

SELF EVALUATION REPORT
MBBS PROGRAMME



FACULTY OF MEDICINE
UNIVERSITY OF JAFFNA
APRIL 2019

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List of Abbreviations

AB	Assistant Bursar
AC	Academic
AHS	Allied Health Science
APACPH	Asia-Pacific Academic Consortium for Public Health
AR	Assistant Registrar
AROD	Association for Rehabilitation of the Disabled
AVU	Audio Visual Unit
BMSc	Bachelor of Medical Science
CANE	Cancer Aid for North/East
CBD	Case Based Discussion
CDC	Curriculum Development Committee
CLD	Clinical Lecture Demonstration
CPC	Clinical Pathological Correlation
ELTU	English Language Teaching Unit
ERC	Ethical Review Committee
FB	Faculty Board
FBM	Faculty Board Minutes
FM/FOM	Faculty of Medicine
FOSME	Forum Of Sri Lankan Medical Educationists
GEEC	Gender Equity and Equality Centre
HEI	Higher Education Institutions
HR	Human Resource
ICT	Information and Communication Technology
ILOs	Intended Learning Outcomes
IMSPQ	Inter-Medical School Physiology Quiz
IQAC	Internal Quality Assurance Cell
IQAU	Internal Quality Assurance Unit
IRQUE	Improving Relevance and Quality of Undergraduate Education
IWC	Integrated Ward Class
JJCDR	Jaffna Jaipur Centre for Disability Rehabilitation
JMA	Jaffna Medical Association

JSA	Jaffna Science Association
LMS	Learning Management System
MBBS	Bachelor of Medicine, Bachelor of Surgery
MCQ	Multiple Choice Question
MEC	Medical Education Cell
MEU	Medical Education Unit
MLS	Medical Laboratory Science
MOH	Medical officer of Health
MoH	Ministry of Health
MOU	Memorandum of Understanding
MSU	Medical Students' Union
NA	Non Academic
OBE	Outcome Based Education
OER	Open Educational Resources
OPAC	Online Public Access Catalogue
OSCE	Objective Structured Clinical Examination
OSPE	Objective Structured Practical Examination
PBL	Problem Based Learning
PDHS	Provincial Director of Health Services
PG	Post Graduate
PGIM	Post Graduate Institute of Medicine
PHI	Public Health Inspector
PHM	Public Health Midwife
PPDS	Personal and Professional Development Stream
QEF	Quality Education Fund
SAR	Senior Assistant Registrar
SBA	Single Best Answer
SBS	Subject Benchmark Statement
SCL	Student Centred Learning
SDC	Staff Development Centre
SGBV	Sexual and Gender-Based Violence.
SGD	Small Group Discussion

SIDCER	Strategic Initiative for Developing Capacity in Ethical Review
SLMA	Sri Lanka Medical Association
SLMC	Sri Lanka Medical Council
SLQF	Sri Lanka Qualification Framework
SOP	Standard operating Procedure
THJ	Teaching Hospital Jaffna
TO	Technical Officer
ToR	Terms of Reference
UGC	University Grant Commission
URL	Uniform Resource Locator
URS	Undergraduate Research Symposium
WEBE	Well-being Centre
WHO	World Health Organization

Chapter 1

Introduction to the Study Programme

Chapter 1

1. Introduction to the study programme

1.1.Overview of the Faculty

The Faculty of Medicine was established in 1978 under the University act No. 16 of 1978 and is situated at Thirunelvely almost 5km away from the Jaffna town. The main teaching facility is situated here and the clinical teaching takes place in Teaching Hospital Jaffna and Base Hospital Thelliapalai. THJ is a tertiary care centre for the northern region and services of all subspecialties are present. The curriculum is a traditional curriculum with integration. Student centered learning is encouraged through various method of teaching learning activities. The language of instruction is English. The introductory and orientation programme for the newcomers is run efficiently with English and IT as core modules. The phase I comprise preclinical subjects and conducted at the faculty premises. In Phase II, pre-professorial clinical course is conducted in the teaching Hospital in the mornings and para-clinical subjects are taught in the Faculty premises in the afternoons. Adequate exposure is available in all major clinical specialties and sub specialties. The final year (Phase III) is solely clinical learning at THJ, BH Thellipalai and Family Health Centre at Kondavil. The students also learn professional development through the Personal and Professional Development Stream which spans over phase I and II. They are exposed to community medicine during the phase I and II. Student directed learning is encouraged through an elective appointment of 4 weeks and exposure to research projects both in phase I and II. Student support system is established through the student counselors, well-being centre and the student support scheme.

1.2. Vision and Mission statement

1.2.1. Vision of the Faculty

The vision of the Faculty of Medicine is “To be a leading center of excellence in teaching learning, research and scholarship in the field of medicine”.

1.2.2. Mission of the Faculty

The Mission of the Faculty of Medicine is “To be a leading Centre of excellence which produces intellectual, competent, compassionate and dedicated health care professionals to meet the emerging needs of the local, national and international community”.

1.3. Graduate profile and Intended learning outcome

At the end of the MBBS course the graduate should be able to:

1. Apply basic and behavioural sciences knowledge in solving individual and population health issues.
2. Demonstrate communication, clinical and procedural skills in patient care.
3. Investigate, diagnose and manage common clinical problems and emergencies.
4. Promote individual and population health and institute preventive measures.
5. Utilise IT skills and record keeping skills necessary for medical practice.
6. Demonstrate leadership qualities, administrative skills and management skills.
7. Perform medico-legal procedures and provide expertise to the court of Law.
8. Demonstrate self-learning and continuous professional development.
9. Apply the principles of ethical practice in personal and professional life.
10. Educate peers and other members of the health care team.
11. Perform critical appraisal of research literature, practice evidence-based medicine and conduct research.
12. Enhance public health through promotion of peace and prevention of violence

1.4. Evolution and Major Milestones

The history of western medical education in Sri Lanka can be traced back to 1848 when the first medical school was founded that year in the village of Manipay in the Jaffna peninsula by Dr. Samuel Fiske Green, an American missionary doctor. The doctors trained by Green in this medical school went on to serve not just the people of Jaffna but other parts of the country as well as to countries overseas. This medical school was closed in 1879 when the state medical school was established. The north had to wait for a hundred years before the establishment of another medical school in the region.

The Faculty of Medicine of the University of Jaffna was established on 7th of August 1978 thus resuming medical training in the region. It was ceremonially opened by the Honorable Mr. Nissanka Wijeyeratne, Minister of Education and Higher education on the 8th of October 1978. The provincial Hospital Jaffna was declared as the Teaching Hospital of the Faculty of Medicine at the same time. An interesting link with the past for the Medical Faculty is that this hospital was started in 1850 with the help of Dr.Samuel Green and the doctors who served there during its early years were products of that very first medical school.

In the Faculty's early days, Pre-clinical course was conducted in the buildings of the Ayurvedic Teaching Hospital (presently the Unit of Siddha Medicine of University of Jaffna) at Kaithady. The foundation for the building of the Faculty of Medicine at Thirunelvely was laid on the 29th of November 1979 by late Prof. S. Vithiananthan, first Vice Chancellor of the University of Jaffna.

The first batch was admitted on 8th August 1979 and they passed the final MBBS examination in July 1983. The UGC is responsible for the admission of students. Prof.A A Hoover, Professor of Biochemistry was the founder Dean of the Faculty of Medicine. He with his forty years of University teaching experience was an asset to the Faculty in its formative years.

The faculty began with three basic sciences departments and then to ten departments. Currently there are 14 departments and units which include Allied Health Sciences Unit, started in 2006. It provides training in nursing, pharmacy and medical laboratory.

Since inception the faculty has produced 2808 doctors. The fortunes of the faculty have been closely intertwined with those of the region. Following its successful launch and early years, the faculty went through a period of immense hardship with the worsening of the armed conflict in the region. Staffing was badly affected as a result. The war situation deteriorated to the point

where the faculty had to temporarily relocate almost 20km away from current location at the end of 1995 and resumed functioning at Thirunelvely in 1996. Despite all these difficulties the faculty continued to provide training for its students with the remaining staff and extended faculty of specialists from the THJ. During this difficult period the students were sent for clinical training to Batticaloa and Trincomale hospitals.

The end of war saw a significant improvement in staffing levels both at the faculty and the THJ. Now medical students are exposed to many clinical specialties, thus broadening and deepening their clinical knowledge and skills.

The Faculty continues to strive towards innovation and improvement in the quality of education that it provides for its students so that the doctors produced are better able to meet the challenges of the future (Annexure 1).

1.5.Administrative Structure

The Dean is the academic and administrative Head of the Faculty, elected for a period of three years from among the Heads of the Departments. SAR with adequate supporting staff assists the Dean. The SAR also functions as the de-centralised officer to conduct Examinations and Financial activities subject to guidance and final approval from the respective units in the University Administration.

The Faculty of Medicine has fourteen Departments i.e. Anatomy, Biochemistry, Community & Family Medicine, Forensic Medicine, Medicine, Obstetrics & Gynecology, Paediatrics, Pathology, Pharmacology, Microbiology, Parasitology, Physiology, Psychiatry and Surgery. The Heads of Departments administer the Departments subject to approval from Dean and the Faculty Board. The Faculty Board decisions are sent for approval by the Senate and the Council

Allied Health Science unit with three sections, Pharmacy, Nursing and Medical Laboratory Science, Medical Education & Audio-Visual Unit and Nuclear Medicine are situated in the Faculty of Medicine.

1.6. Number of students enrolled in the study programme

Batch	Academic year	No
41 st Batch	2017/2018	153
40 th Batch	2016/2017	150
39 th Batch	2015/2016	136
38 th Batch	2014/2015	140
37 th Batch	2013/2014	151
36 th Batch	2012/2013	115
35 th Batch	2011/2012	125
Total		970

1.7. Number and profile of the academic, academic support and non-academic staff

Academic Staffs (Designation)	No	Non-academic staffs	No
Lecturer	15	Senior Assistant Registrar	01
Senior Lecturer GR I	13	Technical Officer	21
Senior Lecturer GR II	17	Management Assistant	17
Senior Professor	01	Lab Attendant	15
Professor	01	Works Aid	18
Assignment Basis	03	Health Service Labourer	04
Total	50	Instrument Mechanic	02
*Pre- professorial appointment are handled mainly by the Specialist at THJ		Postmortem Labourer	01
		Telephone Operator and Cum Receptionist	01
		Public Health Inspector	01
		Nursing Officer	01
		Public Health Nursing Sister – Temporary Basis	01
		Total	83

1.8.Learning resource systems

The Faculty is moderately equipped with most of the world's modern technologies which are essential in providing quality education in prevailing century.

