field visits and variety of activity-based learning. Development of competencies and attitudes has been addressed, even though not adequately expressed in the curriculum and the intention to further expand social values and soft skills by introducing new module “Peace medicine” is commendable. Pursuance of this education programme to maximize the educational value of training of doctors and nurses together need diligent attention.

**Weaknesses;** At the inception, the Faculty of Health Care Sciences, the department of Supplementary Health Care Science has been established with the intention of conducting several degree programmes; BScHons (Nursing)degree is the first one initiated with contributions from all the departments of the Health Care Science Faculty. However, pedagogical advantages as well as challenges of teaching two degree programmes simultaneously utilizing the same facilities and the same staff have not been given due consideration at the stage of designing the programme. Therefore, solutions to the constraints experienced by academic staff at present cannot be addressed only by increasing the number of academic staff but also there is a need to address the programme design as well as pedagogical approaches along with attitudes of the staff members.

In order to secure the benefits of this innovative curriculum of conducting several degree programmes within the same faculty, components of the curriculum common to both degree programmes should be recognized and delivered simultaneously in a common group before branching out into specialities. Soft skills, research, communication, symptom-based analysis of health problems and IT are common modules that could be taught together more effectively.

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

**Strengths;** Designing and development of the course has adopted scientific and rational approaches through curriculum development committee with contributions from internal and external subject experts and educationist. The courses comply with the SLQF level 6 and the vision and mission of the faculty and ILOs of the programme.

Student centered outcome-based learning is emphasized and integrated through team-based projects, clinical practice, assignments, student presentations, research project, and community field visit. Courses and effectiveness of teaching are evaluated at the end of each course through students' feedback and reflective practices adopted by lecturers.

**Weaknesses;** There is no coordinated approach in teaching common goals of both degree programmes; MBBS and BScHons (Nursing). This has contributed inescalating workload as well as inefficient utilization of resource persons. Some of the staff members demonstrate an inclination to dissociate from BScHons (Nursing)programme. Therefore, there is a threatto comprehensive, efficient delivery of the curriculum and its sustainability.

Regular monitoring of the curriculum is essential for progressive development. Monitoring should expand beyond obtaining feedback from stakeholders to incorporate surveys and entertaining new suggestions from stakeholders to to ensure the curriculum remains up to date. Results of examination and carrier progress of graduates have not been analyzed holistically as a reflection of the programme as well as a means of providing feedback for teachers.

## **Criterion 5: Teaching and Learning**

**Strengths;** Teaching and learning programmes are well designed based on rational educational principles. Adequate and well-managed library facilities, skills laboratory, internet and equipment's were observed. Students active involvement in learning and programs evaluation was excellent. Students feedback has been analyzed and forwarded to the respective teacher and probably have utilized effectively. Teachers seem to engage students in active learning, research and projects. They are probably using their research experiences as well as research evidence in teaching. Teacher enthusiasm, students engagement and variety of teaching activities demonstrated the strength of the teaching programmes.

**Weaknesses;** Workload seems to have strained the staff and creates doubts about successful facilitation for learning. There is a doubt about the adequacy of supervision and facilitation provided to students in clinical practice.

The observed lecture was impressive and demonstrated a satisfactory level of student engagement. However, there is room to improve the capacity of the enthusiastic staff members in pedagogical competencies in lectures and using audiovisuals.

A beds side clinical teaching session conducted by a young demonstrator was observed. Students active engagement was noted. However, the interaction was confined mostly to

recall exercise rather than inducing application, analysis or critical thinking. Intentional role modelling was not revealed.

An innovative idea of conducting a mock interview with students to build self-confidence could have been improved by prior planning and a process of peer-reviewing the educational activity.

## **Criterion 6: Learning Environment, Student Support and Progression**

**Strengths;** FHCS managed to create a conducive teaching and learning environment which supports OBE despite the challenges it faced due to resource constraints. EUSL conducts an orientation programme that helps new students to transit from ‘school’ to ‘university’ environment. Reviewers are happy to note that faculty with the support of students has organized many extra-curricular and co-curricular activities which creates a harmony between different student groups as well as between staff and students. These activities also contribute to improving the soft skills of students.

