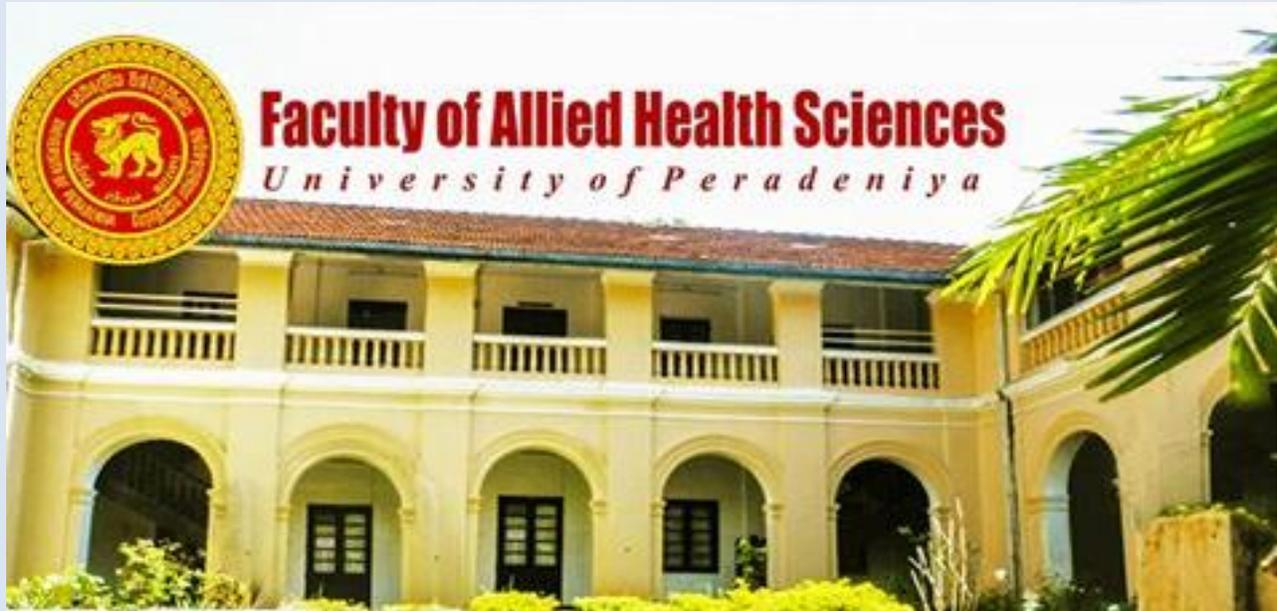




PROGRAMME REVIEW REPORT
B.Sc. Honours in Nursing Degree Programme
Faculty of Allied Health Sciences
University of Peradeniya
27th to 30th January 2020



Review Panel: Professor PKTNS Pallewatta(Chairperson)
Professor (Ms) V. Arasaratnam
Dr. DK YapaAbeywardhana

Quality Assurance Council
University Grants Commission, Sri Lanka



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REVIEW PANEL

Prof. PKTNS Pallewatta (Chair) *N. Pallewatta*

Prof. (Ms) V. Arasaratnam *V. Arasaratnam*

Dr. DK Yapa Abeywardhana *Dr. DK Yapa Abeywardhana*



After completion of the programme review, the review team with the Dean, Faculty of Allied Health Sciences and staff of the Department of Nursing, University of Peradeniya, 30th January 2020

LIST OF ABBREVIATIONS AND TABLES

FAHS-Faculty of Allied Health Sciences

PR- Programme review

QA- Quality Assurance

SER- Self Evaluation Report

SLQF- Sri Lanka Qualification Framework

UoP- University of Peradeniya

UGC- University Grants Commission

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Section 1: Brief Introduction to the Programme

1.1 Overview of the University and the Faculty

The following is a brief introduction to the programme reviewed and adapted from the Self Evaluation Report (SER) of the review.

University of Peradeniya was officially opened as University of Ceylon, Peradeniya (UoP) on 20th April 1954. University has 9 Faculties, 2 Institutes, 8 Centres and 2 Units. Faculty of Allied Health Sciences (FAHS) is the eighth faculty of UoP. It is the first university faculty dedicated to producing Nursing and Allied Health Science graduates in Sri Lanka, with a history of development as a separate faculty in UoP.

Its origins are as follows In May, 2005 Faculty of Medicine, UoP proposed five degree programmes of four year duration as a response to an open invitation made by the University Grant Commission (UGC) to all Faculties of Medicine in Sri Lanka to initiate curriculum development leading to undergraduate programmes in disciplines related to the medical profession. The degree programmes were designed to be offered under a separate unit established under the Faculty of Medicine, using the facilities available within it with the support of the professionals working in respective fields in public/private healthcare facilities in Sri Lanka. Accordingly, the UGC advertised the five degree programmes; namely BSc Medical Laboratory Sciences, BSc Nursing, BPharm, BSc Physiotherapy and BSc Radiography in the UGC handbook for the annual intake of student for 2005/06. Around the same time, a protest against the utilization of facilities within the Faculty of Medicine, UoP and nearby teaching hospitals was launched by several parties stressing the difficulty of sharing limited facilities between medical and allied health students. As a result, the unit that was being managed by the Faculty of Medicine together with the students enrolled (171 in number that to the UoP as internal undergraduate students on 17th July 2006) was moved to the Lady Hill Hostel, Dangolla and begun to function with the support of some medical faculty staff and visiting lecturers from related professions with minimum facilities. The unit comprised of five academic departments, namely, Nursing, Medical Laboratory Science, Pharmacy, Physiotherapy and Radiography. Heads of all five Departments were senior staff members of the Faculty of Medicine, UoP who had been working in an acting capacity. As a settlement to the problem and to ensure equal treatment to all students of UoP, the administration of the UoP decided to open a separate Faculty of Allied Health Sciences (FAHS) that was inaugurated by the former Vice-Chancellor, Prof. H. Abeygunawardene, on 16th January 2007 at the previous premises of the Dental Faculty of UoP, at Augusta Hill, Peradeniya.

1.2 Administrative Structure of the Faculty

Dean is the administrative and academic head of the faculty and is assisted by an Assistant Registrar, an Assistant Bursar and a team of clerical, technical and other service staff. The office of the Dean is the administrative center of the faculty and handles matters on course registrations, student requests and examinations.

1.3 Overview of the Department of Nursing

The Department of Nursing, one of the departments of the FAHS offers the BSc Nursing degree, for which 50 students get enrolled annually. As such, the department has a total student population of around 200, at any given time of the academic year.

In the beginning of the programme, majority of the teaching had been conducted by foreign BSc Nursing qualified teachers and retired teachers of the Government Nursing Training Schools. At the inception, the department has had only three probationary lecturers, which improved to six in 2013. Even though the number of academic staff was insufficient, the visiting staff who had been working towards producing graduate nurses was very happy to work hard to see their dream coming true. The visiting staff comprises of a wide range of professionals including practicing nurses, nursing tutors, nursing administrators, medical practitioners, and food scientists. Lack of experienced staff to lead the department has resulted in having Acting Heads of Department until 2017, which was not very healthy, but due to no other choice. The founder Head of Department, Prof. M.D. Lamawansa, from the Faculty of Medicine UoP, served the department until September 2010. From December 2010, Prof. K.M.S. Wimalasiri, an Associate Professor from the Department of Food Science and Technology, Faculty of Agriculture, UoP served as the Acting Head of Department until 2017. This was followed by Dr. R.P. Illeperuma, a Senior Lecturer from Department of Medical Laboratory Science, was appointed as the Head of the Department from 2017 to 2019. Since March 2019 Dr. M.L. Pathirathna, a graduate of FAHS and the first PhD holder from the department is the Head of the Department.

