



## **PROGRAMME REVIEW REPORT**

**Bachelor of Pharmacy**

**Faculty of Allied Health Sciences**

**University of Peradeniya**

**27.01.2020 – 30.01.2020**



**Review Panel:**

**Professor Punniamoorthy Ravirajan**

**Professor P.M.C. Thilakerathne**

**Professor Shalini Sri Ranganathan**

**Quality Assurance Council**

**University Grants Commission, Sri Lanka**

# Programme Reviews 2020

**University** : University of Peradeniya

**Faculty** : Faculty of Allied Health Sciences

**Program** : Bachelor of Pharmacy - BPharm

**Review Panel** :

Name	Signature
Professor P.Ravirajan	
Professor P.M.C. Thilakerathne	
Professor Shalini Sri Ranganathan	

**Date:** 30<sup>th</sup> of January, 2020

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## Section 1 - Brief Introduction to the Programme

The Department of Pharmacy is one of the six departments in the Faculty of Allied Health Sciences (FAHS), University of Peradeniya (UOP) which was established in 2007. Since then it has been offering Bachelor of Pharmacy Degree programme. The Department consists of 13 permanent academic staff and 6 Assistant Lecturers/Demonstrators (on contract) (Table 1.1). Permanent academic staff profile of the department is comparable with national and international norms with two third of the academics having doctoral degrees earned from world rank universities abroad and have a good number of scientific publications in national and international referred/indexed journals. At present, the Department of Pharmacy has one hundred and two undergraduates (Table 1.2) with healthier staff: student ratio less than 6.

**Table 1.1: Academic Staff Profile**

Academic staff	Filled cadre (2019)	Approved Cadre (2018)
Professor (Chair)	0	1
Professor	1	13
Senior Lecturer Grade I	0	
Senior Lecturer Grade II	8	
Probationary Lecturer	4	
Temporary Lecturer	2	8
Temporary Demonstrator	4	
<b>Total</b>	<b>19</b>	<b>22</b>

**Table 1.2: No. of students in each year (level)**

Batch	2014/15	2015/16	2016/17	2017/18	In all four years
Year	1	2	4	4	
No. of students	26	20	27	29	102

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Department offers a four-year Bachelor of Pharmacy (BPharm) degree that provides theoretical and practical skills required by pharmacy professionals with the contribution from Department of Basic Sciences and English Language Teaching Units (ELTU). Department has evolved over the past 12 years gaining infrastructure facilities, access to hospitals for clinical training, establishing a State Pharmaceutical Corporation Pharmacy and expanding the collaborative networks with many healthcare institutions and industries. More than 90 % of students enrolled in the department were graduated (Table 1.3) over the past five years.

**Table 1.3 No. of students enrolled and graduated over the past five years**

<b>Batch</b>	<b>Enrolled</b>	<b>Graduated</b>
<b>2009/10</b>	20	20
<b>2010/11</b>	23	22
<b>2011/12</b>	24	23
<b>2012/13</b>	12	11
<b>2013/14</b>	30	25
<b>Total</b>	<b>109</b>	<b>101</b>

The Faculty comprises student support facilities, such as library, ELTU, IT centre, and Department of Physical Education and Gymnasium. Further, the University provides sports, canteen, transport and banking facilities, and accommodation for students in hostels.

## **Section 2 -Review Team's Observations on the Self-Evaluation Report**

The SER has been prepared by the Faculty Board appointed, Senate approved four-member team with individual academic staff member taking responsibility for each criterion and compilation of relevant evidence. Academic staff has been supported by the non-academic staff in the process. Department member in the FQAC has coordinated the process with the SER writing team, Faculty and department. Contributions of the academic and non-academic staff have been indicated in the report under the SER preparation process and Appendix 10. Though the department has been committed to the process, the review team observed some gaps such as irrelevant evidence, lack of understanding of the standards and best practices, grammar and spelling errors in the SER, unavailability of evidence in the SER and inadequate evidence for internalization. On some instances, the standards, claims and evidence documents did not match. Some documents have been repeatedly submitted as evidence for many standards irrespective of whether they match or not. Some of these gaps could be due to the fact that the department and the programme are relatively young and academic staff are still in the process of establishing themselves.

The introduction chapter in the SER gives an outline of the programme, however the information provided in the introduction chapter was limited to understand the intricacies of the programme. Vision and mission statement was not available in this chapter. The programme is limited by the observation that the subject bench marks have been developed by the Faculty. Pharmacy as a profession has many external bench marks and the SER does not provide evidence on how one or more of them is adopted into the programme. Even though the Graduate Profile and ILOs were stated, the constructive alignment of them into the academic programme was not evident in the SER and evidence. The introduction included details such as graduate profile, administrative structure, academic structure, structure of study programme, description of student enrolment and available services for both academic and student support. However, a detailed blueprint linking the graduate profile and the academic programme was not available as evidence or as an annexure to the SER. SER did not provide the evidence for the participatory process in developing the graduate profile as well as internalisation of some of the practices described in the introduction. In addition, review team had to wait for the site visit to get certain practices clarified.