1.8.1. Library services

Medical library is the key information provider to Faculty of Medicine, University of Jaffna. It is a branch library of the UOJ. It is located in the first floor of the main building of the Faculty of Medicine. It mainly supports the information needs of the medical faculty undergraduate programs. A senior assistant librarian is responsible to monitor the administration of the library.

Medical library contains a dynamic and rapidly growing collection of textbooks, reference books, periodicals, theses collection and electronic resources. Multiple copies of updated new editions of medical textbooks are one of the popular information sources among the students. A web based OPAC in LIBSYS database provides access to the bibliographic information of the available library materials. Library subscribes some current electronic full-text periodicals. Readers can access to UGC subscribed databases which includes Oxford Medicine online, Sage research methods and many electronic journals. Medical library maintains an institutional repository, which provides access to all the institutional research publications.

The library provides many services to the readers. These services include research assistance, providing full articles on request, article searching, document delivery services and a reading area for studying. Library user orientation program is conducted to the new students to become familiar with the library resources. Medical library is a member of the HeLLIS network. It extends the services to the readers provided by the HeLLIS network.

1.8.2. English Language Teaching Centre

English is a Co-Module and aims to enhance the communicative competence in all the four language skills (reading, listening, writing and speaking) of the students of the Faculty of Medicine to follow their course in medicine and in their profession afterwards. ELTC has language teaching experts and it has been equipped in the way to develop English Language Skills (Reading, Writing, Speaking and Listening). The ELTC was established as the first Unit of its nature in the Sri Lankan University system. At present, the center functions under the Faculty of Arts. Currently, ELTC is responsible for designing all English language courses offered by the University and plays a predominant role in enhancing quality and relevance to

the medical degree. A total of 90 hours is offered in the undergraduate introductory period for learning of English and this is a unique aspect for the medical degree programme. The examination in English is considered as a barrier for commencing the final year.

1.8.3. IT Facilities

An IT Facility is available for conducting Lectures and workshops. This facilitates the undergraduate students in their learning purposes. The facilities available for students have internet facilities and are equipped with latest software with various statistical packages such as SPSS and the reference manager End-note. This is managed by the MSU.

1.8.4. Learning Management Systems (LMS)

The Faculty has online Learning Management System (Moodle). Few departments use the system to upload content of the courses and students use the system to interact with each other. The students have a core module in IT which is supported by the computer unit of the UOJ.

1.9. Curriculum Revision

Since the beginning of the FM the curriculum of the MBBS degree programs has been re-structured and revised time to time. The Faculty adapted the traditional curriculum and held examination at end of each phase. Since 1981 the faculty established a curriculum committee which met monthly to discuss matters related to curriculum. In 1984 it conducted a workshop and began documenting the curriculum. The curriculum underwent major revision of all subjects with the assistance from Quality Enhancement Fund (QEF) of IRQUE project in line with OBA-SCL approach during 2007- 2010. The faculty has its own curriculum revision policy formed in 2018. All curriculum related aspects are dealt by the Medical Education Unit and supported by the Medical Education Cell.

1.10. Student support system and management

Student support systems are facilitated with different support services & amenities for the wellbeing of the students over their study period.

1.10.1. Sports facilities

The FM facilitates sports and physical wellbeing of their members. University has a physical education unit which is facilitated with recognized coaches and required equipment and devices. Medical students are free to use these facilities. In addition, there is a Volleyball court, Indoor Gymnasium and Table tennis table. During the “Medicos week” conducted by the MSU the students participate in track and field events and other games. Physical education unit of the UOJ organizes interfaculty meet.

1.10.2. Students Counselling Services

Student Counsellors are available to counsel students on academic and other aspects. They are accessible in the faculty and hospital. Office of the Senior Student Counsellor along with the student counsellors are responsible for student discipline. Students in need can seek assistance from the Student Counsellors.

1.10.3. Accommodation Facilities

Two Hostels are available for medical students Kanagasuntharam Girls’ hostel and Sivagnanasuntharam Boys’ hostel. Majority of the students are provided with accommodation facilities within the hostels. These are well facilitated with common room, a mess, study areas and a gymnasium. It also has an auditorium with all facilities. Occasionally the first year students are accommodated in other hostels in the UOJ. A land has been identified to put up another hostel considering the increase in number. During overlap period the students find their own accommodation for monthly payment.

1.10.4. Medical Centre

The University provides free health care to its students and staff. Students should register at the University Health Centre (UHC) located at the rear end of the Faculty of Science. Students can get treatment or advice from the UHC for health related problems. All registered university students have the privilege of getting free medical services from the UHC. Medical Centre is open from 8am to 4pm in all week days. It has sufficient storage of medicines and medical equipment necessary to treat common illnesses. Individual files of students and staff are maintained to keep medical records. In addition, Medical students are in close contact with hospital consultants who look after their health needs.

1.10.5. Canteens

There is a canteen in the faculty premises and another at the medical student hostel, which are run by the MSU and cater for the students, where students may obtain food and beverages at subsidized rates. The Hospital doctor's canteen is also available for students on subsidized rates.

1.10.6. Students' Complex

The Student Complex is situated adjoining the Hoover auditorium at the faculty premises. It is a three storey building. An IT laboratory, a gymnasium, office of the MSU, a large hall for meetings and cluster rooms for group study are available in this complex. The facility is run by the MSU.

1.10.7. The Students Welfare Branch

The Students Welfare Branch is located on the first floor of the Students Complex of the main University. The Welfare Branch assists the students in securing accommodation and financial assistance for needy students. Financial assistance (or Bursary) is provided to needy students from the University Students Welfare Fund and the Vice-Chancellor's Fund. It also handles all administrative work related to Mahapola bursary/scholarships.

In addition The Alumni of the FM supports needy students financially through the overseas Alumni, MIOT and other welfare organisations.

1.10.8. Career Guidance services

The career guidance services are provided through the career guidance advisor. This is done during the introductory period of the medical degree programme.

1.10.9. Banking Facilities

The Peoples Bank and Bank of Ceylon have established their University branches and teller machines within the main premises and many other banks are opened within 1 km from the faculty. University accounts are maintained at these branches which also handle all transactions. The students receive their Mahapola Scholarship installments through this branch.

1.10.10. Post Office

The Sub- Post Office for the use of staff and students of the University is located in the student complex within the Main University. It is open from 8.00am to 4.00 pm.

1.11. SWOT analysis

The SWOT Analysis performed by the Faculty of Medicine is given below:

1.11.1. Strengths

- a) The MBBS degree program has long history in this university as the 3rd medical school in the country
- b) The faculty adopts management procedures that are in compliance with national and institutional Standard Operational procedures. It has minutes of the Faculty board and sub committees, Strategic Plan, annual academic calendar, hand book which provide general information on the history and current status of the faculty, brief description of study programme, and the curriculum books which elaborate the curricula to the students and the staff.
- c) The faculty website is up to date.
- d) Has a Medical Education Unit and skill centre
- e) IQAC in the faculty has well-defined by laws and functions along with the MEU to enhance the quality of the program. Tools have been developed to monitor the effectiveness of the curriculum
- f) Curriculum of the program is developed collaboratively in a participatory manner through MEC and external stakeholder participation with the aim of achieving graduate profile which is developed by the program. The curriculum focuses on achieving the intended ILOs with clear work-based placements in clinical studies. It covers appropriate learning strategies for the development of self- directed learning, collaborative learning, creative, critical thinking, life-long learning, interpersonal communication and teamwork.
- g) Curriculum revision is facilitated considering the SBS in medicine as well as minimum standards set by the SLMC and the faculty has a curriculum revision policy.

- h) The faculty offers an orientation programme for all new students. In the orientation, issue a copy of the code of conduct/ student charter. The programme includes English, IT and soft skills through the PPDS.
- i) Memorandum of understandings (MOUs) with national and international universities and professional organizations are in place
- j) The University provides students with equal opportunities for cultural, aesthetic, recreational and sports activities.
- k) Adopted the approved by-laws and policies are available pertaining to examinations, student discipline and student union
- l) The Gender Equity and Equality (GEE) Cell is established with approved policy and by-laws
- m) The Faculty has a student support system and an established a Well-Being Centre to address the psychosocial issues of the staff and students
- n) The faculty adopts and practices the policy requiring the new staff to undergo an induction program by the university
- o) Dedicated and qualified staff in the faculty and well established support from the Director and qualified staff from the Teaching hospital Jaffna throughout all the phases.
- p) The clinical departmental staff are involved in teaching of basic and applied subjects
- q) The staff is provided continuous development opportunities in terms of participation in workshops and seminars.
- r) The program has the facilities to access well resourceful library.
- s) It encourages research activities by providing favourable atmosphere.

1.11.2. Weaknesses

- a) The programme uses ICT platform for only a few selected activities and not for all its key functions and does not maintain an updated data base
- b) The programme is unable to expand the LMS/Moodle dashboards of learning due to lack of training, support and equipment.
- c) The faculty doesn't implement development oriented performance appraisal system for staff
- d) Even though there is a policy to increase the capacity of all staff and continuously upgrade by provision of in-service, Continuous Professional Development (CPD) programmes with a monitoring mechanisms, the implementation is not adequate.
- e) The faculty doesn't have adequate and infrastructure facilities for the expansion of the entities in their administration, teaching, learning and research. Some departments operate in congested space which limits their efficiency especially in the hospital.
- f) Increased number of unfilled vacant cadre positions of chair, senior professors and professors
- g) Lack of approved policy and guidelines on the use of Open Education Resources (OER).
- h) Non-existence of an awarding system for research and teaching for staff
- i) The faculty doesn't offer special support and assistance for students with special needs or differently abled.