Department of Nursing has relatively young, qualified and dedicated staff which comprises of the three Senior Lecturers, one Lecturer (confirmed), ten Probationary Lecturers, five academic support staff members and seven non-academic staff members. This team shoulders the total workload of the academic programme and the clinical supervision, and looks after the welfare of the students. The department provides a sound scientific and humanistic foundation for nursing practice, enabling the students to develop competencies necessary for the delivery of nursing care related to prevention, maintenance, cure, rehabilitation and promotion of health. The department makes all possible efforts to train its undergraduates to match with the needs of the local and international health sector by designing and conducting training programmes within and outside the curriculum to produce graduate nurses capable of providing safe and effective nursing care of high standard.

1.4 Structure of the BSc Nursing Degree Programme

BSc Nursing programme was initiated as a four year, 120 credits curriculum to be on par with international standards. Then the Department of Nursing was instructed by the University Grants Commission (UGC) to revise it to a 3+1 programme and had its first intake in 2009. Subsequently from 2013 onwards the programme adopted a 120 credits, four year curriculum. More details are available in the SER.

Table 1: Summary information on student intake and graduation rates of the Department of Nursing

	Batch	No of Students Registered	No of Dropouts	Dropout Rate (%)	No of Students Graduating in a Batch	Graduation Rate (%)
Past students	2005/2006	39	01	2.56%	36 (02 Repeat)	94.74%
	2006/2007	43	-	-	41(02 Repeat)	95.35%
	2007/2008	44	02	4.55%	38 (04 Repeat)	90.48%
	2008/2009	41	03	7.32%	38 (No Repeat)	100%
	2009/2010	48	13	27.08%	32 (03 Repeat)	91.43%
	2010/2011	43	08	18.60%	34 (01 Repeat)	97.14%
	2011/2012	48	21	43.75%	21 (06 Repeat)	77.78%
	2012/2013	33	04	12.12%	28 (01 Repeat)	96.55%
	2013/2014	47	09	19.15%	26 (07 Repeat + 2 Niigata Students + 3 deferments)	68.42%
Current Students	2014/2015	41	10	24.39%	-	-
	2015/2016	40	05	12.50%	-	-
	2016/2017	51	02	3.92%	-	-
	2017/2018	49	04	8.16%	-	-

Section 2: Observations on the Self Evaluation Report

The Self Evaluation Report (SER) of the BSc Nursing degree programme has been produced through the process described in it (page 4), and presented to the reviewers in summary form during the site visit. The SER had been approved at a Special Faculty Board Meeting on 28th March 2019.

The report contained the important information on the progress, performance and best practices of the programme covering all criteria and standards of programme review. The SER writing team had made a good effort to cover all criteria and standards with good descriptions of the history and current status of the programme. The main strengths of the programme were well highlighted as were the facilities, and resources for teaching and learning.

Section 1.4 (page 2) could have been written more clearly to explain the structural changes to the programme that had taken place between 2005/06 intake to the present. The SWOT analysis needs to be improved as some weaknesses were included as threats and some important opportunities were missing. The programme should revisit the SWOT to improve it. The graduate profile needs to be improved by rewording it to make it more specific to the Nursing degree and presenting it in a more attractive manner.

There were some main drawbacks in the SER that came to light during the site visit. The first being that there were many places where non relevant evidence was provided and it was repeated in other criteria/standards as well. This indicated to the reviewers that there should have been better guidance of the SER writing process. This is an aspect that could be improved during the next cycle of review.

The other was that in many standards there was no continuous evidence provided for the period under review. These have been pointed out under the relevant criteria and standards of this report.

Section 3: Description of Review Process

The review process commenced with the desk evaluation of the SER in early 2019 with a site-visit scheduled for September 2019. However due to circumstances beyond the control of the reviewers as well as the programme, it was rescheduled for January 2020. The composite result of the desk evaluation was available prior to the site-visit.

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

All meetings were well arranged by the Dean and the 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. Dean and the rest of the staff were receptive to observations of the review team at the wrap up meeting held on 30th January 2020. The review team had a very pleasant site-visit to the Nursing Department and FAHS as the Dean, all academic and non academic staff, 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 only facility not visited by the review team was to the Kandy Teaching Hospital as it was not considered very useful for the review. The required information was already available through meetings and discussions at the department.

As there were three review teams simultaneously visiting the FAHS, some meetings were common to all three teams. It is our understanding that this was done in order to enable all the meetings to be conducted within the available time. However, as not all topics of discussion at common meetings were relevant to all review teams some amount of time was wasted during them. It is best that common meetings are reduced as much as possible in future reviews.

Section 4: Department's Approach to Quality and Standards

The department has evolved from its inception and overcome the major obstacles to the programme to be what it is today. While there is not much evidence of quality assurance practices in the early years except at faculty level committees, there is evidence of them in the recent years (mostly from 2018 onwards) and from a range of aspects relevant to programme review. The establishment of the Internal Quality Assurance Cell (IQAC) in 2016 has created greater awareness of quality assurance requirements. The process of getting ready for this programme review has also increased awareness. The SER sets out the process of preparing for the review.

The attitudes of the staff towards improving the quality of the programme, engaging all stakeholders and for making it comparable to those with accepted international standards of Nursing degrees was demonstrated during the site-visit. The observations made by the review team at the wrap up meeting were well received by those present.

The students had positive attitudes about the importance of their degree and its future prospects. They were aware about the programme review and stated their views clearly.

All criteria and their standards were included in the SER. Evidence was available during the site-visit. The details are in the following sections of this report.

The review team is of the view that BSc Nursing degree programme can move towards excellence in quality.

Section 5: Judgment on Each of the Eight Criteria

The Faculty of Allied Health Sciences and the Department of Nursing within it are part of the University of Peradeniya, a very well-established University that is highly respected and with time tested policies, programmes and mechanisms to deliver high quality higher educational programmes. The general physical and human resources, the experienced senior management and capacity building ability of UoP are also available to FAHS and the department to conduct and improve the Nursing degree. The strategic plans and action plans of the UoP are available and the FAHS has aligned itself with them.

Overall the staff and the administration are very positive about the future of the programme and is working towards improving its management.

The following strengths, weaknesses and areas for improvements were identified by the review team.

5.1 Criterion 1- Programme Management

Strengths

1. The FAHS and the Department of Nursing has overcome many of the major problems it faced from its inception and is on its way to improving its cadre, facilities and quality of the programme.
2. The programme has managed to obtain clinical training opportunities for its undergraduates at Kandy, Kurunegala, Kegalle and Angoda hospitals, and Sirimavo Bandaranaike Specialised Hospital for Children despite initial barriers for its graduates.
3. Graduates appear to be fully employed soon after graduation and there is an increasing demand for nursing graduates especially from the private sector health care providers.
4. The Nursing Programme is fit for its purpose-producing highly relevant knowledge and skills as demonstrated by the views of stakeholders during a meeting with reviewers.
5. The programme has attracted some good external visiting lecturers; there are new building plans to increase facilities for teaching and learning.
6. Staff show a keenness to follow postgraduate degrees and to obtain overseas experience.