The SER provides SWOT analysis in Appendix 9. There were no details on how the SWOT was identified. Some of the strengths appear to be self-perceived and weaknesses are mixed up with threats. However, it is good to see that the Department has taken some efforts in analysing the SWOT. Though the programme has a good opportunity of regular review by the Australian visiting team, the SER did not provide evidence for regular cycles of review. In addition, the department is yet to implement some of the key recommendations given by this team.

### **Section 3 - A Brief Description of the Review Process**

The review process commenced with the desk evaluation of the SER and followed by a site visit in January 2020. The composite result of the desk evaluation done by all three reviewers was available prior to the site visit.

The draft timetable for the site visit was sent by the Dean of the Faculty of Allied Health Sciences (FAHS) to the review team prior to the site visit, was accepted with a few amendments by the team for the visit. The site visit commenced with a common meeting where all other review teams visiting the University of Peradeniya (UoP) simultaneously met with the Vice Chancellor, Director of the Centre for Quality Assurance (CQA) and senior academics and some administrative staff.

All meetings were well arranged by the Dean and staff with relevant staff/students present, viewing of facilities and resources was easily carried out. The meeting with the external stakeholders and graduates of the programme was especially helpful to the reviewers. The Dean and the rest of the staff were receptive to observations of the review team at the wrap up meeting held on 30<sup>th</sup> January 2020. The review team had a very pleasant site visit to the Department of Pharmacy, all academic and non-academic and support staff were very helpful and courteous, made all arrangements to make the reviewers comfortable. Requests for additional evidence by the reviewers were met promptly or soon as possible. Academics from other departments, faculties and the external stakeholders who the review team met were also very helpful and provided many insights on the programme and ways to improve it. All students were very helpful in providing their views and for pointing out aspects that could be improved further. The review team noticed the positive expectations of the students from being in this programme and of their future. The required information was already available through meetings and discussions at the department.

## **Section 4 - Overview of the Faculty's Approach to Quality and Standards**

BPharm degree programme is one the degree programmes offered by the Faculty of Allied Health Sciences. UOP has well established IQAU established in accordance with the Internal Quality Assurance Manual (2013) of the UGC and the IQA circular of 2015. IQAU has separate office space headed by the Director and appointed a management assistant to maintain documents related to quality assurance procedures. In consistent with the IQAU activities, FAHS formed the Faculty Quality Assurance Cell (FQAC). FQAC performs quality assurance activities under the direction of the chair person and six members representing each department of the faculty. Representative from the BPharm degree programme participates regular meetings conducted by the FQAC and chairperson reports quality enhancement measures taken by each department to the Faculty Board. Minutes of the faculty board pertaining the quality assurance submit to the IQAU and director IQAU reports to the University Senate. FQAC adopts internal monitoring strategies and effective processes to evaluate, review and improve degree programme design and development prior to approval. It was evident that FQAC activities commenced from 2018 onwards and progressive in the faculty/department level.

## Section 5 - Judgment on the Eight Criteria of Programme Review

### 5.1 Criterion 1: Programme Management

Department of Pharmacy aligned its activities with the Action Plan of the Faculty of Allied Health Sciences and the University Strategic Plan to embed contemporary trends in Pharmacy education. It adheres to the participatory approach in governing and managing activities. Students are keeping rapport with academic staff in organizing orientation programme, arts council activities and close interaction with student's pharmaceutical society. Student handbook is provided to all incoming students detailing information about degree programme, student support services, curriculum, credit structure and disciplinary by laws. The Central Management Information System (MIS) which contains examination results and personal information of students and information is password protected. The faculty and the department have MOU's signed with Higher Education Institutes from USA, Australia and Malaysia for collaborative academic and research projects.

Action plan detailing the implementation of corporate plan is inadequate to observe the progress and desirable to keep minutes of progress review meetings of corporate plan implementation. It is recommended to implement annual performance evaluation system for academics and non-academic staff based on key performance indicators. Desirable to implement best teacher awards and appreciating outstanding contribution of non-academic staff and to formulate standing committee on industry advisory committee on pharmacy education. The programme should promote outcome-based education by imparting more practical's drawing cases from practicing pharmacy graduates who work in diverse employment environments. The department should formulate Subject Benchmark Statement for pharmacy education with an essential reference points to use as an aide to curriculum development.

Based on the above observations, reviewers conclude that **Programme Management** of the Department is **VERY GOOD**.