1.11.3. Opportunities

- a) Admission of foreign students with the approval of UGC.
- b) Admission of foreign students to do selective and elective appointments
- c) Increasing demand for postgraduate programs especially tropical medicine and non-communicable diseases
- d) Medium of instruction in English aids the students to develop their language skills and to cater the regional and National needs.
- e) Link with alumni to assist students in preparing for their professional future
- f) New infrastructure development in two locations

1.11.4. Threats

- a) Lack of training opportunities and field visits to enhance the knowledge of the students with the increasing number of students
- b) Very slow progress in integration in the curriculum
- c) Rapid intake of increased number of students may prolong the course
- d) Limited central resource allocation
- e) Exhaustion of existing staff due to workload
- f) Geographical location and transport facilities to the rest of the country
- g) Lack of protection from adverse climatic conditions in Northern Province
- h) Health sector providing attractive salary structure making recruitment of MBBS graduates difficult

1.12. Progress since last review

1.12.1. Course and curriculum

- Duration of the medical course has been reduced to 5 years from 2010/2011
- Since the last review several workshops were held periodically some involving the stakeholders, some inviting experts and some only by the faculty academics.
- Establishment of the Medical Education Unit (MEU) to design and develop the medical curriculum in 2010. Two academics have been trained in this field and one academic is undergoing the training at the PGIM.
- The Staff Development Centre of the UOJ and MEC conducts workshops and the induction programme for the staff of the FM and the support is rendered in training academic, technical and administrative staff.
- The faculty established the Internal Quality Assurance cell and the its QA activity is monitored in collaboration with the MEU
- The curriculum is moving towards integrations and as an initial step it practices synchronization within subjects and few elements of integrations is incorporated.
- Curriculum Book I and II have been formalized and is distributed to students both hard copies and online version. The last revision occurred in 2015. A major revision is scheduled for 2019

- Content overload has been discussed in several workshops and considerable overlaps have been avoided by major synchronization especially between medicine with pharmacology, surgery with pathology and anatomy with physiology. Neuro-physiology and neuro-anatomy has been integrated.
- Regular feedback from the students and teachers are obtained through tools developed by the IQAC. These tools on peer, student, course and subject evaluation have been approved by faculty board and council.
- Curriculum awareness workshops are held regularly and the existing curriculum is available in two volumes which is online.
- All departments are encouraged to conduct meetings regularly on matters related to curriculum at subject level.

1.12.2. Staff

- The number of staff improved. The support from the extended faculty to all the departments has contributed to the teaching and the students are exposed to more than 2 teachers in all specialities.
- The staff number and qualifications have improved from the last programme review but still has a dearth of staff especially in numbers. Several requests to the UGC to support this have been unfruitful. Discussion with the Ministry of Health to appoint doctors on secondment has been discussed but has not materialised.
- The academic chairs are still vacant but regularly advertised and care has been taken when appointing non-medical graduates to fill permanent posts.
- The current situation at the Teaching Hospital is changed with 73 consultants in all the specialities and their involvement in teaching the medical students. BH Thellipalai receives students for psychiatry and oncology.
- The communications are done manually and electronically via established networks available for students and staff.
- Career development opportunities to non-academic staff is encouraged.

1.12.3. Teaching Learning activities

- Assessment methods includes formative and summative in all areas of study. Some clinical appointments also have formative assessments.
- Teaching activities have improved in all the subjects especially in using varied teaching methods. The incorporation of problem based learning session and the learning in the community have improved markedly. Integrated ward classes and tutorials are introduced in some subjects.
- The multiple choice questions are still marked manually. The Faculty is working on optical mark reading or a computerized system to reduce the workload of the academic staff and for ease of evaluation of questions.
- Subjects that have log books and study guides are physiology and pharmacology. Clinical Appointments that have log books and study guides are clinical medicine, Paediatrics, community and family medicine, obstetrics and gynaecology. A study guide on medical professionalism is also available for the PPDS stream.
- Both the medical faculty library and the JMA library are currently fully equipped with web browsing, access to references and plagiarism check. The JMA library situated in the hospital is affiliated with the PGIM library.
- Internet facilities are available in the faculty premises, library and JMA library to be accessed by undergraduate and postgraduate students.
- Few departments use the LMS for teaching. Some departments have started to use Moodle for teaching/learning activities.

1.12.4. Research and capacity building

- Several collaborative research is being undertaken by departments nationally and internationally.
- Research culture is encouraged to the students by having two research projects (in phase I and II) and the student research symposium. The best student research is awarded a prize.
- Opportunities to publish research locally in the Faculty journal and the Jaffna Medical Journal is offered.

Chapter 2

Process of Preparing the SER

Process of preparing the SER

The preparation of SER involved many steps done via various groups (academics, non-academics and students) who were provided with information on the quality standards via the PR Manuals and via the discussion of these documents at the IQAC, MEC, Faculty Board and at special workshops, training sessions and activities, organised by MEU/FM and UOJ.

The FM was requested to draft the SER for PR by the UGC and MEU along with the IQAC appointed a faculty board approved team to do this. Regular meetings were conducted to discuss the quality assurance matters for write-ups of SER. Deadline for each activity was planned, monitored, and person in charge for each activity was requested to present their progress at the IQAC meetings. Presentation, discussion and workshops were organised to make awareness among the staff members of the faculty.

IQAC of the faculty appointed eight persons in charge for each criterion to write SER separately. The detail of the persons in charge and team members includes academic and non-academic is mentioned in Annexure III.

Throughout all IQAC meetings, it became evident that the coordinator, HODs, SER writers, academic and non-academic staff had a very good understanding of the importance of quality assurance to the Faculty programs with respect to the accuracy of the evidences included in the reports. The various teams were supported by the heads of departments during evidence collection.

A team for SER writing was nominated at the IQAC meeting and at the faculty board. SER writing team consists of Dr K Sivapalan, Dr K Muhunthan, Dr M G Sathiadas, Dr T Navaratinarajah. They participated in a workshop organised by IQAU of UOJ and a workshop on SER at UGC held on January 22nd, 2019.

First draft report was prepared by the SER writing team and then the final report was compiled. Constant discussion with the Dean of the Faculty, IQAC coordinator, Heads of all Departments, all academic, non-academic and academic support staff was held. Final SER was presented to all the faculty staff members on the 27th of March 2019. A cover page was designed and approved by the SER writing team.

Chapter 3

Compliance with Criteria and Standards

CRITERION 1: PROGRAMME MANAGEMENT			
1.0	Standards	Evidences	Code/Location
1.1	The FB finalizes academic and exam related matters with academic, elected external members and student representatives. There are Subcommittees assisting the FB in certain academic and administrative matters.	<ul style="list-style-type: none"> • Faculty Hand Book • Faculty Organogram • FBM • TORs of Subcommittees • Minutes of the subcommittees 	FM/MBBS/1.1.1 FM/MBBS/1.1.2 FM/MBBS/1.1.3 FM/MBBS/1.1.4 FM/MBBS/1.1.5
1.2	<p>The FM has prepared the Action Plan in alignment with the University's Strategic Plan and functions accordingly.</p> <p>The FM has accommodated recent initiatives and trends in medical education.</p>	<ul style="list-style-type: none"> • University's Corporate Plan • Faculty Action Plan • Minutes of meetings of the Action Plan implementation and Monitoring Committee • TEAM course • ALERM course • MOUs with other HEI • SOP of the ERC 	FM/MBBS/1.2.1 FM/MBBS/1.2.2 FM/MBBS/1.2.3 FM/MBBS/1.2.4 FM/MBBS/1.2.5 FM/MBBS/1.2.6 FM/MBBS/1.2.7
1.3	The FM adopts and follows the Administrative and Financial regulations of the University and the UGC.	<ul style="list-style-type: none"> • University Management Guide • Internal Audit Report • External Audit Report • FBM • Quotation Committee Meeting Minutes 	FM/MBBS/1.3.1 FM/MBBS/1.3.2 FM/MBBS/1.3.3 FM/MBBS/1.3.4 FM/MBBS/1.3.5
1.4	<p>The FM adopts a participatory approach in its Governance and Management from different level of stake holders.</p> <p>It accommodates student representation to FB and other Sub-committees.</p>	<ul style="list-style-type: none"> • FBM • Details of External members in faculty committees • Jaffna Medical Overseas Alumni participation • Communications with MSU • Stake holder feedback 	FM/MBBS/1.4.1 FM/MBBS/1.4.2 FM/MBBS/1.4.3 FM/MBBS/1.4.4 FM/MBBS/1.4.5

1.5	The FM adheres to the annual academic calendar that enables the students to complete the programme and graduate at the stipulated time.	<ul style="list-style-type: none"> • SLMC bench mark for MBBS program • Records of student entry and exit dates for the past 5 batches • Faculty Exam Time Tables • Time Tables of the pre, para and Clinical Courses 	<p>FM/MBBS/1.5.1</p> <p>FM/MBBS/1.5.2</p> <p>FM/MBBS/1.5.3</p> <p>FM/MBBS/1.5.4</p>
1.6	The Faculty provides Handbook to all new entrees General information about the Faculty, brief descriptions of Study Programme offered, learning resources, Student Support Services, Disciplinary Procedures, Welfare Measures, the Rights and Responsibilities of Students and Grievance Redress Mechanisms are provided in the hand book as well as in the Faculty website	<ul style="list-style-type: none"> • Faculty Handbook • Faculty Web Site • Evidence of provision of hand Book for the last 5 years • Student Disciplinary by-laws • Information on Student support groups 	<p>FM/MBBS/1.6.1</p> <p>URL 01</p> <p>FM/MBBS/1.6.2</p> <p>FM/MBBS/1.6.3</p> <p>FM/MBBS/1.6.4</p>
1.7	The FM makes the students available a Student Hand Book and Curriculum Volumes I & II to all the incoming students. Curriculum Volumes I & II provide all the details on the course, exam, grading and awarding and exit Options. Information on Elective and Selective students is also available on the Faculty Website.	<ul style="list-style-type: none"> • Student Hand book • Curriculum Volume I & II • Examination by-laws. • Information for Elective students • Information for Selective students • Grading & awarding procedures –hand book 	<p>FM/MBBS/1.7.1</p> <p>FM/MBBS/1.7.2</p> <p>FM/MBBS/1.7.3</p> <p>URL 02</p> <p>FM/MBBS/1.7.4</p> <p>FM/MBBS/1.7.5</p>

1.8	The FM Website provides information on Departments, academic activities and links to all publications such as handbook, special notices and announcements	<ul style="list-style-type: none"> • Faculty Web Site and links. 	URL 01
1.9	An Orientation Programme is organized by the Faculty regularly for all the new entrees for 10 weeks prior to the commencement of the regular academic program. It prepares the students to face the challenges of the course in the new environment.	<ul style="list-style-type: none"> • Orientation programme schedule • Feedback received from participants. • Resource person details • Time Table 	FM/MBBS/1.9.1 FM/MBBS/1.9.2 FM/MBBS/1.9.3 FM/MBBS/1.9.4
1.10	The FM adopts a mechanism to maintain, update and ensure confidentiality of permanent records of all students in accordance with the standards of the UGC and the University under lock & key system.	<ul style="list-style-type: none"> • Personal file templates • Medical records templates • Exam results • Hostel provision / inmate details • Other personal correspondences 	FM/MBBS/1.10.1 FM/MBBS/1.10.2 FM/MBBS/1.10.3 FM/MBBS/1.10.4 FM/MBBS/1.10.5
1.11	The FM uses electronic communication with staff and students. Certain Departments adopt ICT platform for teaching and learning activities.	<ul style="list-style-type: none"> • Email communication regarding meetings • Department ICT usage. • Inventory of ICT • Elective student allocation and application • E resources 	FM/MBBS/1.11.1 FM/MBBS/1.11.2 FM/MBBS/1.11.3 FM/MBBS/1.11.4 FM/MBBS/1.11.5