7. The programme is keen to establish linkages with overseas programmes.
8. There are plans to commence a MSc Nursing degree which would be very relevant for the future.
9. Displays commitment to ensure gender and ethnic equality in the programme and to eradicate physical and mental harassment of students.
10. Programme is planning to establish income generating activities such as wound care center at Peradeniya along with similar initiatives from the rest of UoP.

Weaknesses

1. Despite being a part of Peradeniya University, the programme has not used some of the capabilities/technical knowledge and skills of the university effectively. The best example was on the use of ICT in the programme.
2. Some of the evidence provided did not match the requirements of the standards. Evidence that was not required was repeated in several standards.
3. When relevant evidence was available it did not often include continuous information for the past three academic years.
4. Even though an Orientation Programme for new entrants had been in place since 2013, there was no evidence of feedback and its analyses until 2018. No evidence of the information from feedback being used to improve this programme.
5. Apart from the increment form, no staff performance appraisal system, nor rewards for teaching.
6. Evidence of peer evaluation, student evaluation is from 2018 onwards and sample sizes are insufficient. Same with stakeholder consultations. Does not show how it has been used to improve the programme.
7. Insufficient consideration to enable differently abled students to follow the programme.
8. Insufficient evidence to show that the policy of zero tolerance of ragging is effectively applied.

5.2 Criterion 2- Human and Physical Resources

As explained in the SER, the department has overcome initial problems and improved its staff cadre and their qualifications. It has a panel of well qualified (both academically and professionally) visiting staff and external examiners.

However, department has to ensure that its human resources profile is comparable with national and international norms with high percentage of academics having doctoral degrees, research publications and with a reasonable number of Professors are available. It is essential that the department ensures the availability of adequate human resources equipped with required qualifications and competencies for design and development and delivery of the academic programme, and to undertake associated functions such as research, innovation, academic and other types of counseling and outreach activities.

It was evidenced at the site-visit that all staff members undergo an induction programme to acquire competencies required to perform in their assigned roles and that the department encourages them to acquire post recruitment qualifications to better perform their core duties. The site-visit confirmed that practice of Student-Centered Learning (SCL) is minimal even though there are good facilities for the students such as library, internet etc. Though the UoP provides ICT facilities for students, usage of those facilities for teaching and learning is minimal. Therefore the usage of those facilities for teaching and learning needs further improvement.

The following strengths, weaknesses and areas for improvements were identified by the review team.

Strengths

1. The Faculty of Allied Health Sciences (FAHS) has well-maintained physical facilities.
2. Commitment of the staff towards improving the programme overall is to be appreciated. This was observed during the four days of site visit.
3. There is much encouragement by the staff for student engagement in multi-cultural programmes. This promotes harmony among students as students and staff.
4. There was an activity room set-up for self-learning with resources such as videos.
5. Well established Career Guidance Unit with a director qualified to carry out the duties expected from that position.

Weaknesses

1. The Nursing programme lacks sufficient academic cadre. It should overcome this lack of academic staff by obtaining more academic and professional qualifications and through more cadres.
2. There are no senior academics such as Professors in the department.
3. Matching of the carder with the curriculum has not been carried out.
4. Greater adoption of OBE teaching and learning activities needs to take place.
5. A continuous skill development program for the technical staff should be in place to introduce new technologies to them as the technological change is taking place rapidly.
6. Non-participation in conferences at international level by many staff.
7. Non availability of a Human Resource Development Policy.
8. Inadequate infrastructure facilities for the current requirements of the programme.

5.3 Criterion 3- Program Design and Development

In 2006, the curriculum was prepared in collaboration with stakeholders, academics including those from Faculty of Medicine, UoP and foreign experts. The curriculum developed in 2006 was prepared in conformity with the mission, goals and objectives of the institution; national needs; and it reflects global trends and knowledge and practices at that time. The programme design complies with the Sri Lanka Qualification Framework (SLQF), and the draft Subject Benchmark Statements (available from the UGC, 2013). The curriculum was modified during 2009 to a 3+1 degree and subsequently changed to 120 credits in 2014. The 120 credit curriculum contains Intended Learning Outcomes (ILOs) that are realistic, deliverable and feasible. The UoP has internalized the use of SLQF guidelines and the department too follows the SLQF. The information on all degrees of the FAHS is provided in the faculty hand book. Clinical training (from their first year onwards), research and community based training are all part of the curriculum. The Basic Sciences Department of FAHS teaches the subjects of Physiology and Biochemistry while the subject of Anatomy is taught by academics from the Faculty of Dental Sciences.

Curriculum development, monitoring and evaluation of programme and course/module, teacher evaluation, peer evaluation, teaching of English needs to be improved. Students expect more

emphasis on clinical training, skills development and more teachers with practical knowledge to be part of their teaching. The practical problems encountered by nursing students during their clinical training such as longer hours of travel to distant hospitals needed to be solved.

Strengths

1. In 2018, the study program has commenced work on a curriculum revision which is expected to be completed within 2020.
2. FAHS Handbook and Students Charter are provided to the students during the Induction Program.
3. FAHS ensures programme approval by appropriate committees and the Senate.
4. There are appropriate measurable process indicators to monitor the implementation and evaluation of the programme by collecting the information on graduation rates, employment rates, admission rates to advanced degree programmes, and participation rates in fellowships, internships, and special programmes. Information on the destination of the recently passed out students after graduation is recorded. Faculty adopts internal monitoring strategies such as student's feedback, teacher evaluation and peer evaluation.
5. Nursing students have had their clinical training at Kurunegala, Kegalle, and Angodahospitals. From 2018, the nursing students have commenced clinical training at Kandy Teaching Hospital and Sirimavo Bandaranaike Specialized Children's Hospital from their 2nd academic year.
6. Students commence research activities during the 7th Semester after Research Methodology lectures. Students are directed to the academics who have similar research interests as the students after which research topics are finalised. Every research topic gets Ethical Clearance (of the faculty) before the commencement of the research activity. The internal and/ or external supervisors (either from other faculties or hospital) are involved.
7. The program does not have issues with the gender equity and there are no evidences on gender, cultural and social discriminations.

Weaknesses

1. Records of the curriculum of 2006 (when the study programme was part of the Faculty of Medicine of UoP) which was developed with stakeholder consultation were not available.
2. Curriculum has not been revised since 2006 (for about 14years), except that it was made into 3+1 (2009) and 120 credit. No policy planners are involved in the on-going curriculum revision. The number of stakeholders and employers, 9 and 3 respectively is highly insufficient.