### 5.2 Criterion 2: Human and Physical Resources

Human resources profile of the department is comparable with national and international norms with two third of the academics having doctoral degrees earned from abroad. They have a good number of scientific publications in national and international referred/indexed journals. All newly recruited permanent academic staff have undergone induction programme which helps them to acquire minimum competencies required to perform satisfactorily in their assigned duties. They are encouraged to acquire required post-recruitment qualifications and competencies as soon as possible to perform their core duties. The department has appropriate, and adequate infrastructure facilities such as lecture

rooms, laboratories, mini-library and study areas for teaching and learning. The faculty has transport facilities, well-resourced ICT centre, common amenities etc.; and these are well maintained. The students have access to library facility which is networked and holds up to date print and electronic forms of titles, electronic databases. The students also have access to a well-resourced English Language Teaching Centre (ELTC) that provides students with instructional training and practical guidance in learning and use of English as a second language (ESL) in their academic activities. Pharmaceutical society regularly conducts talks on career guidance programmes mainly by its alumni. The department encourages and provides facilities to engage the student in multicultural programmes to promote social harmony and ethnic and cultural cohesion among students of diverse backgrounds.

Relevant training should be given to the temporary staff for effectively performing their core duties. Capacity of all the staff should continuously be upgraded and enhanced by conducting continuing professional development (CPD) programmes of which the impact is monitored, and remedial actions should be taken as and when required. The department should motivate the staff and students to adopt outcome-based education and student-centred learning (OBE-SCL) approach and provides adequate facilities to practice OBE-SCL approach in education provision. Department/Faculty should provide adequate training on 'soft skills'/'life skills' to the students. Department/Faculty should establish a coordinating structures and mechanisms to encourage and facilitate students to engage in multicultural programmes to promote social harmony and ethnic and cultural cohesion among students of diverse backgrounds.

Based on the above observations, reviewers conclude that **Human and Physical Resources** of the Department is **VERY GOOD**.

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

Programme design and development process followed participatory approach and incorporated suggestions given by subject experts and stakeholder groups. Programme development is aligned with the mission and vision of the faculty and met the standard requirements. Consistent with the quality assurance requirement BPharm degree programme is compliance with SLQF level 6 requirements accumulating 120 credits. Language of instruction is English in B. Pharm degree and compulsory general English modules were embedded into the curriculum. A few optional courses are introduced into the level four. In compliance with the SLQF requirements, curriculum revision process is in progress. Within the 5-year curriculum revision cycle two minor curriculum revisions are done in consultation with stakeholders.

Ongoing curriculum revision process should revolve around graduate profile designed exclusively for pharmacy graduates. Department should maintain graduate destination records at entry level employment of BPharm graduates as well as in long-term employment prospects. Recommended to benchmark BPharm curriculum of well renowned overseas universities while revising the existing curriculum. BPharm graduates must possess adequate knowledge in all three languages such as Sinhala, Tamil and English to deal with diverse

patients and work in all parts in Sri Lanka. Ethics and pharmacy law should be embedded into the curriculum. Fall back option should be introduced while structuring curriculum of the BPharm degree. Pre-graduation internship period should be extended to obtain in depth practical exposure for students.

Based on the above observations, reviewers conclude that **Programme Design and Development** of the Department is **Satisfactory**.

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

The Department attempts to adopt a participatory (course team) approach inclusive of academic staff, non-academic/technical staff, students, alumni and external stakeholders (e.g., industry and professional bodies) at key stages of the course design. Department uses standardized formats/templates/guidelines for course/module design and development of courses for effective instructional design and efficient course development. The workload for students with respect to courses complies with the SLQF guidelines and facilitates completion of each course within the intended period.

The standards have been misinterpreted resulting in submission of irrelevant evidence and missing of some relevant evidence. There was no evidence that the department provides prior training and necessary inputs to the staff involved in instructional design and development. Allied Health Science education unit should initiate such training sessions given above. Less emphasis on development of self-directed learning, collaborative learning, creative and critical thinking, independent and life-long learning, interpersonal communication and teamwork in the course design. Though there was evidence of a closely working external body reviewing the course, the recommendations have not been incorporated yet. There was no evidence for regular course/module evaluation at the end of each course/module includes assessment of its content appropriateness, effectiveness of teaching, measurement of student learning outcomes and feedback; it is used for further improvement of the courses/modules

Based on the above observations, reviewers conclude that **Course/Module Design and Development** of the Department is **GOOD**.

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

It was evident that the department has thought about various inter-related disciplines and subs-specialities in recruiting and training the academic staff. Having a Department of Basic Sciences will benefit the student teaching and learning of basic science. Students having access to a SPC pharmacy retail outlet (Rajya Osusala) assist in teaching and learning strategies. Teachers engage students in research as a part of teaching learning strategy and support students to publish their research.

There was no evidence that the teaching and learning activities are regularly monitored for appropriateness and effectiveness. There was no evidence that the students are getting adequate exposure to patients. It will be good if the department introduces a module or course on personnel development (equivalents are behavioural science or “humanities”) as the students will be dealing with patients and other healthcare professionals. There was no evidence for integration in teaching learning activities. There was no teacher excellence awards scheme.