1.12	<p>Student charter and code of conduct of the University are adopted and followed by the faculty.</p> <p>It is communicated to all students in the orientation program and students' adherence to the prescribed code of conduct is closely monitored and promoted by student counsellors, senior student counsellor and other relevant staff.</p>	<ul style="list-style-type: none"> • Faculty hand book • Student charter • Orientation program schedule • Investigation / Disciplinary procedures taken 	<p>FM/MBBS/1.12.1</p> <p>FM/MBBS/1.12.2</p> <p>FM/MBBS/1.12.3</p> <p>FM/MBBS/1.12.4</p>
1.13	<p>The FM issues duty norms and work responsibilities and code of conduct to all categories of staff.</p>	<ul style="list-style-type: none"> • Work Norms and duty lists for all categories of staff • Appointment letter for academic staff –template • Non-academic staff circular on duty norms • Duty list for TOs • Staff increment documents 	<p>FM/MBBS/1.13.1</p> <p>FM/MBBS/1.13.2</p> <p>FM/MBBS/1.13.3</p> <p>FM/MBBS/1.13.4</p> <p>FM/MBBS/1.13.5</p>
1.14	<p>The FM has Non-formal staff performance appraisal system. SDC organizes regular staff training programs.</p>	<ul style="list-style-type: none"> • Staff Performance Appraisal System- for admin staff • Peer evaluation forms- Academic • Student feedback on teachers • SDC program participation certificate • Increment forms NAC/AC/ TO 	<p>FM/MBBS/1.14.1</p> <p>FM/MBBS/1.14.2</p> <p>FM/MBBS/1.14.3</p> <p>FM/MBBS/1.14.4</p> <p>FM/MBBS/1.14.5</p>

1.15	The FM has an IQAC with well-defined functions and operational procedures. Currently it is merged with MEC. It works closely with the IQAU of the University to implement internal quality enhancement system.	<ul style="list-style-type: none"> • FB Minutes related to IQAC • Senate Minutes related to IQAC/MEC • By-Laws and operational procedures manual of IQAU/IQAC • Annual Report of IQAC to FB • Reports on Workshops conducted by IQAC. • IQAC Year plan • IQAC Website 	<p>FM/MBBS/1.15.1</p> <p>FM/MBBS/1.15.2</p> <p>FM/MBBS/1.15.3</p> <p>FM/MBBS/1.15.4</p> <p>FM/MBBS/1.15.5</p> <p>FM/MBBS/1.15.6</p> <p>URL 03</p>
1.16	MEC of the Faculty which oversees the medical curriculum by monitoring, reviewing and updating the curriculum and teaching evaluation through medical education unit. Further MEC/MEU organizes workshops for staff on a regular basis on medical education.	<ul style="list-style-type: none"> • Composition and TOR of the MEC • MEC- meeting minutes • Reports of curriculum revision Workshops • Feedback received from stakeholders • Remedial measures undertaken over the past 4 years • Postgraduate outcomes of this Faculty Graduates 2018 (Paediatrics/emergency medicine) • Merit list of the graduates from this Faculty 	<p>FM/MBBS/1.16.1</p> <p>FM/MBBS/1.16.2</p> <p>FM/MBBS/1.16.3</p> <p>FM/MBBS/1.16.4</p> <p>FM/MBBS/1.16.5</p> <p>FM/MBBS/1.16.6</p> <p>FM/MBBS/1.16.7</p>
1.17	The FM adopts the recommendations of SLQF and SBS in designing and delivering the academic program.	<ul style="list-style-type: none"> • Student Hand book charts • FBM • MEC minutes • SLQF mapping document • Curriculum revision policy • Stakeholder feed back 	<p>FM/MBBS/1.17.1</p> <p>FM/MBBS/1.17.2</p> <p>FM/MBBS/1.17.3</p> <p>FM/MBBS/1.17.4</p> <p>FM/MBBS/1.17.5</p> <p>FM/MBBS/1.17.6</p>

1.18	The FM has a clear policy and practice on programme design, approval and implementation without discontinuation.	<ul style="list-style-type: none"> • FBM on program approval • Correspondences to Senate • MEC minutes on curriculum development and upgrading. 	<p>FM/MBBS/1.18.1</p> <p>FM/MBBS/1.18.2</p> <p>FM/MBBS/1.18.3</p>
1.19	The FM monitors the implementation of the curriculum and the quality of education provision through feedback surveys and post graduate performances.	<ul style="list-style-type: none"> • Peer observation • Graduate satisfaction surveys at exit points • PG outcomes of our graduates • Merit list of our graduates 	<p>FM/MBBS/1.19.1</p> <p>FM/MBBS/1.19.2</p> <p>FM/MBBS/1.19.3</p> <p>FM/MBBS/1.19.4</p>
1.20	The FM has established collaborative partnerships with national and foreign universities/HEIs/ organizations for academic and research cooperation.	<ul style="list-style-type: none"> • FBM • Senate minutes • Copies of MOUs • Outcome reports • Research grants 	<p>FM/MBBS/1.20.1</p> <p>FM/MBBS/1.20.2</p> <p>FM/MBBS/1.20.3</p> <p>FM/MBBS/1.20.4</p> <p>FM/MBBS/1.20.5</p>
1.21	FM offers a friendly environment for learning by providing various student support systems such as health center, student counselling, sports and academic mentors.	<ul style="list-style-type: none"> • FBM • Senate minutes • WEBE center notice • TORs for academic mentors • Faculty Mentor program • List of training programmes offered to staff undertaking mentoring/counselling work • TORs for student counsellors • Faculty Student support system formation • Financial support by Alumni to establish support system 	<p>FM/MBBS/1.21.1</p> <p>FM/MBBS/1.21.2</p> <p>FM/MBBS/1.21.3</p> <p>FM/MBBS/1.21.4</p> <p>FM/MBBS/1.21.5</p> <p>FM/MBBS/1.21.6</p> <p>FM/MBBS/1.21.7</p> <p>FM/MBBS/1.21.8</p> <p>FM/MBBS/1.21.9</p>

1.22	<p>FM organizes different cultural and religious events annually.</p> <p>Recreational activities are encouraged by the faculty through MSU.</p> <p>Sports activities are coordinated with MSU annually at faculty and university level.</p> <p>University health center provides medical services for all the students.</p>	<ul style="list-style-type: none"> • Recreational facilities (gym) • Medicos week • Religious activities • Cultural programs • Other extracurricular activities • FBM on Photography club • Physiology Quiz program 	<p>FM/MBBS/1.22.1</p> <p>FM/MBBS/1.22.2</p> <p>FM/MBBS/1.22.3</p> <p>FM/MBBS/1.22.4</p> <p>FM/MBBS/1.22.5</p> <p>FM/MBBS/1.22.6</p> <p>FM/MBBS/1.22.7</p>
1.23	<p>FM has taken steps to ensure a safe environment to the students for their learning activity.</p>	<ul style="list-style-type: none"> • ID cards • Shuttle bus services • Hostels 24hours security • Time limits with in faculty premises & exceptions • Contacts in case of emergencies • Hot lines • GEEC policy 	<p>FM/MBBS/1.23.1</p> <p>FM/MBBS/1.23.2</p> <p>FM/MBBS/1.23.3</p> <p>FM/MBBS/1.23.4</p> <p>FM/MBBS/1.23.5</p> <p>FM/MBBS/1.23.6</p> <p>FM/MBBS/1.23.7</p>
1.24	<p>The FM adopts the UGC circulars on student and staff discipline in the university. Both students and staff are communicated through internal circulars and notices regarding by-laws pertaining to examinations, examination violations and student discipline etc.</p>	<ul style="list-style-type: none"> • UGC circulars • Exam bylaws • SGBV bylaws • Inquiry procedures on violations • Disciplinary actions taken in the past 	<p>FM/MBBS/1.24.1</p> <p>FM/MBBS/1.24.2</p> <p>FM/MBBS/1.24.3</p> <p>FM/MBBS/1.24.4</p> <p>FM/MBBS/1.24.5</p>

1.25	The FM tries to offer special support and assistance for students with special needs or differently-abled students on individual basis.	<ul style="list-style-type: none"> • FBM on construction of slope way • Additional time provision 	<p>FM/MBBS/1.25.1</p> <p>FM/MBBS/1.25.2</p>
1.26	The FM practices measures to ensure GEE and deter any form of SGBV amongst all categories of staff and students. Awareness programs are organized for staff and students.	<ul style="list-style-type: none"> • SGBV policy and bylaws • Information leaflet • Orientation program schedule – GEEC awareness • Awareness program schedule • Student feedback on grievance mechanism 	<p>FM/MBBS/1.26.1</p> <p>FM/MBBS/1.26.2</p> <p>FM/MBBS/1.26.3</p> <p>FM/MBBS/1.26.4</p> <p>FM/MBBS/1.26.5</p>
1.27	The Faculty has a zero tolerance towards ragging and other forms harassments towards students/ staff. All the staff are involved in the monitoring and prevention of such incidents in the faculty.	<ul style="list-style-type: none"> • UGC circulars • University policy on ragging • Student hand book. • Zero tolerance form –academic branch • Student disciplinary by-laws 	<p>FM/MBBS/1.27.1</p> <p>FM/MBBS/1.27.2</p> <p>FM/MBBS/1.27.3</p> <p>FM/MBBS/1.27.4</p> <p>FM/MBBS/1.27.5</p>

SUMMARY

Faculty follows administrative and financial regulations of university and UGC in all activities by maintaining a participatory approach with its stake holders and adheres to the university strategic plan and action plan of the faculty. Medical curriculum is revised and updated to facilitate student centered learning and aligned SBS. Information on medical course, university by laws and other relevant details are provided to new entrees and aims to complete the course in stipulated time. Faculty provides a safe and healthy environment to staff and students by maintaining and adhered to standards, communication and support.