3. Programme needs to develop an outcome based appropriately measurable curriculum.
4. There are no elective modules and there is no flexibility in choices of courses /modules. The programme does not accommodate supplementary courses such as vocational, professional, semi-professional, inter-disciplinary and multi- disciplinary to broaden the outlook and enrich the generic skills of students.
5. Programme design and development procedures do not include specific details on entry and exit pathways including fall-back options.
6. No evidence that the graduate profile has been used as the foundation for developing ILOs at programme and course/modules levels
7. Study programme design policy and procedures; minutes of programme development committee; programme/course specifications; student feedback; programme evaluation reports could not be found for the whole evaluation period (except for the last 2 years). Peer evaluation was conducted only two times in five years
8. Even though the faculty's IQAC adopts internal monitoring strategies and evaluation processes, there is no evidence that those were considered for the existing curriculum. No appropriate evidence is available to show that the program is monitored routinely (in an agreed cycle) to ensure that it remains current and valid in the light of developing knowledge in the discipline, and practice of its application. The only evidence available on monitoring to support the on-going design and development of the curriculum was in 2018/2019.
9. The Students' Handbook does not contain the details of course modules along with ILOs and evaluation details. It was stated that the course module coordinators give the ILOs to the students
10. The effectiveness of the provision for students with disabilities has not been evaluated and opportunities for enhancement have not been identified. Adoption of policies and procedures of monitoring and evaluation of learning resources for differentially abled students and evidence of remedial action have not been carried out as the UGC admission criteria does not permit differently abled students for the programme.
11. The outcomes of programme monitoring and review to foster the on-going design and development of the curriculum have not been implemented during the last five years under review.
12. Teacher evaluation and peer evaluation practices seem to be commenced recently. The teacher evaluation and peer evaluation forms are filled manually. Student's feedback has indicated that they are not satisfied with the English and Communication Module. Even though the English co-module spans for two years it does not seem to fulfil the requirements of the students (Feedback report from Graduates of the Study Program).

Students prefer to have more appropriate teaching methodology and approach. They also expect to have more ICT practical classes and tutorial classes.

13. Some of the graduates would like lectures to be delivered by experienced teachers with on-hand knowledge while some said there should be more emphasis on clinical practice and skill development than theoretical aspects.
14. Students expect to have an unbiased oral examination and expect the current mechanism to be changed
15. Students expect to have more time to compile the data collected, analyse them and to write the research report.

5.4 Criterion 4 – Course / Module Design and Development

The courses designed in 2006 are aimed to meet programme objectives and outcomes and reflected knowledge and current developments at that time in the field of study. Currently course are in compliance with SLQF credit definition and is guided by other reference points such as SBS (Draft SBS of UGC) where available, and requirements of statutory or regulatory bodies. The curriculum with 120 credits had been approved by all relevant committees and by the Senate on 19.11.2014. University approved standard templates and guidelines for course/module design and development were used and complied during the design and development phases. The Senate on 19.05.2010 has approved ADPC format and guidelines. The Sri Lanka Nursing Council had given conditional approval for the Professional Registration of the graduates from 10.06.2014. Dropout rates and the time taken to complete the programme have declined over the years. Initially the study program took 5 years and 13 days to complete and it is commendable that it has been reduced now to 4 years and 2 months within 5 years. Courses (with respect to credit weight and volume of learning) are designed and offered in a manner that allows the students to complete them within the intended period of time.

The Staff Development Center (SDC) of the UoP plays a supportive role in training new academics as well as carrying out an induction program for all. The UoP plays a supportive role in providing appropriate and adequate resources for course design, approval, monitoring and review processes including finances for curriculum revision (on-going).

Many of the weaknesses of this section have been included in the previous criterion and elsewhere in this report. Some of the areas for improvement include increasing stakeholder consultation, employer surveys, recording the work of the internal team on curriculum revision, integrating more studentcentered learning strategies in courses design and ICT based approaches.

Strengths

1. Blue print of the Curriculum and Evaluation prepared in 2016 is available.
2. Courses/modules are evaluated at the end of each semester with regard to its content, appropriateness and effectiveness of teaching.
3. Course content can be successfully completed within the planned time. With respect to credit weight and volume of learning, courses are scheduled and offered in a manner that allows the students to complete them within the intended period of time. The dropout rates had been continuously reducing except with the last batch, which has passed out.
4. There is a branch of the English Language Teaching Centre at the Faculty with one permanent staff member.
5. The IQAC compiles all the Teacher Evaluation and Peer Evaluation forms

Weaknesses

1. Even though the curriculum with 120 credits had been approved by the Senate on 19.11.2014 feedback from course designers during course evaluation had not been obtained. Evidence on current curriculum revision is available only from 01.03.2019.
2. Details of course specifies such as the credit value, the workload (notional learning hours) as per SLQF, shown as different types of learning such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, clinical work, industrial training etc. are not provided to the students in the hand book.
3. The students are not provided with the detailed curriculum containing ILOs and assessment details in the handbook, and it has been informed that the Lecturer in Charge of the module provides the ILOs to the students.
4. Course design and development did not substantially include student-centred teaching strategies to enable the students to be actively engaged in their own learning. Programme specifications; standards prescribed by professional bodies; minutes of curriculum development committee; feedback from course evaluation were unavailable.
5. Evidence could not be found for the course design and development integrating appropriate learning strategies for the development of self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.

6. No evidence was found for designing and development of the curriculum addressing the differently abled students as the program does not get differently abled. The study program needs to address this issue as the students may become differently abled during the study period.
7. Due to the internal and external factors the study period was extended even though courses were offered in a manner that allowed students to complete them within the intended time period.
8. Course design, development and delivery do not substantially incorporate appropriate media and technology. Physical and documentary evidence was not available to support the use of ICT during design, development and delivery of courses.
9. The curriculum does not have electives. Urology Practical modules (3rd Year) and Nursing in Trauma Management Practical Modules (4th Year) are available for male students and the Maternity practical classes are for female students during 3rd and 4th Years. These course modules cannot be considered as electives.
10. The students are not satisfied with the English Language Teaching and expected to have more friendly and useful teaching activity.
11. The course evaluation by the students has been carried out only during the last two years, which is also applicable to the peer evaluation. Achievement of ILOs and analysis reports from feedback for further improvement of the course were unavailable.
12. The stakeholders and the graduates have indicated the emphasis on the skill development and need of increasing the working hours of the practical and skill classes after returning from ward classes/ clinical training.
13. Even though the IQAC has been established in 2016, it has not taken initiatives to revise the curriculum. As the curriculum has not been updated for the past five years (the evaluation period is concerned); most of the modern approaches in the educational system have not taken place.
14. The study program does not have second examiners and do not have By-laws to appoint the second examiners. Comments of the scrutinizer of the question paper and second examiner were absent.

5.5 Criterion 5 – Teaching and Learning

The programme is in line with the overall aims and objectives of the University and the FAHS and the teaching and learning has improved clearly over the past years. There are aspects that need to be included such as more use of ICT resources to improve the self-learning abilities of the students, introduction of rewards system for good quality teaching and demonstration of the results of feedback surveys from students, programme surveys from graduates, external stakeholders and implementation of actions to address weaknesses and gaps.

Strengths

1. Students are provided with the detailed course specifications with Intended Learning Outcomes, assessment schemes and timetables before commencement of the course.
3. Assessments are appropriate to the courses and has a high component of skills and attitude evaluation.
4. Programme is not gender, ethnic or religiously discriminatory.
5. Allocation of work to staff is done in accordance with their specialization areas and in a consultative manner.

Weaknesses

1. Insufficient evidence of student feedback, peer evaluation and the effective use of the results.
2. Insufficient current use of ICT based teaching methods, use of Open Educational Resources in courses.
3. Needs to demonstrate more evidence of the use of diverse range of teaching and learning methodologies including student centered learning and evidence of monitoring their effectiveness.
4. Need to better consider the requirements of differently abled students.
5. No continuous monitoring of teaching practices or rewards for teacher excellence.
6. Inappropriate evidence included in several standards.