Based on the above observations, reviewers conclude that **Teaching and Learning** of the Department is **Satisfactory**.

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

University orientation programme encompasses comprehensive information on student’s rights, responsibilities, code of conduct and communicate effectively through printed material. Various personal development programmes are organized by the faculty and the BPharm department for students. Independent learning promotes through Learning Management System (LMS). BPharm degree programme is recognized by the SLMC and department offers overall exposure to students incorporating hospital, clinical, community pharmacy, and laboratory based practical sessions to train students to match with the pharmacy profession. In addition to the central library of the UOP, FAHS provide adequate library facilities for BPharm students. Library has online cataloguing system, maintains accession register, new arrivals are displayed, student research dissertations are stored for reference. Overnight lending facilities and journal access is available to support student self-directed learning. Career Guidance Unit of the University provides career guidance services through organizing various career guidance programmes and BPharm department also provide career related information to students. BPharm department has alumni association representing experienced eminent professionals in pharmacy and members include BPharm graduates from the first passed out batches. B. Pharm graduates become academics working in other universities, a pharmaceutical factory manager, and heads of laboratories, corporate sector pharmacists and QA managers. They provide feedback on career guidance activities and shares their experience with academics and B. Pharm undergraduates.

Continuous student feedback system should be implemented create friendly administrative, academic and technical support system to ensure a conducive and caring environment and to create greater interaction with students. FAHS should evolve clear policy with regard to meet the needs of differently able students for future entrants or anticipated such needs. Recommended to implement fall back option and to incorporate qualification descriptors for the next curriculum revision. Recommends internalizing policies on gender equity and strengthening SGBV activities within the FASH and B. Pharm department. Orientation programme should include activities/events promoting GEE and deterring SGBV.

Based on the above observations, reviewers conclude that **Learning Environment, Student Support and Progression** of the Department is **VERY GOOD**.

## 5.7 Criterion 7: Student Assessment and Awards

The department uses the facilities of examination unit in the Dean's office under the AR as well as the examination unit in the department under the Head for its examination activities. Staff involved in the examination procedures were aware and competent in ensuring confidentiality of examination materials. Several documents related to assessments were available (though not compiled logically)

There was no evidence that the department has internal second marking. No evidence of regular, relevant, recent training on examination (academic) to academic staff involved in exams and conflicts of interests not disclosed. There was no evidence for regular evaluation of quality of assessments and assessment tools. There was no evidence that the staff are regularly trained in development of MCQs. MCQs are marked manually. Item analysis of MCQs is not possible. Department does not have a clear policy on consideration of the external examiners' reports, reporting lines and time frame to ensure that changes recommended in the examiners' reports are implemented. Assessment outcomes including external examiners' report are not used to improve teaching learning and assessment methods. External examiners involved in exams do not have regular training, no ToRs, No external examiner reports. Department based scrutiny and pre-results board are not adequate

Based on the above observations, reviewers conclude that **Student Assessment and Awards** in the Department is **UNSATISFACTORY**.

## 5.8 Criterion 8: Innovative and Healthy Practices

The Department recognizes the value of imparting basic skills in research, and its communication to undergraduates. It encourages student participation at sports/ general knowledge / IQ competitions at regional / national levels.

The Department should encourage all the staff to use ICT-based platform (i.e.VLE/ LMS) for facilitating multi-mode teaching and student-centred learning. The department should encourage the staff and students to use Open Educational Resources (OER) to complement teaching and learning resources. It should establish coordinating structures and/or mechanisms to facilitate staff engagement in research and innovation, and interaction with community and industry. Appropriate mechanisms and procedures to engage in income generating activities in order to diversify its sources of income should be explored. The department should adopt a policy and procedure for credit-transfer among the faculties and other universities in conformity with institutional policies. External examiners for moderation and second markers should be practiced. The department should develop policy and strategy for the students who are unable to complete the programme successfully.

Based on the above observations, reviewers conclude that **Innovative and Healthy Practices** in the Department is **UNSATISFACTORY**.

## Section 6 -Grading of Overall Performance of the Programme

Marks allocated for the degree in BPharm during the evaluation done is given in the Table 6.1 below.

**Table 6.1:** Score given under each criteria

No	Criterion	Weighted minimum score*	Actual criterion-wise score	Remarks
1	Programme Management	75	128	Very good
2	Human and Physical Resources	50	86	Very good
3	Programme Design and Development	75	90	Satisfactory
4	Course / Module Design and Development	75	108	Good
5	Teaching and Learning	75	97	Satisfactory
6	Learning Environment, Student Support and Progression	50	86	Very good
7	Student Assessment and Awards	75	82	Unsatisfactory
8	Innovative and Healthy Practices	25	24	Unsatisfactory
Total score (out of 1000)			701	
Total score (out of 100)			70.1	