CRITERION 2 – HUMAN AND PHYSICAL RESOURCES			
2.0	Standards	Evidences	Code/Location
2.1.	The FM and the extended faculty have staff in terms of reasonable in number, qualifications and competency in order to design, develop and deliver of academic programmes, research and outreach activities.	<ul style="list-style-type: none"> • HR profile <ul style="list-style-type: none"> ○ Staff cadre profile ○ Faculty website/staff profile ○ Consultants cadre positions at THJ ○ Hand book ○ Visiting appointment letters ○ Certificates - staff who have undergone training in curriculum development ○ Recruitment scheme 	<p>FM/MBBS/2.1.1.1</p> <p>FM/MBBS/2.1.1.2</p> <p>FM/MBBS/2.1.1.3</p> <p>FM/MBBS/2.1.1.4</p> <p>FM/MBBS/2.1.1.5</p> <p>FM/MBBS/2.1.1.6</p> <p>FM/MBBS/2.1.1.7</p>
		<ul style="list-style-type: none"> • Research <ul style="list-style-type: none"> ○ Faculty research repository ○ Faculty web- staff publication profile ○ Awards for scientific publications/Presentations ○ Annual report ○ Google scholar ○ Research gate 	<p>FM/MBBS/2.1.2.1</p> <p>FM/MBBS/2.1.2.2</p> <p>FM/MBBS/2.1.2.3</p> <p>FM/MBBS/2.1.2.4</p> <p>FM/MBBS/2.1.2.5</p> <p>FM/MBBS/2.1.2.6</p>
		<ul style="list-style-type: none"> • Outreach activities <ul style="list-style-type: none"> ○ MOU with ministry of Health ○ Correspondents / letters ○ Laboratory reports ○ FBM 	<p>FM/MBBS/2.1.3.1</p> <p>FM/MBBS/2.1.3.2</p> <p>FM/MBBS/2.1.3.3</p> <p>FM/MBBS/2.1.3.4</p>

2.2.	The FM ensures that its human resources profile is comparable with national and international norms with high percentage of academics having PhDs & MDs, involvement of adjunct lecturers, having research grants and scientific communications in national and international refereed/indexed journals	<ul style="list-style-type: none"> • HR profile <ul style="list-style-type: none"> ○ Personal files ○ Faculty website/staff profile • Research Grant <ul style="list-style-type: none"> ○ Awarding letters • Scientific Communication <ul style="list-style-type: none"> ○ Faculty research repository ○ Annual report ○ Faculty web- staff publication profile ○ Awards for scientific publications/presentations ○ Google scholar ○ Research gate 	<p>FM/MBBS/2.2.1.1 FM/MBBS/2.2.1.2</p> <p>FM/MBBS/2.2.2.1</p> <p>FM/MBBS/2.2.3.1 FM/MBBS/2.2.3.2 FM/MBBS/2.2.3.3 FM/MBBS/2.2.3.4 FM/MBBS/2.2.3.5 FM/MBBS/2.2.3.6</p>
2.3.	The FM ensures that all newly recruited staff undergo an induction programme offered by the University as soon as they are recruited, which provides an awareness of their defined roles and duties, and imparts the knowledge and competencies required to perform the assigned tasks	<ul style="list-style-type: none"> • Policy • Appointment letters • UGC guidelines • Syllabus induction programme • Certification for completion of Induction Program • Teacher evaluation • SDC correspondence with staff 	<p>FM/MBBS/2.3.1 FM/MBBS/2.3.2 FM/MBBS/2.3.3 FM/MBBS/2.3.4 FM/MBBS/2.3.5 FM/MBBS/2.3.6 FM/MBBS/2.3.7</p>
2.4.	The FM ensures that the capacity of all staff is continuously upgraded and enhanced through provision of CPD programmes nationally or internationally	<ul style="list-style-type: none"> • Workshops conducted by SDC & MEC and other national & international workshops & seminars <ul style="list-style-type: none"> ○ Notifications to the staff ○ FB nomination/minutes 	<p>FM/MBBS/2.4.1.1 FM/MBBS/2.4.1.2</p>

		<ul style="list-style-type: none"> ○ Attendance of staff participated ○ Materials ○ Feed back ● Weekly clinical meetings, Annual Scientific Session and training workshops of JMA and relevant Professional Colleges / Alumni ○ Flyer and proceedings ○ Registration/Attendance Sheet Certificate of participation 	<p>FM/MBBS/2.4.1.3</p> <p>FM/MBBS/2.4.1.4</p> <p>FM/MBBS/2.4.1.5</p> <p>FM/MBBS/2.4.2.1</p> <p>FM/MBBS/2.4.2.2</p>
2.5.	<p>The FM ensures the availability of adequate dedicated space and well-maintained infrastructure facilities for administration and teaching – learning activities such as lecture rooms, laboratories/museum/ dissection hall, libraries, students centre, transport facilities, ICT resources and common amenities: these facilities are well maintained and regularly upgraded.</p>	<ul style="list-style-type: none"> ● Administration <ul style="list-style-type: none"> ○ Buildings blue print ○ Inventories at Dean’s office ● Library <ul style="list-style-type: none"> ○ E-Library facilities- Photo galleries ● Skill Lab <ul style="list-style-type: none"> ○ Inventory at Dean’s office ○ Request letters ● Teaching- Learning <ul style="list-style-type: none"> ○ Buildings blue print (THJ) ○ Inventory at relevant places ○ Time tables ○ Bus booking registry 	<p>FM/MBBS/2.5.1.1</p> <p>FM/MBBS/2.5.1.2</p> <p>FM/MBBS/2.5.2.1</p> <p>FM/MBBS/2.5.3.1</p> <p>FM/MBBS/2.5.3.2</p> <p>FM/MBBS/2.5.4.1</p> <p>FM/MBBS/2.5.4.2</p> <p>FM/MBBS/2.5.4.3</p> <p>FM/MBBS/2.5.4.4</p>

2.6.	The FM offers professional study programmes, has put in place the required specialized training facilities such as clinical training facilities and field training.	<ul style="list-style-type: none"> • Clinical Training <ul style="list-style-type: none"> ○ Appointment time tables ○ Log books ○ Calendar of dates ○ Hand Book ○ Clinical coordinator's correspondents • Field training <ul style="list-style-type: none"> ○ Bus arrangements ○ Time Tables ○ Calendar of dates ○ Hand Book ○ Reports 	<p>FM/MBBS/2.6.1.1</p> <p>FM/MBBS/2.6.1.2</p> <p>FM/MBBS/2.6.1.3</p> <p>FM/MBBS/2.6.1.4</p> <p>FM/MBBS/2.6.1.5</p> <p>FM/MBBS/2.6.2.1</p> <p>FM/MBBS/2.6.2.2</p> <p>FM/MBBS/2.6.2.3</p> <p>FM/MBBS/2.6.2.4</p> <p>FM/MBBS/2.6.2.5</p>
2.7.	The FM ensure that the staffs are provided with required training in OBE-SCL by the workshops conducted by SDC & MEU and provided with teaching learning & training facilities to implement OBE-SCL.	<ul style="list-style-type: none"> • Curriculum revision and PBL workshops <ul style="list-style-type: none"> ○ Attendance ○ Certificates (including full time course in Medical Education) ○ Materials ○ FBM • Facilities in the lecture halls <ul style="list-style-type: none"> ○ Inventory at Dean's office 	<p>FM/MBBS/2.7.1.1</p> <p>FM/MBBS/2.7.1.2</p> <p>FM/MBBS/2.7.1.3</p> <p>FM/MBBS/2.7.1.4</p> <p>FM/MBBS/2.7.2.1</p>
2.8.	<p>The FM has ensured student access to a well-resourced user-friendly library facility.</p> <p>The Library is networked and holds up to date print and electronic forms of titles,</p>	<ul style="list-style-type: none"> • A report on library facilities • Inventory • Usage records • Book ordering records • Discarding the books list • Barcoding 	<p>FM/MBBS/2.8.1</p> <p>FM/MBBS/2.8.2</p> <p>FM/MBBS/2.8.3</p> <p>FM/MBBS/2.8.4</p> <p>FM/MBBS/2.8.5</p> <p>FM/MBBS/2.8.6</p>

	coupled with other facilities such as internet, inter-library loan etc.	<ul style="list-style-type: none"> • IT & Library committee minutes • List of Donation of Books • Library staff details • Hinari usage report 	<p>FM/MBBS/2.8.7</p> <p>FM/MBBS/2.8.8</p> <p>FM/MBBS/2.8.9</p> <p>FM/MBBS/2.8.10</p>
2.9.	The FM ensures the availability ICT facilities and technical assistance to provide adequate opportunities for students to acquire ICT skills including access to computer terminals and internet connectivity	<ul style="list-style-type: none"> • ICT facilities available at student centre & language laboratory <ul style="list-style-type: none"> ○ Inventory ○ FBM ○ IT & Library development Committee Minutes • IT Co module <ul style="list-style-type: none"> ○ Curriculum ○ Time Table ○ Hand Book ○ student's attendance sheet • Moodle and Web of faculty 	<p>FM/MBBS/2.9.1.1</p> <p>FM/MBBS/2.9.1.2</p> <p>FM/MBBS/2.9.1.3</p> <p>FM/MBBS/2.9.2.1</p> <p>FM/MBBS/2.9.2.2</p> <p>FM/MBBS/2.9.2.3</p> <p>FM/MBBS/2.9.2.4</p> <p>FM/MBBS/2.9.3</p>
2.10	The FM ensures that the students are provided with guidance in learning and use of English as a co module by well-resourced ELTU	<ul style="list-style-type: none"> • ELTU cadre profile • Curriculum book • Hand book • English for Medicine book • Time tables • Students' attendance sheet 	<p>FM/MBBS/2.10.1</p> <p>FM/MBBS/2.10.2</p> <p>FM/MBBS/2.10.3</p> <p>FM/MBBS/2.10.4</p> <p>FM/MBBS/2.10.5</p> <p>FM/MBBS/2.10.6</p>
2.11	The FM ensures that the students are provided with adequate training on 'soft skills' / 'life skills' and it is incorporated into	<ul style="list-style-type: none"> • Curriculum book • Hand Book • PPDS teachers' profile 	<p>FM/MBBS/2.11.1</p> <p>FM/MBBS/2.11.2</p> <p>FM/MBBS/2.11.3</p>

	the co curriculum and taught through PPDS by the experts and opportunities are given to practice through hidden curricular activities such as religious, cultural & sports events; medical exhibition & medical camps	<ul style="list-style-type: none"> • Time tables (introductory period, 1st- 4th year) • FBM • Students attendance sheet • Report of career guidance activity • Workshop attendance • Career Guidance application • Document on Religious, cultural & sports events; medical exhibition & medical camps 	<p>FM/MBBS/2.11.4</p> <p>FM/MBBS/2.11.5</p> <p>FM/MBBS/2.11.6</p> <p>FM/MBBS/2.11.7</p> <p>FM/MBBS/2.11.8</p> <p>FM/MBBS/2.11.9</p> <p>FM/MBBS/2.11.10</p>
2.12	The FM encourages and facilitates the students to engage in multicultural programmes to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.	<ul style="list-style-type: none"> • Religious, cultural & sports events; medical exhibition & medical camps <ul style="list-style-type: none"> ○ Invitations ○ FBM ○ Newsletters ○ Photo album ○ Sports schedules ○ Website ○ Calendar of dates 	<p>FM/MBBS/2.12.1.1</p> <p>FM/MBBS/2.12.1.2</p> <p>FM/MBBS/2.12.1.3</p> <p>FM/MBBS/2.12.1.4</p> <p>FM/MBBS/2.12.1.5</p> <p>FM/MBBS/2.12.1.6</p> <p>FM/MBBS/2.12.1.7</p>