5.6 Criterion 6- Learning Environment, Student Support and Progression

The Department of Nursing provides a suitable learning environment that enables the students to successfully achieve ILOs of courses. The FAHS administrative structure facilitates interaction between students and staff. The students of the FAHS are clearly conveyed their rights, responsibilities and conduct for completing the programme through by-laws included in the

Student Handbook. Student disciplinary By-laws are communicated to the students during their orientation programme at the entry to the programme and through the web site. The evidence provided showed that the student support opportunities are accessible and well communicated. However, a survey has not been conducted to identify learning support needs of the students. The majority of the students, except a very few complete their degree programme progressively.

The number of counsellors appear inadequate to cater to the needs of the students and therefore the number of permanent counsellors with adequate training needs to be increased. The department does not gather student satisfaction data survey relevant to student and learning support services such as library and ICT facilities. There should be improvement in the aspects of the use of ICT, the library and its usage monitoring. The department has an up-to-date database of students' assessment records. The department promotes students and staff interactions throughout the years spent in the programme and specially during training.

Co-curricular activities such as sport and aesthetic activities conform to the mission of the faculty and contribute to enhance the social and cultural aspects of educational experience of the students. The UoPhas an active CGU which provides good opportunities to FAHS students and promotes student student interactions.

Employability rate of graduates are 100% as stated in SER. The department has not done any recent surveys on the level of satisfaction of students on support services.

The strengths and weaknesses of the learning environment, student support and progression are as follows:

Strengths

1. Well updated training programmes conducted by the CGU and Staff Development Unit (SDU) to improve the soft skills and produce well balanced quality graduates.
2. Inclusion of industrial placement and project work in the curriculum.
3. Good staff student relationship.
4. Many types of social events are conducted for students throughout the programme.
5. The conditions of the lecture theatres are suitable for effective teaching and learning.
6. Support infrastructure (hostels, sports facilities, canteen, administration block, and a well-equipped auditorium) is adequate.
7. Adequate medical facilities for students and staff.

8. The Faculty promotes students and staff interactions through the student centred activities implemented from the first year and during industrial placement/training. Scheduled meetings between students and academic staff take place during dissertation supervision.

Weaknesses

1. Feedback of student satisfaction on the learning environment and student support services during the study programme are unavailable. Employability surveys were carried out for one year only. However, the details of the target population and the sample used were not available.
2. Evidence of appropriate ICT policy was missing and the usage of ICT and library facilities were not monitored on a regular basis.
3. Students progression is not followed through to provide necessary feedback.
4. A physical space or a separate unit for students to meet the counsellors is not available within the faculty premises.

5.7 Criterion 7 – Student Assessment and Awards

The procedures for designing, approving, monitoring and reviewing the assessment strategies for the programme are well defined. Students are assessed using published criteria, regulations, and procedures that are adhered to by the staff and communicated to students at the time of enrolment. However, there was inadequate evidence of periodical reviews and amendments of assessment strategies and their regulations. The department adopts marking schemes; however, insufficient proof was available on various forms of second marking and procedures for recording and verifying marks.

The strengths and weaknesses of the student assessment and awards are as follows:

Strengths

1. Reward scheme for well performing students in the form of scholarship, medals, cash awards etc.
2. Results are released within a reasonable period of time after end of examinations.
3. Clear examination By-laws are in place and communicated to students.
4. Alignment of the programme curriculum with SLQF requirements.

Weaknesses

1. Not using a pre-defined criterion for assessing presentations and making the students aware of the criteria prior to presentations.
2. Lack of individual feedback for students' presentations.
3. Lack of feedback for written assignments.
4. Continuous assessment methodology should be improved.
5. No evidence of using second examiners and moderation of papers.
6. No evidence of using feedback to enhance teaching learning and assessments.
7. No policy on appointing external examiners.

5.8 Criterion 8: Innovative and Healthy Practices

The department displays a healthy positive attitude with respect to the programme and its future. Despite having faced many serious obstacles during the inception years, the staff with the support of many stakeholders has brought the programme to its current improved status. The department is also hopeful of a much better future for it and the graduates will be able to make use of future opportunities. The plans for income generating activities were explained to the reviewers even though those were yet to commence.

Strengths

1. Programme displays efforts to include ICT based teaching and learning activities and to adopt the use of the Learning Management System (LMS) by making use of available computer laboratories and technical staff.
2. Provides training opportunities for its staff on ICT techniques.
3. Awards for research excellence from 2019 onwards.
4. Shows overall commitment to improve the quality of the programme through a variety of approaches; such as, providing international experiences to students and staff and commencing future income generating activities (MSc programme, Wound Care Centre etc.) that will provide knowledge and skills to staff and students.

Weaknesses

1. Good practices have commenced only from the past 1-2 years or even if they have been in place from previous years no evidence was included.
2. No awards for outreach by academic staff.
3. No credit transfer policy or exit options available.
4. No income generating activities in place.

Section 6: Grading of Overall Performance

No	Criterion	Weighted Minimum Score*	Actual Criterion-Wise Score
1	Programme Management	75	119
2	Human and Physical Resources	50	81
3	Programme Design and Development	75	94
4	Course / Module Design and Development	75	95
5	Teaching and Learning	75	103
6	Learning Environment, Student Support and Progression	50	74
7	Student Assessment and Awards	75	112
8	Innovative and Healthy Practices	25	29
	Total score (out of 1000)		704
	Total score (out of 100)		70.41

Final Grade: B

Section 7: Commendations and Recommendations

7.1 Commendations

Many of the strengths provided under each criterion are also commendations. Chief among these are given below.

The most important one is that the programme is fit for purpose. It is a highly relevant degree (100% employability) and has overcome many of the obstacles that it faced in its early stages and has improved itself much by increasing the cadre of academic and non-academic staff. Despite major initial obstacles, it currently conducts its clinical training at Kandy Teaching Hospital, Sirimavo Bandaranaike Specialized Hospital for Children and at Kegalle Hospital. In addition, the staff is young and energetic and is keen to obtain postgraduate qualifications and establish international collaborations. Faculty has managed to attract some very good visiting lecturers and has plans to improve the infrastructure more with new buildings and facilities. External stakeholders of the programme have praised the capabilities of the Nursing graduates of FAHS employed by them.

The curriculum is under revision and expected to be completed soon. The programme has internalized the use of the SLQF guidelines; the curriculum is arranged logically to cater to professional and intellectual skills development; internal and/ or external supervisors (from other faculties or hospitals) are research supervisors; The Sri Lanka Nursing Council has given approval for the professional registration of the graduates from 2014; and the dropout rate shows a decreasing trend.

The past and present staff of the department and also of the FAHS should be commended for improving the programme despite serious obstacles in the past, and for maintenance of the programme to produce highly employable graduates and for adding to the quality of the degrees and prestige of the University of Peradeniya and of the Sri Lankan state university system. The students too should be commended for their positive outlook on the programme and for wanting to improve it further.

7.2 Recommendations

A series of recommendations are made under each criterion to address the weaknesses found during this programme review. Chief among these are:

1. Completion of revision of the curriculum soon as it is now being revised after nearly 14 years and making use of the updated Subject Benchmark Statement as soon as available.
2. Formulating a policy on and appointing moderators/ second examiners of all examinations.