The study programme under review has attained satisfactory level of accomplishment of quality expected of a programme of study and requires improvement in a few aspects. **Thus, the Bachelor of Pharmacy study programme is awarded Grade B (“Good”).**

## Section 7 -Commendations and Recommendations

### 7.1 Criterion 1: Programme Management

#### **Commendations:**

- Faculty of Allied Health Science (FAHS) activities proposed for the development is in line with University corporate plan and the Department of Pharmacy aligned its activities to embed contemporary trends in Pharmacy education.
- Department adheres to the participatory approach in governing and managing activities. Students are keeping rapport with academic staff in organizing orientation programme, arts council activities and close interaction with student's pharmaceutical society.
- Student handbook is provided to all incoming students detailing information about degree programme, student support services, curriculum, credit structure and disciplinary by laws.
- FAHS maintains the central Management Information System (MIS) which contains examination results and personal information of students and information is password protected.
- FAHS has prepared Terms of References that liaise with Internal Quality Assurance Unit of the University. Pharmacy department's representative participate IQAU meetings.
- FASH and BPharm department have MOU's signed with Higher Education Institutes from USA, Australia and Malaysia for collaborative academic and research projects.

#### **Recommendations:**

- Action plan detailing the implementation of corporate plan is inadequate to observe the progress and desirable to keep minutes of progress review meetings of corporate plan implementation.
- Recommended to implement annual performance evaluation system for academics and non-academic staff based on key performance indicators. Desirable to implement best teacher awards and appreciating outstanding contribution of non-academic staff.
- Pharmacy education is as one of the emerging contemporary academic disciplines regular interaction with industry is an essential to improve the quality of education and recommended to formulate standing committee on industry advisory committee on pharmacy education.
- BPharm programme needs to promote outcome-based education by imparting more practical's drawing cases from practicing pharmacy graduates who work in diverse employment environments.

- Recommended to formulate Subject Benchmark Statement for pharmacy education with an essential reference points to use as an aide to curriculum development.

## 7.2 Criterion 2: Human and Physical Resources

### Commendations:

- Human resources profile of the department is comparable with national and international norms with two third of the academics having doctoral degrees earned from abroad. They have a good number of scientific publications in national and international referred/indexed journals.
- All newly recruited permanent academic staff have undergone induction programme which helps them to acquire minimum competencies required to perform satisfactorily in their assigned duties. They are encouraged to acquire required post-recruitment qualifications and competencies as soon as possible to perform their core duties.
- The department has appropriate, and adequate infrastructure facilities such as lecture rooms, laboratories, mini-library and study areas for teaching and learning. The faculty has transport facilities, well-resourced ICT centre, common amenities etc.; and these are well maintained.
- The students have access to library facility which is networked and holds up to date print and electronic forms of titles, electronic databases.
- The students also have access to a well-resourced English Language Teaching Centre (ELTC) that provides students with instructional training and practical guidance in learning and use of English as a second language (ESL) in their academic activities.
- Pharmaceutical society regularly conducts talks on career guidance programmes mainly by its alumni.
- The department encourages and provides facilitate to engage the student in multicultural programmes to promote social harmony and ethnic and cultural cohesion among students of diverse backgrounds.

### Recommendations:

- Relevant training should be given to the temporary staff for effectively performing their core duties. Capacity of all the staff should continuously be upgraded and enhanced by conducting continuing professional development (CPD) programmes of which the impact is monitored, and remedial actions should be taken as and when required.
- The department should motivate the staff and students to adopt outcome-based education and student-centred learning (OBE-SCL) approach and provides adequate facilities to practice OBE-SCL approach in education provision.

- Department/Faculty should provide adequate training on ‘soft skills’/‘life skills’ to the students.
- Department/Faculty should establish a coordinating structures and mechanisms to encourage and facilitate students to engage in multicultural programmes to promote social harmony and ethnic and cultural cohesion among students of diverse backgrounds.

### 7.3 Criterion 3: Programme Design and Development

#### **Commendations:**

- Programme design and development process followed participatory approach and incorporated suggestions given by subject experts and stakeholder groups.
- Programme development is aligned with the mission and vision of the faculty and met the standard requirements. Consistent with the quality assurance requirement BPharmdegree programme is compliance with SLQF level 6 requirements accumulating 120 credits.
- Language of instruction is English in B. Pharm degree and compulsory general English modules were embedded into the curriculum.
- A few optional courses are introduced into the level four.
- In compliance with the SLQF requirements, curriculum revision process is in progress.
- Within the 5-year curriculum revision cycle two minor curriculum revisions are done in consultation with stakeholders.

#### **Recommendations:**

- Ongoing curriculum revision process should revolve around graduate profile designed exclusively for pharmacy graduates.
- Department should maintain graduate destination records at entry level employment of B.Pharm graduates as well as in long-term employment prospects.
- Recommended to benchmark BPharmcurriculum of well renowned overseas universities while revising the existing curriculum.
- BPharm graduates must possess adequate knowledge in all three languages such as Sinhala, Tamil and English to deal with diverse patients and work in all parts in Sri Lanka.
- Ethics and pharmacy law should be embedded into the curriculum.
- Fall back option should be introduced while structuring curriculum of the BPharm degree.
- Pre-graduation internship period should be extended to obtain in depth practical exposure for students.