SUMMARY:

Reasonable number of competent staffs contribute in every aspect of the study program in which special emphasis is given to clinical and field training along with English, IT and Personal Professional development. Space and the relevant facilities in the lecture halls, wards, laboratories, library, and administrative entities ensure the quality of the study program. FM encourages and facilitates to promote harmony and cohesion among students of diverse ethnic and cultural backgrounds.

CRITERION 3: PROGRAMME DESIGN AND DEVELOPMENT			
3.0	Standards	Evidence	Code/Location
3.1.	MBBS programme has been developed and reviewed through Curriculum Committee and it is reviewed through MEC in a participatory manner involving faculty, extended faculty and external experts.	<ul style="list-style-type: none"> • Curriculum planning documents • Curriculum revision policy • FBM • Minutes of MEC • Clinical Teachers meeting minutes • Minutes of PPDS Advisory Committee 	FM/MBBS/3.1.1 FM/MBBS/3.1.2 FM/MBBS/3.1.3 FM/MBBS/3.1.4 FM/MBBS/3.1.5 FM/MBBS/3.1.6
3.2.	<p>The MEC membership and PPDS Advisory Committee includes Consultants from THJ as external members to ensure the participation of stakeholders in programme development and review.</p> <p>Faculty also involves consultants, administrators and medical students in curriculum revision.</p>	<ul style="list-style-type: none"> • FBM • Report on curriculum revision workshop • Participants list of curriculum revision workshops 	FM/MBBS/3.2.1 FM/MBBS/3.2.2 FM/MBBS/3.2.3
3.3.	Programme design process incorporates the recommendations of SLMC and MoH.	<ul style="list-style-type: none"> • SBS • SLMC - minimal standard • FBM • Handbook • Curriculum book 	FM/MBBS/3.3.1 FM/MBBS/3.3.2 FM/MBBS/3.3.3 FM/MBBS/3.3.4 FM/MBBS/3.3.5

3.4.	The FM has a vision & mission statements, objectives and outcomes reflecting SBS, local, national and global demands and trends. The MBBS programme is developed to meet the above objectives and outcomes.	<ul style="list-style-type: none"> • Handbook • Curriculum book • FBM • Minutes of MEC • Allocation of Elective appointments • Visiting appointments • Reports on Workshops • Strategic plan document of 40th anniversary 	<p>FM/MBBS/3.4.1</p> <p>FM/MBBS/3.4.2</p> <p>FM/MBBS/3.4.3</p> <p>FM/MBBS/3.4.4</p> <p>FM/MBBS/3.4.5</p> <p>FM/MBBS/3.4.6</p> <p>FM/MBBS/3.4.7</p> <p>FM/MBBS/3.4.8</p>
3.5.	The FB adopts SBS and Core Curriculum in developing and revising medical degree programme and it is in line with SLQF level 7.	<ul style="list-style-type: none"> • Handbook • Curriculum book • FBM • Minutes of MEC • Report on workshop on SLQF • SLQF mapping 	<p>FM/MBBS/3.5.1</p> <p>FM/MBBS/3.5.2</p> <p>FM/MBBS/3.5.3</p> <p>FM/MBBS/3.5.4</p> <p>FM/MBBS/3.5.5</p> <p>FM/MBBS/3.5.6</p>
3.6.	The entry to MBBS Programme is determined by the UGC. Students who qualifies in all 3 barrier exams (phase I, II & III) will obtain MBBS with the fall back option of getting BMSc with the completion of phases I & II. This matches the SLQF level 5.	<ul style="list-style-type: none"> • Curriculum book • Handbook • FBM • Minutes of MEC • Faculty Board approval of BMSc • Senate approval of BMSc to level five • SLQF mapping • SLQF level 7 criteria and matching 	<p>FM/MBBS/3.6.1</p> <p>FM/MBBS/3.6.2</p> <p>FM/MBBS/3.6.3</p> <p>FM/MBBS/3.6.4</p> <p>FM/MBBS/3.6.5</p> <p>FM/MBBS/3.6.6</p> <p>FM/MBBS/3.6.7</p> <p>FM/MBBS/3.6.8</p>

3.7.	The FM uses graduate profile in developing/ revising the learning outcome of the medical degree programme.	<ul style="list-style-type: none"> • Curriculum book (constructive alignment) • MEC Memo to FB • FBM • Senate approval • Minutes of MEC 	<p>FM/MBBS/3.7.1</p> <p>FM/MBBS/3.7.2</p> <p>FM/MBBS/3.7.3</p> <p>FM/MBBS/3.7.4</p> <p>FM/MBBS/3.7.5</p>
3.8.	The MBBS Programme has realistic, deliverable and feasible ILOs.	<ul style="list-style-type: none"> • Curriculum book • Evidences for continuous assessments • Minutes of Departmental meetings • Student feedback • External examiners report 	<p>FM/MBBS/3.8.1</p> <p>FM/MBBS/3.8.2</p> <p>FM/MBBS/3.8.3</p> <p>FM/MBBS/3.8.4</p> <p>FM/MBBS/3.8.5</p>
3.9.	The MBBS programme adopts an OBE and subjects are designed to match the learning outcomes. Teaching and learning activities and assessments in each phase are aligned with the LOs and ensure that students have acquired the competencies required at each level.	<ul style="list-style-type: none"> • Curriculum book • Reports on workshops on OBE and SCL • Student feedback • Results sheets with class 	<p>FM/MBBS/3.9.1</p> <p>FM/MBBS/3.9.2</p> <p>FM/MBBS/3.9.3</p> <p>FM/MBBS/3.9.4</p>
3.10.	The MBBS programme accommodates interdisciplinary and multidisciplinary activities to broaden the outlook and enrich the generic skills of the students.	<ul style="list-style-type: none"> • Invitation letters for Paediatric integrated ward class • Integrated tutorial • Elective appointments • Visiting appointments for PPDS • Visiting appointments for Community clerkship 	<p>FM/MBBS/3.10.1</p> <p>FM/MBBS/3.10.2</p> <p>FM/MBBS/3.10.3</p> <p>FM/MBBS/3.10.4</p> <p>FM/MBBS/3.10.5</p>

		<ul style="list-style-type: none"> • Log book, curriculum book evidence to show multidisciplinary interaction • FBM • Records of MSU 	<p>FM/MBBS/3.10.6</p> <p>FM/MBBS/3.10.7</p> <p>FM/MBBS/3.10.8</p>
3.11.	The issues of gender, cultural and social diversity, equity, social justice, ethical values and sustainability are integrated into the curriculum	<ul style="list-style-type: none"> • Curriculum book <ul style="list-style-type: none"> • PPDS • Forensic Medicine • research projects • Field & clinical clerkships. • Timetable • Clinical attachment letters • Log book • research projects - samples 	<p>FM/MBBS/3.11.1.1</p> <p>FM/MBBS/3.11.1.2</p> <p>FM/MBBS/3.11.1.3</p> <p>FM/MBBS/3.11.1.4</p> <p>FM/MBBS/3.11.2</p> <p>FM/MBBS/3.11.3</p> <p>FM/MBBS/3.11.4</p> <p>FM/MBBS/3.11.5</p>
3.12.	Undergraduate programme has all the core subjects and training are compulsory for all according to the regulations of UGC and SLMC. Only the elective appointments are optional.	<ul style="list-style-type: none"> • SBS • Core curricula • Curriculum book • Elective appointments 	<p>FM/MBBS/3.12.1</p> <p>FM/MBBS/3.12.2</p> <p>FM/MBBS/3.12.3</p> <p>FM/MBBS/3.12.4</p>
3.13.	The medical curriculum is designed to promote transformation of students into competent doctor; Phase I - students gain knowledge and skills in basic sciences; Phase II - they gain new knowledge and skill to apply them in clinical setting; Phase III - training mainly focusing on enhancing the clinical skills and applying the knowledge in real situations. Learning autonomy is enhanced by shadowing house officers.	<ul style="list-style-type: none"> • Handbook • Curriculum book • Study guide • Logbooks • Allocation of Elective appointments • Documents related to shadow house officer allocation • Student feedback 	<p>FM/MBBS/3.13.1</p> <p>FM/MBBS/3.13.2</p> <p>FM/MBBS/3.13.3</p> <p>FM/MBBS/3.13.4</p> <p>FM/MBBS/3.13.5</p> <p>FM/MBBS/3.13.6</p> <p>FM/MBBS/3.13.7</p>