Another commendable feature of the degree programme is an inclusion of fallback options for students who failed to satisfy the degree-awarding criteria. After completing the degree the graduates of the degree programme undergo a six months internship period in government hospitals in order to obtain the nursing license.

**Weaknesses;** One important area that FHCS could pay more attention is conducting satisfaction surveys to identify student support needs for teaching and learning that helps to design training programmes, plan for infrastructure facilities, other student support services, etc. The faculty also needs to keep up to date records on student progression, graduation, etc. in order to take appropriate actions in need arises. The review team of the view that the Career Guidance Unit of the university could have played a more active role in providing more useful information about ‘career choice’ and also by developing there ‘life skills’. The Alumnus of the degree programme can encourage to play an important role in helping undergraduates to learn, develop their skills as well as prepare for their future careers.

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

**Strengths:** University has a procedure for designing, approving and reviewing the assessment strategies, procedures and rules and regulations. The student’s handbook and curriculum for BScHons (Nursing) contains all the relevant information related to course contents, assessment methods, and examination rules and regulation. The Faculty Board and the Senate have approved the curriculum for outcome-based education and the internship. Alignment of assessments to ILOs is given.

The study programme has a policy of allocating 80% marks for end-semester examination and 20% marks for end module examination. A wide spectrum of assessment includes MCQ,

structured essay, and group work assessment by presentations and practical training. Variety of assessment seems to address the assessment of all expected competencies advocated in the graduate profile. The credibility of assessment has been ensured by a pre-planned marking scheme and independent marking by two examiners approved by the faculty board and the senate. Examination results have been released on time.

University has identified the importance of SLQF guidelines and conducted awareness programmes on the application of SLQF through the SDC for the academic staff of the University. Faculty has developed course specifications for all the courses prescribed for the study programmes. These include course synopses, lesson sequences and delivery methods of the lessons in alignment with the respective ILOs. In addition, methods of assessment are also clearly mentioned.

The SDC also provides training to the new academic recruits on examination by-laws and manual of the examination procedure

**Weaknesses:** There is no survey report on the assessment. No individual letters are written to the examiners. This practice has to be changed, and each and every examiner needs intimation about their appointment and their role as examiners. Second examiner's reports are not properly maintained. No feedback from students on assessment.

### **Criterion 8: Innovative and Healthy practices**

**Strengths:** Comprehensive 'University Calendar' provide all relevant SOPs and a range of information. Revision of curriculum is done in regular interval of 5 years with the collaboration of external experts. Faculty has recently introduced LMS to facilitate effective multimode teaching, learning and assessments. However, all the courses are yet to be uploaded to the LMS. Faculty facilitates the publishing of research findings by the staff and students by conducting annual research conferences. Research support services provided by the library is commendable. Conducting annual research conferences has created an opportunity for students able to publish their research work.

A policy of awarding for teaching and research excellence has been approved by the Senate in January 2020. Students are engaged in co-curricular activities such as community and industry-related programmes and sports.

**Weaknesses:** Use of LMS in the teaching and learning process is not properly established to a satisfactory level. There is no established policy and strategy for R&D. A research culture needs to be improved with high calibre research. Research and industrial collaboration to be established with national and international organizations.

## **SECTION 6 -GRADING OF OVERALL PERFORMANCE OF THE PROGRAMME**

### **6.1 Judgment on the Eight Criteria of Programme Review in table 6.1 below**

Table 6.1 - Criterion wise score obtained

No	Criterion	Weighted minimum score*	Actual criterion-wise score
1	Programme Management	75	119
2	Human and Physical Resources	50	64
3	Programme Design and Development	75	102
4	Course / Module Design and Development	75	121
5	Teaching and Learning	75	108
6	Learning Environment, Student Support and Progression	50	63
7	Student Assessment and Awards	75	118
8	Innovative and Healthy Practices	25	32
	Total score (out of 1000)		726
	<b>Total score (out of 100)</b>		<b>72.57</b>