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

### Commendations:

- The department attempts to adopt a participatory (course team) approach inclusive of academic staff, non-academic/ technical staff, students, alumni and external stakeholders (e.g., industry and professional bodies) at key stages of the course design.
- Department uses standardized formats/templates/ guidelines for course/module design and development of courses for effective instructional design and efficient course development.
- The workload for students with respect to courses complies with the SLQF guidelines and facilitates completion of each course within the intended period.

### Recommendations:

- The standards have been misinterpreted resulting in submission of irrelevant evidence and missing of some relevant evidence.
- There was no evidence that the department provides prior training and necessary inputs to the staff involved in instructional design and development.
- Allied Health Science education unit should initiate such training sessions given above.
- Less emphasis on development of self-directed learning, collaborative learning, creative and critical thinking, independent and life-long learning, interpersonal communication and teamwork in the course design.
- Though there was evidence of a closely working external body reviewing the course, the recommendations have not been incorporated yet. There was no evidence for regular course/module evaluation at the end of each course/module includes assessment of its content appropriateness, effectiveness of teaching, measurement of student learning outcomes and feedback; it is used for further improvement of the courses/modules.

## 7.5 Criterion 5: Teaching and Learning

### Commendations:

- It was evident that the Department has thought about various inter-related disciplines and subs-specialities in recruiting and training the academic staff.
- Having a Department of Basic Sciences will benefit the student teaching and learning of basic science.
- Students having access to a SPC pharmacy retail outlet (Rajya Osusala) assist in teaching and learning strategies.

- Teachers engage students in research as a part of teaching learning strategy and support students to publish their research.

### **Recommendations:**

- There was no evidence that the teaching and learning activities are regularly monitored for appropriateness and effectiveness.
- There was no evidence that the students receive adequate exposure to patients.
- It will be good if the department introduces a module or course on personnel development (equivalents are behavioural science or “humanities”) as the students will be dealing with patients and other healthcare professionals.
- There was no evidence for integration in teaching learning activities.
- There was no teacher excellence awards scheme.

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

### **Commendations:**

- University orientation programme encompasses comprehensive information on student’s rights, responsibilities, code of conduct and communicate effectively through printed material.
- Various personal development programmes are organized by the faculty and the BPharm department for students. Independent learning promotes through Learning Management System (LMS).
- BPharm degree programme is recognized by the SLMC and department offers overall exposure to students incorporating hospital, clinical, community pharmacy, and laboratory based practical sessions to train students to match with the pharmacy profession.
- In addition to the central library of the UOP, FAHS provide adequate library facilities for BPharm students. Library has online cataloguing system, maintains accession register, new arrivals are displayed, student research dissertations are stored for reference. Overnight lending facilities and journal access is available to support student self-directed learning.
- Career Guidance Unit of the University provides career guidance services through organizing various career guidance programmes and BPharm department also provide career related information to students.
- BPharm department has alumni association representing experienced eminent professionals in pharmacy and members include BPharm graduates from the first passed out batches. B. Pharm graduates become academics working in other universities, a pharmaceutical factory manager, and heads of laboratories, corporate sector pharmacists and QA managers. They provide feedback on career guidance activities and shares their experience with academics and BPharm undergraduates.

**Recommendations:**

- Continuous student feedback system should be implemented to create friendly administrative, academic and technical support system to ensure a conducive and caring environment and to create greater interaction with students.
- FAHS should evolve clear policy with regard to meet the needs of differently able students for future entrants or anticipated such needs.
- To implement fall back option and to incorporate qualification descriptors for the next curriculum revision.
- Internalizing policies on gender equity and strengthening SGBV activities within the FASH and BPharmdepartment. Orientation programme should include activities/events promoting GEE and deterring SGBV.

**7.7 Criterion 7: Student Assessment and Awards****Commendations:**

- The department uses the facilities of examination unit in the Dean's office under the AR as well as the examination unit in the department under the Head for its examination activities.
- Staff involved in the examination procedures were aware and competent in ensuring confidentiality of examination materials.
- Several documents related to assessments were available (though not compiled logically).

**Recommendations:**

- There was no evidence that the department has internal second marking.
- No evidence of regular, relevant, recent training on examination (academic) to academic staff involved in exams and conflicts of interests not disclosed.
- There was no evidence for regular evaluation of quality of assessments and assessment tools.
- There was no evidence that the staff are regularly trained in development of MCQs. MCQs are marked manually. Item analysis of MCQs is not possible.
- Department does not have a clear policy on consideration of the external examiners' reports, reporting lines and time frame to ensure that changes recommended in the examiners' reports are implemented. Assessment outcomes including external examiners' report are not used to improve teaching learning and assessment methods. External

examiners involved in exams do not have regular training, no ToRs, No external examiner reports.