3.14.	The FM has indicators to measure the performance of the students at each level and grades are given to reflect their level of competency.	<ul style="list-style-type: none"> • Common merit list • Graduation rate • Handbook • Curriculum book • Examination results at each phase • Admissions to advanced degrees (PGIM selection lists) 	<p>FM/MBBS/3.14.1</p> <p>FM/MBBS/3.14.2</p> <p>FM/MBBS/3.14.3</p> <p>FM/MBBS/3.14.4</p> <p>FM/MBBS/3.14.5</p> <p>FM/MBBS/3.14.6</p>
3.15.	The academic standard of medical degree programme is in line with Subject Benchmark Statement, Core Curriculum and SLQF level 7.	<ul style="list-style-type: none"> • Handbook • Curriculum book • FBM • MEC minutes • SLQF mapping • Award of prizes and classes (from convocation book) 	<p>FM/MBBS/3.15.1</p> <p>FM/MBBS/3.15.2</p> <p>FM/MBBS/3.15.3</p> <p>FM/MBBS/3.15.4</p> <p>FM/MBBS/3.15.5</p> <p>FM/MBBS/3.15.6</p>
3.16.	The FM has followed standard procedure in approving Medical Degree Programme. Now uses the standard procedure in curriculum revisions to ensure the consideration of design principles, academic standards, and appropriateness of the learning opportunities available, monitoring and review.	<ul style="list-style-type: none"> • Programme approval process • Minutes of MEC • FB memo • Senate approval • Curriculum revision policy documents • Curriculum workshop reports 	<p>FM/MBBS/3.16.1</p> <p>FM/MBBS/3.16.2</p> <p>FM/MBBS/3.16.3</p> <p>FM/MBBS/3.16.4</p> <p>FM/MBBS/3.16.5</p> <p>FM/MBBS/3.16.6</p>
3.17.	The FM considered the principles when medical degree programme is designed and developed/ reviewed and is documented and communicated to all concerned.	<ul style="list-style-type: none"> • Handbook • Curriculum book • FBM • Invitation letters to workshop on SLQF • Evidence for circulation of documents 	<p>FM/MBBS/3.17.1</p> <p>FM/MBBS/3.17.2</p> <p>FM/MBBS/3.17.3</p> <p>FM/MBBS/3.17.4</p> <p>FM/MBBS/3.17.5</p>

3.18.	<p>The FM identified appropriate ILO for work based training according to the standards set by the UGC and SLMC. Students are informed in advance about the objectives and responsibilities of work place training. After graduation all medical graduates should undergo one year internship with MoH to practice medicine.</p>	<ul style="list-style-type: none"> • Handbook • Curriculum book Volume 2 • Teaching hospital upgrade document and TH consultant roles and responsibilities • Communications regarding placement for clinical appointments/ clerkship(cancer unit, psychiatry unit, chest clinic and hospital) • Communication to students regarding placement for clinical appointments/ clerkship (notice) • Study guide • Logbooks • Internship list • SLMC Minimum standards document 	<p>FM/MBBS/3.18.1 FM/MBBS/3.18.2 FM/MBBS/3.18.3 FM/MBBS/3.18.4 FM/MBBS/3.18.5 FM/MBBS/3.18.6 FM/MBBS/3.18.7 FM/MBBS/3.18.8 FM/MBBS/3.18.9</p>
3.19.	<p>The MBBS programme has activities for self-directed learning, collaborative learning, creative and critical thinking, life-long learning, interpersonal communication and teamwork.</p>	<ul style="list-style-type: none"> • Curriculum book • MEC minutes • Study guide • Logbooks • Evidence for Field activity • Evidence for SGD • Invitation letter for IWC • Evidences for Research project • Medicine seminars • PPDS • IRQUE programme review report • Clinical training • Colrim report • Student feedback 	<p>FM/MBBS/3.19.1 FM/MBBS/3.19.2 FM/MBBS/3.19.3 FM/MBBS/3.19.4 FM/MBBS/3.19.5 FM/MBBS/3.19.6 FM/MBBS/3.19.7 FM/MBBS/3.19.8 FM/MBBS/3.19.9 FM/MBBS/3.19.10 FM/MBBS/3.19.11 FM/MBBS/3.19.12 FM/MBBS/3.19.13 FM/MBBS/3.19.14</p>

3.20.	The Faculty's IQAC operates along with MEC and adopts internal monitoring activities to improve the programme design and development and approval processes.	<ul style="list-style-type: none"> • Bylaw of IQAC • Minutes of IQAC • Reports of IQAC • FBM 	<p>FM/MBBS/3.20.1</p> <p>FM/MBBS/3.20.2</p> <p>FM/MBBS/3.20.3</p> <p>FM/MBBS/3.20.4</p>
3.21.	The FM reviews the curriculum regularly to ensure that the programme cater the current need and trends in the field of medicine.	<ul style="list-style-type: none"> • Minutes of MEC • FBM • Minutes of PPDS Advisory Committee • Report on Curriculum revision workshop • Report on PPDS revision workshop • IRQUE programme review report 	<p>FM/MBBS/3.21.1</p> <p>FM/MBBS/3.21.2</p> <p>FM/MBBS/3.21.3</p> <p>FM/MBBS/3.21.4</p> <p>FM/MBBS/3.21.5</p> <p>FM/MBBS/3.21.6</p>
3.22.	The FM has incorporated the recommendations of programme review reports of 2008 and the changes have been made following FB approval.	<ul style="list-style-type: none"> • FBM • Curriculum book • Introducing PBL • Introducing PPDS • Subject synchronization • Report 2008 	<p>FM/MBBS/3.22.1</p> <p>FM/MBBS/3.22.2</p> <p>FM/MBBS/3.22.3</p> <p>FM/MBBS/3.22.4</p> <p>FM/MBBS/3.22.5</p> <p>FM/MBBS/3.22.6</p>
3.23.	The FM keeps the records of the students passed out each year.	<ul style="list-style-type: none"> • Common Merit list • Internship list • Admissions to advanced degrees (PGIM selection list) • Alumni records 	<p>FM/MBBS/3.23.1</p> <p>FM/MBBS/3.23.2</p> <p>FM/MBBS/3.23.3</p> <p>FM/MBBS/3.23.4</p>

3.24.	The FM tries to take remedial action based on the nature and extent of disability, case by case.	<ul style="list-style-type: none"> • FBM • Examination bylaw regarding providing additional time 	FM/MBBS/3.24.1 FM/MBBS/3.24.2
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SUMMARY

Medical degree programme was developed and it is revised regularly through medical education cell which consist of multidisciplinary external members. Recommendations from SLMC, MOH, programme review reports were incorporated in revisions and it is reflecting SBS, national and global demands. Programme consists of clear vision & mission statements, objectives, ILOs, entry and exit points with fall back option, multidisciplinary activities and assessment methods to ensure acquired competencies at each level.

CRITERION 4: COURSE DESIGN AND DEVELOPMENT			
4.0	Standards	Evidences	Code/Location
4.1	The FM adopts a participatory approach inclusive of academic staff extended faculty members and external experts in the design, development and approval of the course.	<ul style="list-style-type: none"> • CDC minutes • MEC formation • MEC minutes • FBM • Report of curriculum revision workshop 2004 • Minutes regarding PBL, PPDS developments process • Curriculum revision policy 	FM/MBBS/4.1.1 FM/MBBS/4.1.2 FM/MBBS/4.1.3 FM/MBBS/4.1.4 FM/MBBS/4.1.5 FM/MBBS/4.1.6 FM/MBBS/4.1.7
4.2	The medical course is designed to meet the programme objectives and outcomes and it reflect knowledge and current development in the medical field. The course is organized into phases and subjects.	<ul style="list-style-type: none"> • The curriculum book- programme objectives and learning outcomes • Student hand book • Evidence for reflecting current knowledge and development 	FM/MBBS/4.2.1 FM/MBBS/4.2.2 FM/MBBS/4.2.3
4.3	The medical courses is designed to reflect the expectations of subject benchmark statement, minimal standard of Sri Lankan Medical council and it is in alignment with SLQF level 7	<ul style="list-style-type: none"> • Curriculum book ILO • Minimum standard of SLMC • Subject benchmark statement • SLQF level 7 	FM/MBBS/4.3.1 FM/MBBS/4.3.2 URL 04 FM/MBBS/4.3.3

4.4	<p>FM uses standardized guidelines for the design and development of the course which is approved by the faculty board and senate. It adopts the SBS of the UGC and the minimum standard of the SLMC.</p>	<ul style="list-style-type: none"> • CDC and curriculum book • FBM and senate minutes • Programme review reports • Evaluation of curriculum by external experts. • FBM on core curriculum • Core curriculum letters • Core curriculum book • SBS • Minimum standards 	<p>FM/MBBS/4.4.1 FM/MBBS/4.4.2 FM/MBBS/4.4.3 FM/MBBS/4.4.4 FM/MBBS/4.4.5 FM/MBBS/4.4.6 FM/MBBS/4.4.7 FM/MBBS/4.4.8 FM/MBBS/4.4.9</p>
4.5	<p>The course is designed in a manner that contents, learning activities and assessment tasks are systematically aligned with the course outcomes and the course is designed to support the students in achieving the programme outcomes.</p>	<ul style="list-style-type: none"> • Curriculum book-course outcome, learning activities and assessment task • FBM • Senate minutes • Student hand book • Graduate profile 	<p>FM/MBBS/4.5.1 FM/MBBS/4.5.2 FM/MBBS/4.5.3 FM/MBBS/4.5.4 FM/MBBS/4.5.5</p>
4.6	<p>The course design and development takes into account student centred teaching strategies enabling the students to be actively engaged in their own learning.</p>	<ul style="list-style-type: none"> • PBL • PPDS • IWC • Integrated tutorial • Study guide • Log books • Research activities • Medical exhibition • Student videos • Family attachment • Museum specimens 	<p>FM/MBBS/4.6.1 FM/MBBS/4.6.2 FM/MBBS/4.6.3 FM/MBBS/4.6.4 FM/MBBS/4.6.5 FM/MBBS/4.6.6 FM/MBBS/4.6.7 FM/MBBS/4.6.8 FM/MBBS/4.6.9 FM/MBBS/4.6.10 FM/MBBS/4.6.11</p>

4.7	The course has clear course specification which provides the clear description of the ILOs, contents, teaching learning and assessment strategies and learning resources which are accessible to all students.	<ul style="list-style-type: none"> • Faculty Web site • Curriculum book • Student hand book • Study guides <ul style="list-style-type: none"> ○ Community medicine study guide ○ Medical professionalism book ○ Anatomy dissection guide ○ Physiology practical guides ○ Biochemistry practical guide ○ Pharmacology study guide 	URL 01 FM/MBBS/4.7.1 FM/MBBS/4.7.2 FM/MBBS/4.7.3.1 FM/MBBS/4.7.3.2 FM/MBBS/4.7.3.3 FM/MBBS/4.7.3.4 FM/MBBS/4.7.3.5 FM/MBBS/4.7.3.6
4.8	Course design specifies the workload which is broken down into different types of learning such as direct contact hours, self-learning time, assignments, assessments, laboratory studies, field studies, and clinical work.	<ul style="list-style-type: none"> • Curriculum book • Time table – pre clinical, para clinical, clinical • Calendar of dates 	FM/MBBS/4.8.1 FM/MBBS/4.8.2 FM/MBBS/4.8.3
4.9	Course design and development integrates learning strategies for self-directed learning, collaborative learning creative and critical thinking, life-long learning, interpersonal communication and teamwork	<ul style="list-style-type: none"> • PBL • PPDS • IWC • Integrated tutorial • Study guide, -pharmacology, physiology • Logbooks • Research activities • Medical exhibition • Videos • Family attachment 	FM/MBBS/4.9.1 FM/MBBS/4.9.2 FM/MBBS/4.9.3 FM/MBBS/4.9.4 FM/MBBS/4.9.5 FM/MBBS/4.9.6 FM/MBBS/4.9.7 FM/MBBS/4.9.8 FM/MBBS/4.9.9 FM/MBBS/4.9.10