**Final Grade: B; Good**

## **SECTION 7 - COMMENDATIONS AND RECOMMENDATIONS**

### **Commendations:**

1. Faculty has a well-documented curriculum with specific learning outcomes expressed graduate profile
2. Enthusiasm and dedication of the staff members are commendable.
3. The degree programme is recognized by the SLMC and graduates can proceed to work in the Ministry of Health as graduate nurses.
4. Availability of high-quality teaching aids like life support training models, and ongoing construction of well-equipped facilities are commendable
5. Hostel facilities are of very high quality and on-going process of further expansion will be an additional asset to this degree programme and the possibility of enhancing intake should be considered
6. Faculty has initiated the use of LMS in teaching.
7. The curriculum is revised in a regular interval of 5 years.
8. Well prepared Student Charter and Student Handbook are issued to students.
9. The faculty-student handbook contains all the relevant information related to course contents, assessment methods, etc.
10. Lesson plans are given by most of the lecturers which are in alignment with the ILOs.
11. Relevant approvals from the Faculty Board and Senate were obtained for the curriculum, including internship.
12. The study programme has a policy -for end-semester examination 80% and end module examination 20%.A wide spectrum of assessment includes MCQ, structured essay, and group work assessment by presentations and practical training.
13. The University Handbook contains manual of the examination procedure.
14. First and second examiners mark the papers and Marking schemes are available.
15. The SDC provides training to the new academic recruits including examination by-laws and manual of the examination procedure.
16. Updated ‘Management Guides’ and ‘University Calendar’ provide all relevant SOPs, ToRs and a range of useful information.

### **Recommendations:**

1. This degree programme needs collaboration with all other departments of the Faculty of Health Care Science. A mechanism of continues dedicated and responsible role of all the departments should be strengthened.
2. Academic as well as non-academic staff positions available should be increased to fulfil the standard requirements for the degree programme.
3. Increase the intake of the programme to at least 50 to ensure efficient utilization of resources. Alternatively, consider selecting students for MBBS and BSc Nursing programmes from a single intake.
4. The basic infrastructure required such as lecture rooms, laboratories, common facilities for students to be improved.
5. The education programmes need a process of revision and recalibration after the new constructions are completed. However, the department has to think means of negating disadvantages of locating a department to teach nursing care far away from a hospital.
6. EUSL/FHCS to develop a reliable mechanism, ideally an IT-based system to maintain confidential records such as student information, marks, etc.
7. Internet/ WiFi connectivity is slow and must be improved. The web page has to be updated.
8. Student-centred learning activities have to be increased. The faculty has to encourage staff to use the LMS in teaching.
9. Staff/ Student satisfaction surveys, need analysis surveys to be conducted to improve the teaching and learning process
10. Individual letters have to be written to the examiners, especially to the external examiners.
11. The second examiner's report has to be obtained and modifications in the examination system have to be adopted accordingly.
12. Examination Branch should issue individual letters to the external as well as internal examiners.
13. Faculty Curriculum Development Committee (CDC) should be formed for monitoring, reviewing and updating the curriculum.
14. Numbers and the qualifications of the academic staff need to be improved.
15. Involvement in research and particularly with the industries must be encouraged.
16. Services provided by the main ICT Centre, EUSL to the faculty need to be improved.
17. It is essential to obtain feedbacks from second/external examiners.
18. It is also recommended to get feedback on curriculum, lecturer, internship and other facilities from students.
19. CQA (of EUSL) and IQA (of FHCS) to streamline and implement processes to improve teaching, learning and administrative processes/activities.
20. CGU of the university to play a more active role in providing 'life skills' and information on 'career choices' to students.

## **SECTION 8- SUMMARY**

The BScHons (Nursing)degree programme is conducted by the Department of Supplementary Health Science of the Faculty of Health Care Science of the Eastern University of Sri Lanka.BScHons (Nursing)degree with 126 credits conductedover 4 years (1500 notional learning hours per year) in 8 semesters. The outcome-based curriculum has embraced on active learning and developing professional carrier by early clinical exposure, interdisciplinary integration, interprofessional, learner-centred and activity-based learning.

The main hindrance for this well-intended degree programme is the inadequacy of staff. The limited number of staff devotedto this degree programme heavily depends on 7 visiting lecturers and the staff of the Faculty of Health Care Science. Therefore, BScHons (Nursing)degree programme is best considered as a programme delivered by Faculty of Health Care Science and the programme should be modified to facilitate teaching/learning in an integrated manner in an interdisciplinary environment.Such an arrangement would facilitate the real interdisciplinary collaborative teaching/learning as it was envisaged at the inception of this programme.