3. Consider including details of course modules, ILOs and evaluation details in the Students' Handbook.
4. Obtain more feedback from stakeholders, employers, graduates and students, policy planners (including for curriculum development). Conduct peer evaluations continuously. Analyze results and take actions to improve the quality of the programme. This whole process should be documented well and clearly reported.
5. Increase the contributions of ICT in the teaching and learning practices.
6. Increase the clinical and community project components than at present. Negotiate access to Peradeniya Teaching Hospital for clinical training of this programme.
7. Improve the graduate profile description and link it to the programme and course ILOs.
8. Establish a faculty career guidance unit.
9. Improve the teaching of English within the FAHS.
10. Explore the possibility of fall-back options, credit transfers and an exit option.
11. The Internal Quality Assurance Cell of the FAHS should train the academic and other types of staff for programme reviews better than at present. The review team noted the problems with presentation of non-relevant evidence in many standards of several criteria.

The review team hopes that our observations and recommendations are taken in a constructive manner as the intention is to support the programme to improve further and move towards excellence.

Section 8: Summary

The BSc Nursing is a highly relevant degree with 100% employability for its graduates and is becoming more aware and engaged in improving its quality. It can move towards programme excellence.

Future perspectives

The current students despite having some issues were largely positive of their employment prospects and were aware of the value of the degree that they are pursuing. The graduates of the programme had good career opportunities in the private health sector of this country and were hopeful of being able to obtain overseas postgraduate qualifications without much difficulty. External stakeholders of the programme (employers, visiting lecturers, trainers in clinical appointments and project based practicals) held very positive views of the capabilities of the graduates of this programme.

The review team is hopeful that given the positive outlook by all types of staff and the students and the supportive structure of the UoP this programme will improve further in the near future. Further, economic and social changes in Sri Lankan society (increase of private health care providing organisations, increase of wellness industry and an ageing population among others) will provide good opportunities that can be exploited by this programme.

The current problems with sending students for training to the Peradeniya Teaching Hospital and having to send students to Kegalle Hospital which entails spending long hours in travel, and also without much support facilities to the students such as a rest room, is not satisfactory. The current non-availability of government nursing employment to graduates of this programme should be addressed through the interventions of the relevant higher authorities and policy makers.

The review team wishes to commend and thank all concerned for their efforts and attitudes to make the review successful and very pleasant.

Annex 1- Time Table of Site-Visit

**PROGRAMME REVIEWS Medical Laboratory Science and Nursing
SCHEDULE FOR SITE VISIT AT FACULTY of ALLIED HEALTH SCIENCES
UNIVERSITY OF PERADENIYA**

Day 1 – 27.01.2020 (Monday)

Time	Activity	Participants	Venue
8.30 AM -	Meeting with the Director / IQAU	Director/IQAU Dean/FAHS Coordinator /FQAC	IQAU Office, Senate House
9.00 AM - 9.30AM	Meeting with the Vice Chancellor	Vice Chancellor Dean/FAHS Director/IQAU Coordinator /FQAC	VC Office
9.45 AM – 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 respective programs , SER Team Members	Respective Departments
11:45 AM	Meeting with temporary academic staff	Temporary Demonstrators, Tutors etc	Respective Departments
12:15 PM	Meeting with Administrative Staff Observation of exam unit, Dean's office, Accounts division	Assistant Registrar, Assistant Bursar	Board Room / FAHS
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
2:15PM	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
4.00 PM	End of day 1		

Day 2- 28.01.2020 (Tuesday)

Time	Activity	Participants	Venue
8.30 AM	Observing documentation	Review Team/ Facilitators	Respective Departments
9.30 AM	Observing teaching sessions and facilities	Review Team	Respective Departments
10.30 AM	Meeting with students	Group of students representative of gender, ethnicity, level of study programs	Respective Departments
11.00 AM	Meeting with Technical Officers	All Technical officers of the respective degree programme	Respective Departments
11:30 AM	Meeting with a cross section of academic support staff and non-academic staff	Management Assistants, Office Aids, Lab Attendants, IT instructors	Respective Departments
12:30 PM	<i>Lunch</i>		
1:30 PM	Observing Documentation <i>Working Tea</i>	Review Team	Respective Departments
4.00 PM	Open hour for any stakeholder to meet review panel	Review Team	Respective Departments
5.00 PM	End of Day 2		

Day 3- 29.01.2020 (Wednesday)

Time	Activity	Participants	Venue
8.30 AM	Observing Documentation	Review Team	Respective Departments
9.30 AM	Meeting on research activities <i>Working Tea</i>	Chairman / Research committee, members of research committee	Board Room/ FAHS
10.30 AM	Hospital visit	Hospital staff	Teaching Hospital
12.00 PM	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
1.00 PM	<i>Lunch</i>		
1:30 PM	Meeting with external stakeholders and alumni members <i>Working Tea</i>	Group of external stakeholders (about 20 employers, industry, private sector, representatives with link to or involvement with the University) and Alumni	Respective Departments
2:15 PM	Observing Practical Sessions	Review Team	Respective Departments
3:15 PM	Observing Documentation	Review Team	Respective Departments
4.00 PM	Open hour for any stakeholder to meet Review Team	Review Team	Respective Departments
5.00 PM	End of Day 3		

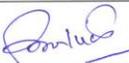
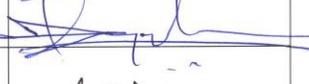
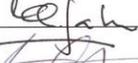
Day 4 -30.01.2020 (Thursday)

Time	Activity	Participants	Venue
8.30AM	Observation of English Teaching Unit	Members of English Teaching unit	ELTU
9.00 AM	Private meeting of reviewers and report writing <i>Working Tea</i>	Review Team	Respective Departments
10:30 AM	Closing meeting for debriefing Medical Laboratory Science	Dean/ FAHS Director /IQAU / HODs Coordinator /FQAC Chair & the SER Team Academic Staff Members	Respective Departments
11.15 AM	Closing meeting for debriefing Nursing	Dean/ FAHS Director /IQAU / HODsCoordinator /FQAC Chair & the SER Team Academic Staff Members	Respective Departments
12.00 PM	Closing meeting for debriefing Pharmacy	Dean/ FAHS Director /IQAU / HODs Coordinator /FQAC Chair & the SER Team Academic Staff Members	Respective Departments
1:00 PM	<i>Lunch</i>		
2:00 PM	End of the site visit		

Annex 2- Signature Sheets of Meetings

Program review meeting on Faculty of Agriculture and Allied Health Sciences
on 27th January 2020 at Senate Room, University of Peradeniya

15

No.	Name	Signature
01.	Prof. S. Rajaraman	
02.	Prof. Vasanthi Arasaraman	
03.	Prof. P.M.C. Chakraborty	
04.	Prof. P. RANIRAJAN	
05.	Prof. N. Pallewalte	
06.	Prof. B. Nimalakulasiri	
07.	Prof. Sumanth Kumar	
08.	Prof. Rethi Soysa	
09.	Dr. D.K.Y. Abayaratne	
10.	Dr. L. Yatawara	
11.	Dr. M.D.S.C. Marasinghe	
12.	Dr. B.E.P. Mendis	
13.	Prof. V.S. Jayamanne	
14.	Dr. A. Saravanabalan	
15.	Prof. Renuka Silva	
16.	Prof. D.K.N. Rajakumar	
17.	Prof. S.K. Vidanarathne	
18.	Prof. Prasad Sathuranga	
19.	C.M.N. Ranawana, Secretary / ICAU.	