- Department based scrutiny and pre-results boards are not adequate to ensure fair and valid assessment.

## 7.8 Criterion 8: Innovative and Healthy Practices

### **Commendations:**

- The department recognizes the value of imparting basic skills in research, and its communication to undergraduates.
- The department encourages student participation at sports/ general knowledge / IQ competitions at regional / national levels.

### **Recommendation:**

- The department should encourage all staff to use ICT-based platform (i.e.VLE/ LMS) to facilitate multi-mode teaching and student-centred learning.
- The department should encourage the staff and students to use Open Educational Resources (OER) to complement teaching and learning resources.
- The department should establish coordinating structures and/or mechanisms to facilitate staff engagement in research and innovation, and interaction with community and industry.
- The department should recognize the value of exposing students to the ‘world of work’ during their undergraduate career through well designed and effective partnerships with ‘industrial’ establishments/ organizations.
- The department should find appropriate mechanisms and procedures to engage in income generating activities in order to diversify its sources of income.
- The department should adopt a policy and procedure for credit-transfer among the faculties and other universities in conformity with institutional policies.
- The department should have a regular revision of curriculum and external examiners for moderation and second marking.
- The department should place the policy and strategy for the students who are unable to complete the programme successfully. There should a provision for such students to exist at a lower level with a diploma or certificate, depending on level of attainment.

## Section 8 - Summary

The review team finds that the department holds an appropriate organizational structure and is developing it towards effective governance and management of its core functions. Although the staff profile of the study programme consists of nationally and internationally renowned competent staff, the department should encourage the staff to attend CPD programmes regularly and implement staff performance appraisals.

Although the Faculty has established a Curriculum Development Committee (CDC) for regular monitoring, revision and updating of the curriculum, courses and teaching and learning methods of the study programme, the review team noted that the operation of the CDC is to be improved.

The study programme design is in compliance with the SLQF to a certain extent and ensures outcome-based education and student-centred learning. However, fall back option for students who are unable complete the degree programme successfully is not available. Programme should also allow flexibility in students' choices of courses and develop outcome-based performance indicators.

Course design integrates learning strategies for development of self-directed and collaborative learning, creative and critical thinking and teamwork. The department should have a regular revision of curriculum and external examiners for moderation and second marking and ensure that the reports from external examiners are considered by the examination board in finalizing the results. Internal monitoring strategies and processes to evaluate, review and improve course design and development are to be improved.

As part of the teaching and learning strategies, hospital, clinical, community pharmacy, industrial trainings and a laboratory based practical components are operationalized in the degree programme. ICT based multi-mode teaching delivery and learning through LMS has been initiated and are not widely practiced.

Although students with special needs can enrol in the study programme, the Faculty does not have a policy, strategy and action plan aimed at differently abled students. Further, appropriate infrastructure and academic support services are also inadequate. The department/the faculty has taken steps and practices gender equity and equality (GEE) to prevent any form of sexual and gender-based violence (SGBV) amongst all categories of staff and students.

The employability of the graduates is almost 100% in diverse disciplines including hospital, clinical, industrial, regulatory, managerial, academic and research while some are engaged in postgraduate degrees both locally and internationally.

At the end of the review process, the members of the review team felt that although a few aspects of quality education need to be enhanced in the current study programme, the department has taken steps in the right direction to improve the relevance and quality of BPharm degree programme offered. The review team wishes to thank all concerned for their efforts to make the review successful and very pleasant.

## **APPENDIXES**

## Agenda

**PROGRAMME REVIEWS (B.Pharm)**  
**SCHEDULE FOR SITE VISIT AT FACULTY of ALLIED HEALTH SCIENCES**  
**UNIVERSITY OF PERADENIYA**

Day 1 – 27.01.2020 (Monday)

Time	Activity	Participants	Venue	Remark
8.30 AM	Meeting with the Director / IQAU	Director/IQAU Dean/FAHS Coordinator /FQAC	IQAU Office, Senate House	Common meeting with all three review teams
9.00 - 9.30 AM	Meeting with the Vice Chancellor	Vice Chancellor Dean/FAHS Director/IQAU Coordinator /FQAC	VC Office	
9.45-10.15 AM	Meeting with the Dean and introduction to degree programs  <i>Working Tea</i>	Dean, Coordinator/ FQAC, HODs of MLS, PCY, NUR, Basic Science	Board Room / FAHS	
10:30 AM - 11.30	Meeting with academic staff in permanent cadre & SER Presentation	Teaching Panel of B.Pharm Program, SER Team Members	Department of Pharmacy	Department of Pharmacy
11:45 AM	Meeting with temporary academic staff	Temporary Demonstrators, Tutors etc	Department of Pharmacy	
12:15 PM	Meeting with Administrative Staff Observation of exam unit, Dean's office, Accounts division	Assistant Registrar, Assistant Bursar, DR examination	Board Room / FAHS	Common meeting
1:00 PM	<i>Lunch</i>			
1:30 PM	Meeting with Directors of Centers / Units / Cells	FQAC Cell Members Senior Assistant Librarian ELTU Co-ordinator IT Co-ordinator	Board Room / FAHS	Common meeting
2:15 PM	Meeting with Student Counselors	Senior Student Counselors and deputy proctor	Board Room / FAHS	
2:45 PM	Observing Physical Facilities  <i>Tea</i>	Review Team/ Facilitators	Faculty Premises	Common visit
4.00 PM	<b>End of day 1</b>			