Scarcity of infrastructure facilitate has been mitigated by meticulous sharing and arrangements but not without a compromise to the quality of the teaching/learning process. However, ongoing construction of the new faculty, as well as the hostel facilities are expected to generate a striking improvement to the faculty. Such an outstanding facility could attract students and facilitate the expansion of the university converting the city of Batticaloa into a University Village.

Graduates of the faculty seem to get engaged in research and many have got opportunities for higher education abroad. Probably the international collaborations of the academic staff have been contributed to this achievement and the department has been successful in harnessing valuable teaching and training material to the department.

Expanding the number of staff in the department in order to deliver the entire nursing degree programme may not be cost-effective unless the department of supplementary medicine of the faculty of health care science is ready to deliver several degree programmes or at least increase the intake for the ongoing nursing degree programme.

## **ANNEXURE 1**

<b>Time</b>	<b>Day 1: Sunday, 23rd February 2020</b>
8.00am	Meeting with Director/IQAU and Coordinator and Members of FQAC
8.30am	Meeting with Dean
9.00am	Presentation on Self Evaluation of the Programme under Review: SER preparation team
10.00am	Observing documentary evidence
10.30am	Tea break
11.00am	Observing documentary evidence
12.00pm	
1.00pm	Lunch break
2.00pm -4.00pm	Observing documentary evidences
5.00pm	Return to Hotel

<b>Time</b>	<b>Day 2: Monday, 24th February 2020</b>
8.00 am	Meeting with VC (at Vantharumoolai)
8.30am	Discussion with administrative officers
9.00am	Meeting with Directors of Centres / Units / Cells & Observing common facilities Physical Education, SDC, ELTU, CGU, Health centre
10.00am	Travelling back to Faculty
10.30am	Tea break
11.00am	Observing Clinical Teaching (at THB)/Observing Teaching and Learning activities (at FHCS)/Observing physical resources within Faculty
12.00pm	
1.00pm	Lunch break

2.00pm	Meeting with Heads of Departments/Discussion with academic staff including demonstrators
2.30pm – 3.30pm	Observing documentary evidence
4.00pm	Discussion with Alumni and External Stakeholders
5.00pm	Return to Hotel

Time	<b>Day 3: Tuesday, 25th February 2020</b>
8.00 am	Discussion with students from all batches
8.30am	Discussion with representatives of the student union
9.00am	Discussion with T.Os and other non-academic staff/Discussion with student counsellors and academic advisers
10.00am	Meeting with the Faculty Research Committee and Curriculum Development Committee
10.30am	Tea break
11.00am	Observing documentary evidence
12.00pm	Observing documentary evidence/Open Hour to any stakeholder to meet the review team
1.00pm	Lunch break
2.00 pm	Preparing for debriefing session
2.30pm	
3.00pm	Debriefing session with senior management of programme under review
3.30pm	
4.00pm	
5.00pm	Return to Hotel

Time	<b>Day 4: Wednesday, 26th February 2020</b>
8.00 am	Scrutinizing evidences and report writing

8.30am	
9.00am	
10.00am	
10.30am	Tea break
11.00am	Scrutinizing evidence and report writing
1.00pm – 4.00pm	Lunch and Departure

## **ANNEXURE 2 – ATTENDANCE SHEETS**

1. Technical officers and non-academic staff - 25 February 2020
2. Faculty research committee and curriculum committee - 25th February 2020
3. Students of all batches - 25<sup>th</sup> February 2020
4. Alumni - 24<sup>th</sup> February 2020
5. External stakeholders - 24<sup>th</sup> February 2020
6. Demonstrates and temporary staff - 24<sup>th</sup> February 2020
7. Academic staff of FHCS - 24<sup>th</sup> February 2020
8. Heads of departments of FHCS - 24<sup>th</sup> February 2020
9. Directors of centres -24<sup>th</sup> February 2020
10. Administrative officers - 24<sup>th</sup> February 2020
11. Meeting with vice-chancellor - 24<sup>th</sup> February 2020
12. Meeting with SER team - 23<sup>rd</sup> February 2020
13. Meeting with Dean - 23<sup>rd</sup> February 2020
14. Meeting with Director QAC and IQAC - 23<sup>rd</sup> February 2020
15. Debriefing session - 25<sup>th</sup> February 2020