PROGRAMME REVIEW
Bsc. Nursing Degree
Faculty of Allied Health Sciences , University of Peradeniya

Meeting with Administrative Staff
ATTENDANCE SHEET

DATE : 27.01.2020

TIME : 12.15 pm - 1.00pm

VENUE : Board Room /FAHS

NO	NAME	DESIGNATION	SIGNATURE
1	Y. D. Dissanayake	Assistant Registrar	<i>[Signature]</i>
2	N. Pallawala	Professor	<i>[Signature]</i>
3	V. Arasaratne	Sen. Professor	<i>[Signature]</i>
4	Dr. DKY Abeyaratne	Senior Lect - I	<i>[Signature]</i>
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PROGRAMME REVIEW
Bsc. Nursing Degree
Faculty of Allied Health Sciences , University of Peradeniya

Meeting with Directors of Centers / Units / Cells
ATTENDANCE SHEET

DATE : 27.01.2020

TIME: 1.30 pm - 2.15pm

VENUE : Board Room /FAHS

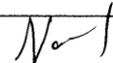
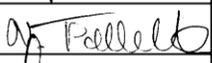
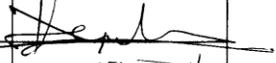
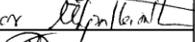
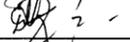
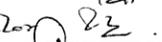
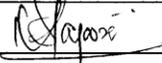
NO	NAME	DESIGNATION	SIGNATURE
1	Prof. N. Pallewatta	Professor	N. Pallewatta
2	Prof. V. Arasachari	Snr. Professor	V. Arasachari
3	Dr. DKY Abayaratne	Senior Lecturer I	DKY Abayaratne
4	Dr. M.L. Patirathna	Senior Lecturer II Senior student counsellor	M.L. Patirathna
5	Dr. R. Amarasinghe	Senior Lecturer Coordinator	R. Amarasinghe
6	Dr. W. Kudagamman	Lecturer	W. Kudagamman
7	Dr. B.S. Weerakoon	Senior Lecturer	B.S. Weerakoon
8	Dr. T.P. Anuragelana	Head/ Dept. of Basic Sci	T.P. Anuragelana
9	S. Rajaraja	Lecturer	S. Rajaraja
10	Dr. L. C. Mentkurachchi	Snr. Lecturer	L. C. Mentkurachchi
11	M. I. S. B. Pathiraja	Instructor in Computer Tech.	M. I. S. B. Pathiraja
12	Kandana Dehijana	Senior Assistant Librarian	Kandana Dehijana
13	Tara Senarathne	Lecturer, Coordinator - ELTU	Tara Senarathne
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PROGRAMME REVIEW
Bsc. Nursing Degree
Faculty of Allied Health Sciences , University of Peradeniya

Meeting with Student Counselors
ATTENDANCE SHEET

DATE : 27.01.2020
 VENUE : Board Room /FAHS

TIME : 2.15 pm - 2.45pm

NO	NAME	DESIGNATION	SIGNATURE
1			
2	Prof V. Arasaramai	Snr Professor	
3	Prof. N. Pallawath	Professor	
4	Dr. DKY Abeyrathna	Senior Lecturer I	
5	Dr. M.L. Pathirathna	Senior Student counselor	
6	Ms K.E.D. Senarath	Senior student counselor	
7	Dr HDWS Kudagamuwa	Head S.S. Co-ordinator	
8	Mr. L. Thasanthan	Senior student counsela.	
9	T.M. I.V.R. Tennakoon	Senior Student couns.	
10	S. Jayaman	Deputy Proctor	
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MEETING WITH THE DEAN AND INTRODUCTION TO THE DEGREE PROGRAMME

DEPARTMENT OF NURSING

ATTENDANCE SHEET - ~~Nov~~ 27/01/20

S. No.	Name	Signature
1	Prof. N. Pallewatta	N. Pallewatta
2	Dr. D.K.Y. Abeywardhane	D.K.Y. Abeywardhane
3	Prof. Ms. V. Arasaraman	V. Arasaraman
4	Dr. M.L. Pathirathna	M.L. Pathirathna
5	Dr. Lalitha Yahan	Lalitha Yahan
6	Dr. M.A.S.C. Marasinghe	M.A.S.C. Marasinghe
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QUALITY ASSURANCE REVIEW VISIT

BSC NURSING DEGREE PROGRAMM

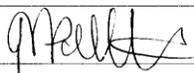
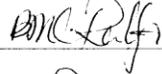
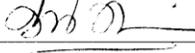
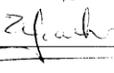
FACULTY OF ALLIED HEALTH SCIENCES

UNIVERSITY OF PERADENIYA

ATTENDANCE SHEET – 27th January 2020

PERMANENT ACADEMIC STAFF MEMBERS MEETING WITH REVIEW

TEAM

S. No	Name	Signature
01	Prof N. Pallewella	
02	PA V. Arachchige	
03	Dr D.K.Y. Abeywardhana	
04	Dr. H. L. Pathirathna	
05	H.M.R.K.G. Nandasena	
06	B.M.C. Rathnayake	
07	S.T. Maithreepala	
08	Dr. H.W.S. Dissanayake	
09	B.R.S.T.K. Weerasinghe	
10	Dr. A.M.S.D. Pathiranga	
11	Mr. Sarath Rathnayake	
12	Ms. A.M.M.P. Atapattu	

QUALITY ASSURANCE REVIEW VISIT

BSC NURSING DEGREE PROGRAMM

FACULTY OF ALLIED HEALTH SCIENCES

UNIVERSITY OF PERADENIYA

ATTENDANCE SHEET – 27th January 2020

TEMPORARY ACADEMIC STAFF MEMBERS MEETING WITH REVIEW

TEAM

S. No	Name	Signature
	Prof. N. Pallawatta	N. Pallawatta
	Prof. V. Arasarama	V. Arasarama
	Dr. JKY Abeyramana	JKY Abeyramana
	J. V. Ganage	J. V. Ganage
	E. H. M. R. K. Ekanayake	E. H. M. R. K. Ekanayake
	H. L. M. Pahadi	H. L. M. Pahadi
	M. S. S. Naseema	M. S. S. Naseema
	M. S. Wijesinghe	M. S. Wijesinghe
	E. M. S. Amarasinghe	E. M. S. Amarasinghe

QUALITY ASSURANCE REVIEW VISIT

BSC NURSING DEGREE PROGRAMME

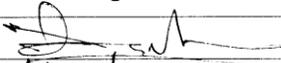
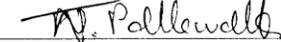
FACULTY OF ALLIED HEALTH SCIENCES

UNIVERSITY OF PERADENIYA

ATTENDANCE SHEET – 27TH JANUARY, 2020

TECHNICAL OFFICERS MEETING WITH REVIEW TEAM

Technical Officers, Management Assistant, Office Aids, Lab Attendants.

S. No.	Name	Signature
	Dr. DKY Abeyaratne	
	Prof. V. Arasachchi	
	Prof. N. Pallewatta	
	M.M. Dilusha Dias	
	J.S. Kongara (T.O)	
	Shashika L. Peelikumbura (T.O.)	
	Dr. P.N. Dissanayake (T.O)	
	P. A. G. Bandara	
	T.B.U.T. Bandara (L.A)	
	K.M. Sumindra Kumara (L.A)	

7th Year
2014/15 Batch.