**PROGRAMME REVIEWS (B.Pharm)**  
**SCHEDULE FOR SITE VISIT AT FACULTY of ALLIED HEALTH SCIENCES**  
**UNIVERSITY OF PERADENIYA**

Day 2 - 28.01.2020 (Tuesday)

Time	Activity	Participants	Venue	Remark
8.30 AM	Observing documentation	Review Team/ Facilitators	QA Room, Department of Pharmacy	Department of Pharmacy
9.30 AM	Observing teaching sessions and facilities	Review Team	QA Room, Department of Pharmacy	
10.30 AM	Meeting with Senior Assistant Librarian	Library Staff	QA Room, Department of Pharmacy	
11.00 AM	Meeting with Technical Officers	Technical officers of the B.Pharm degree programme	QA Room, Department of Pharmacy	
11.30 AM	Meeting with a cross section of academic support staff and non- academic staff	Management Assistants, Office Aids, Lab Attendants,	QA Room, Department of Pharmacy	
12:30 PM	<b>Lunch</b>			
1:30 PM	Observing Documentation  <b>Working Tea</b>	Review Team	QA Room, Department of Pharmacy	Department of Pharmacy
4.00 PM	Open hour for any stakeholder to meet review panel	Review Team	QA Room, Department of Pharmacy	
5.00 PM	<b>End of Day 2</b>			

**PROGRAMME REVIEWS (B.Pharm)**  
**SCHEDULE FOR SITE VISIT AT FACULTY of ALLIED HEALTH SCIENCES**  
**UNIVERSITY OF PERADENIYA**

Day 3 - 29.01.2020 (Wednesday)

Time	Activity	Participants	Venue	Remarks
8.30 AM	Observing Documentation	Review Team	QA Room, Department of Pharmacy	Department of Pharmacy
9.30 AM	Meeting on research activities <b>Working Tea</b>	Chairman / Research committee, members of research committee	Board Room/ FAHS	Common meeting
10.30 AM	Meeting on support for student welfare	Director/Career Guidance Unit Director/Physical Education University Medical Officer	University Visit Hostels, GYM, Career Guidance Unit, Health Center	Common Visit
11.30 PM	Meeting With Students	Group of students (30) representative of gender, ethnicity, level of study programs	Lecture Hall/ Department of Pharmacy	Department of Pharmacy
12.30 PM	<b>Lunch</b>			
1:15 PM	Meeting with external stakeholders and alumni members  <b>Working Tea</b>	Group of external stakeholders (about 20 employers, industry, private sector, representatives with link to or involvement with the University) and Alumni	Lecture Hall/ Department of Radiography	Department of Pharmacy
2:15 PM	Observing Documentation	Review Team	QA Room, Department of Pharmacy	
4.00 PM	Open hour for any stakeholder to meet Review Team	Review Team	QA Room, Department of Pharmacy	
5.00 PM	<b>End of Day 3</b>			

**PROGRAMME REVIEWS (B.Pharm)**  
**SCHEDULE FOR SITE VISIT AT FACULTY of ALLIED HEATH SCIENCES**  
**UNIVERSITY OF PERADENIYA**

Day 4 - 30.01.2020 (Thursday)

Time	Activity	Participants	Venue	Remarks
8.00 AM	Meeting with Mentors	Academic staff, Department of Pharmacy	QA Room, Department of Pharmacy	Department of Pharmacy
8.30AM	Observation of English Teaching Unit	Members of English Teaching unit	ELTU	Common Meeting
9.00 AM	Observing Documentation  <i>Working Tea</i>	Review Team	QA Room, Department of Pharmacy	Department of Pharmacy
11:30 AM	Private meeting of reviewers and report writing	Review Team	QA Room, Department of Pharmacy	Department of Pharmacy
12.00 PM	Closing meeting for debriefing	Dean/ FAHS Director /IQUA / HODs Coordinator /FQAC Chair & the SER Team Academic Staff Members	Board Room/FAHS	Time may change time depending on the availability of Dean/FQAC chair as two more PR is going on at the same time
1:00 PM	<i>Lunch</i>			
2:00 PM	<b>End of the site visit</b>			