QUALITY ASSURANCE REVIEW VISIT
BSC NURSING DEGREE PROGRAMME
FACULTY OF ALLIED HEALTH SCIENCES
UNIVERSITY OF PERADENIYA

ATTENDANCE SHEET – 28TH JANUARY, 2020
STUDENTS MEETING WITH REVIEW TEAM

S. No.	Name	Signature
	Prof. N. Pallewath	N. Pallewath
	Prof. V. Arasarameni	V. Arasarameni
	Dr. D.K.Y. Abeywardhana	D.K.Y. Abeywardhana
	H. C. N. Bandara	H. C. N. Bandara
	H. R. B. K. Rahinduar	H. R. B. K. Rahinduar
	M. S. Hettiarachchi	M. S. Hettiarachchi
	S. Senthuran	S. Senthuran
	R. Keerththana	R. Keerththana
	D. R. G. S. Dasanayaka	D. R. G. S. Dasanayaka
	H. M. P. T. Kiribamuna	H. M. P. T. Kiribamuna
	P. A. C. P. Pathiraja	P. A. C. P. Pathiraja

2014/2015
(4th year)

Dept. of Nursing
University of Peradeniya

CAREER GUIDANCE PROGRAMME 2020
CAREER GUIDANCE UNIT
Program Review - Site Visit

Faculty of A.H.S.

Date : 29.01.2020

Venue : CGU

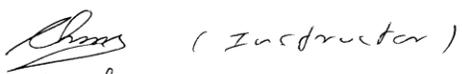
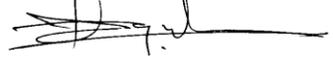
From 8.00 a.m

No	Name	Designation	Phone no	Signature
1	Prof. Dar Dharmasara	Director, CGU	0714418707	
2	Prof. V. Anura Kumara	Sen. Lectr		
3	Prof. M. Dallowatla	Professor	0712-737790	
4	Dr. DKY Abayaratne	Senior Lectr I	0714601543	
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

Meeting with the Director & Staff of the Gymnasium.

University of Peradeniya.

29.01.2020.

Name	Signature
① H.K.P. Chamara	 (Instructor)
② Prof V. Araserahu	
③ Prof. N. Pallewatla	
④ Dr-DK Y Abeygoda	
⑤ A.P.S. 14.	
⑥	

Meeting with the staff of Main IT Centre.
University of Peradeniya.

29. 01. 2020.

	Name	Signature
①		
②	Prof. V. Arasaram	N/A
③	Prof. V. Arasaram Dr. DKY Abeyaratne	Prof. V. Arasaram
④	Indira Thilakarini	
⑤	Prof. N. Pallegodda	N. Pallegodda

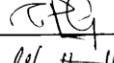
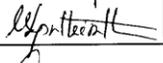
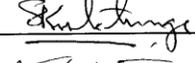
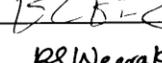
PROGRAMME REVIEW
Bsc. Nursing Degree
Faculty of Allied Health Sciences , University of Peradeniya

Meeting on Research Activities
ATTENDANCE SHEET

DATE : 29.01.2020

TIME : 9.30 am - 10.30 am

VENUE : Board Room /FAHS

NO	NAME	DESIGNATION	SIGNATURE
1			
2	Dr. DKY Abayaratne	Senior Lecturer	
3	N. Arachchi	Shr Professor	No
4	N. Pallewell	Professor	N. Pallewell
5	Dr. TP Aamagelan	Head / Dept. of Basic Sc	
6	Dr. M. L. Patirathna	Head / Dept of Nursing	
7	A. L. S. Perera	Head Dept of phys	
8	Dr. MPS. Mudalige	Head / NRS	
9	Dr. S. Kulathunga	Head / Radiography	
10	Dr. A. A. D. D. Jay	Epist Professor	
11	Dr. B. S. Weerakoon	Senior Lecturer	B S Weerakoon
12	A. L. S. Perera	Head - program	
13	Dr. L. Yathar	Senior Lectur	
14	V. V. Senadheera	Lecturer	Vindh
15	Dr. HDW Dissanayake	S. Lect	
16			
17			
18			
19			
20			

QUALITY ASSURANCE REVIEW VISIT

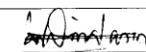
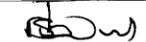
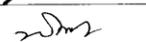
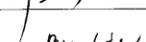
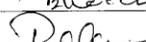
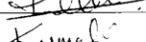
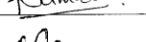
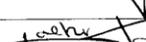
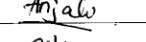
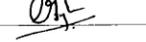
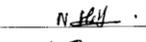
BSC NURSING DEGREE PROGRAMME

FACULTY OF ALLIED HEALTH SCIENCES

UNIVERSITY OF PERADENIYA

ATTENDANCE SHEET – 29TH JANUARY, 2020

STAKEHOLDERS MEETING WITH REVIEW TEAM

S. No.	Name	Signature
1	K.M.S. Wimalasiri	
2	S. Wasala	
3	Dr Mohan Rajakumar	
4	Nalin Herath	
5	J.M.D.A.C. Jayamanne	
6	A.A.B. Lakmal (Graduate)	
7	H.P.M. Hewavitharane (Graduate)	
8	P.M.S. Kumali (Graduate Nurse)	
10	R.M.N.K. Ekanayake (SGNRI)	
11	Dr A.W. Rajapakse	
12	L.Y.S.S. Kumari (Graduate)	
13	P.M.A. Chamika (Graduate)	
14	A.M.C.J. Amarasingha (Graduate)	
15	S.A.D.N. Herath (Graduate) Freew	
16	D.M.U.M. Wissanayake (Graduate)	
17	P.B.V. Arasarath	
18	Prof N. Pollewatta	
19	Dr DKY Abeywardhana	



ATTENDANCE SHEET

CLINICAL MEETING WITH HOSPITAL CLINICAL COORDINATORS

DEPARTMENT OF NURSING

Date: 29.11.2019

Time: 10.00 am

Venue: Department of Nursing, FAHS, UoP

	Name	Designation	Signature
01	H. M. C. M. Herath	CNO - P&H Kurunegala	<i>[Signature]</i>
02	M. M. Sriyonichantrala	CNO - N. H. Kandy	<i>[Signature]</i>
03	R. G. S. Pinlu	CNO - SBSCH	<i>[Signature]</i>
04	H. S. W. Gamage	special grade N/o SBSCH	<i>[Signature]</i>
05	Anuradha Rathnayake	Lecturer	<i>[Signature]</i>
06	B. M. I. Rathnayake	Lecturer	<i>[Signature]</i>
07	H. M. R. K. G. Nandasena	Lecturer	<i>[Signature]</i>
08	A. M. M. P. Atapattu	Lecturer	<i>[Signature]</i>
09	B. R. G. K. Weerasinghe	Lecturer	<i>[Signature]</i>
10	S. D. Maithreepala	Lecturer	<i>[Signature]</i>
11	H. D. W. Damsayathri	Senior Lecturer	<i>[Signature]</i>
12	J. A. M. D. Jayasinghe	Temporary Lecturer	<i>[Signature]</i>
13	E. M. T. S. Amarasinghe	Temporary Demonstrator	<i>[Signature]</i>
14	T. V. Gamage	Temporary Lecturer	<i>[Signature]</i>
15	H. L. M. PAHADH	Temporary Demonstrator	<i>[Signature]</i>
16	M. L. Pathirathna	Head/Nur. - FAHS	<i>[Signature]</i>