4.10	In the delivery of the course, the faculty take into accounts the differently abled students on case by case basis depending of their ability.	<ul style="list-style-type: none"> • FBM 	FM/MBBS/4.10.1
4.11	The course is scheduled in a manner that allows the students to complete the course within the intended period of time	<ul style="list-style-type: none"> • Curriculum book – clinical assessment • In course assessments and feedback • Students record book – assessment feedback • Calendar of dates • Clinical appointment dates • Exam schedules • Student feedback 	FM/MBBS/4.11.1 FM/MBBS/4.11.2 FM/MBBS/4.11.3 FM/MBBS/4.11.4 FM/MBBS/4.11.5 FM/MBBS/4.11.6 FM/MBBS/4.11.7
4.12	The course content has appropriate breadth and depth in learning contents and activities to stimulate and challenge students intellectually and make them to complete the course successfully within the planned time.	<ul style="list-style-type: none"> • Calendar of dates • Exam dates • Exam results • Course evaluation by students • Curriculum book • Awards and prizes 	FM/MBBS/4.12.1 FM/MBBS/4.12.2 FM/MBBS/4.12.3 FM/MBBS/4.12.4 FM/MBBS/4.12.5 FM/MBBS/4.12.6

4.13	The media and technology is incorporated appropriately in the course design and development.	<ul style="list-style-type: none"> • IT co module • Student presentations in- IWC, research projects, medicine, biochemistry • Community medicine web site – uploads on field activities, teaching on SPSS, Endnote • Video clips in Physiology practical • Delivery of lecturers • Lecturer uploads on LMS • Skill lab • TEAM and Laparoscopy course 	<p>FM/MBBS/4.13.1 FM/MBBS/4.13.2</p> <p>URL 05</p> <p>FM/MBBS/4.13.3</p> <p>FM/MBBS/4.13.4 FM/MBBS/4.13.5 FM/MBBS/4.13.6 FM/MBBS/4.13.7</p>
4.14	The FM provides adequate training and necessary inputs to the staff involved in design and development of the curriculum.	<ul style="list-style-type: none"> • Reports on workshops <ul style="list-style-type: none"> ○ By international resources ○ By national resources ○ By local resources • Feedback from staff on workshop • Curriculum workshop 2004 • Reports regarding -training in Medical education • Core curriculum workshop • Work shop and training by Staff development centre – • Report on IRQUE funded workshops 	<p>FM/MBBS/4.14.1.1 FM/MBBS/4.14.1.2 FM/MBBS/4.14.1.3 FM/MBBS/4.14.2</p> <p>FM/MBBS/4.14.3 FM/MBBS/4.14.4</p> <p>FM/MBBS/4.14.5 FM/MBBS/4.14.6</p> <p>FM/MBBS/4.14.7</p>

4.15	The FM ensures provision of adequate physical and human resources for course design, approval and review	<ul style="list-style-type: none"> • Human resources <ul style="list-style-type: none"> ○ FOSME • Physical resources <ul style="list-style-type: none"> ○ MEC • Financial resources <ul style="list-style-type: none"> ○ FBM, finance memo and finance committee minutes regarding funds for workshop ○ Curriculum revision in 2007 and 2009 with QEF grant of the IRQUE project of the World Bank and in 2011 ○ Funds for training of staff 	<p>FM/MBBS/4.15.1</p> <p>FM/MBBS/4.15.2</p> <p>FM/MBBS/4.15.3.1</p> <p>FM/MBBS/4.15.3.2</p> <p>FM/MBBS/4.15.3.3</p>
4.16	Course approval decisions are discussed at the MEC after considering design principles, academic standards which sets by SLMC and appropriateness of the learning opportunities available, monitoring and review arrangements and content of the course specification. The MEC refers to the FB and Senate for the approval.	<ul style="list-style-type: none"> • MEC minutes • FBM • Senate minutes regarding PPDS, PPL approval process • UGC benchmark statement • Minimum standard of SLMC 	<p>FM/MBBS/4.16.1</p> <p>FM/MBBS/4.16.2</p> <p>FM/MBBS/4.16.3</p> <p>FM/MBBS/4.16.4</p> <p>FM/MBBS/4.16.5</p>
4.17	The FM ensures that the Relevant staffs are made aware of the criteria against which the course specifications are assessed in the course approval process.	<ul style="list-style-type: none"> • MEC minutes, FBM, senate minutes regarding curriculum revision policy • Curriculum revision policy • IQAC-Bylaws 	<p>FM/MBBS/4.17.1</p> <p>URL 06</p> <p>URL 07</p>

4.18	Regular course evaluation is undertaken through MEC and IQAC. The findings are used to improve the course contents delivery and assessment processes.	<ul style="list-style-type: none"> • Minutes of MEC, faculty board, and senate • IQAC minutes • Curriculum revision policy – by laws • IQAC by laws • Website <ul style="list-style-type: none"> ○ Curriculum revision policy – by laws ○ IQAC by laws 	<p>FM/MBBS/4.18.1</p> <p>FM/MBBS/4.18.2</p> <p>FM/MBBS/4.18.3</p> <p>FM/MBBS/4.18.4</p> <p>URL 06</p> <p>URL 07</p>
4.19	The course is evaluated at the end with regard to its content appropriateness, effectiveness of teaching, achievement of learning outcomes and the feedback is used for further improvement of the course.	<ul style="list-style-type: none"> • Student feedback on <ul style="list-style-type: none"> ○ Course evaluation ○ Physiology feedback, ○ PPDS feedback. ○ Paediatric feed back ○ Clinical introductory course ○ CLD ○ Community medicine ○ Introductory course 1st year • External examiners report- paediatric • Stakeholders report 	<p>FM/MBBS/4.19.1.1</p> <p>FM/MBBS/4.19.1.2</p> <p>FM/MBBS/4.19.1.3</p> <p>FM/MBBS/4.19.1.4</p> <p>FM/MBBS/4.19.1.5</p> <p>FM/MBBS/4.19.1.6</p> <p>FM/MBBS/4.19.1.7</p> <p>FM/MBBS/4.19.1.8</p> <p>FM/MBBS/4.19.2</p> <p>FM/MBBS/4.19.3</p>

SUMMARY

The MBBS course in the faculty is designed to reflect the expectations of subject benchmark statement, minimal standard of Sri Lankan Medical council and it is in alignment with SLQF level 7. The faculty practise outcome based, student cantered teaching through different modalities such as theory, practical, clinical and research. The course has clear course specification and ILOs which is available on faculty website. The medical education cell in the faculty regularly reviews and updates the curriculum with the help of internal, external experts and students feedback. The curriculum is approved by faculty board and senate before the implementation.

CRITERION 5: TEACHING AND LEARNING			
5.0	Standards	Evidences	Code/Location
5.1	The teaching and learning of the program are based on the vision, mission of the Faculty, SBS of SLMC and curriculum requirements.	<ul style="list-style-type: none"> • University’s corporate/Strategic plan • Faculty Action Plan • SBS • Curriculum book (course specification and outcome of the course) • Student Hand Book (vision and mission) • Faculty website and links • Course Structure • Curriculum for Medical Course 2015 • Curriculum for Medical Course 2014 	FM/MBBS/5.1.1 FM/MBBS/5.1.2 FM/MBBS/5.1.3 FM/MBBS/5.1.4 FM/MBBS/5.1.5 URL 01 URL 26 URL 27 URL 28
5.2	The FM provides relevant information about the program and the calendar of dates before the commencement of the course and every term	<ul style="list-style-type: none"> • Faculty calendar of dates • Time table of lecture, tutorial, practical and in -course examination in each phase • Curriculum book/course specification • Hand book • Senate minutes • FBM • Preclinical meeting minutes • Schedule of the introductory program • Schedule of the orientation program 	FM/MBBS/5.2.1 FM/MBBS/5.2.2 FM/MBBS/5.2.3 FM/MBBS/5.2.4 FM/MBBS/5.2.5 FM/MBBS/5.2.6 FM/MBBS/5.2.7 FM/MBBS/5.2.8 FM/MBBS/5.2.9

		<ul style="list-style-type: none"> • Records of student attendance • Course evaluation report • Faculty website • Inauguration Programme 2017 	FM/MBBS/5.2.10 FM/MBBS/5.2.11 URL 01 URL 34
5.3	The FM ensures that the teaching learning strategy and assessment methods are constructively aligned with the learning outcome of the faculty	<ul style="list-style-type: none"> • Curriculum book • Blue print • Sample assessment paper • External assessors report • Moderators report • Course evaluation report • Peer review reports • Scrutiny board documents • Evaluation procedure 	FM/MBBS/5.3.1 FM/MBBS/5.3.2 FM/MBBS/5.3.3 FM/MBBS/5.3.4 FM/MBBS/5.3.5 FM/MBBS/5.3.6 FM/MBBS/5.3.7 FM/MBBS/5.3.8 URL 25
5.4	The FM ensures that the teaching learning and assessment strategies offered are accessible to differently abled students based on individual student need.	<ul style="list-style-type: none"> • UGC policy document on facilities for differently abled students • Senate minute • FBM (infrastructure, additional time) • Preclinical meeting minutes • Documents on academic support (Recommendation letters from consultants for extra time) 	FM/MBBS/5.4.1 FM/MBBS/5.4.2 FM/MBBS/5.4.3 FM/MBBS/5.4.4 FM/MBBS/5.4.5

5.5	The FM promotes the use of mixture of diverse delivery methods of teaching (blended learning) to maximize student engagement with the program.	<ul style="list-style-type: none"> • Curriculum book /course specification • Course evaluation report • Student feed back • Records of students' attendance of diverse delivery method (Traditional method, PBL, Integrated activities, CLD, CPC, SGD) • Records of diverse delivery of methods • LMS usage records (Website) <ul style="list-style-type: none"> ○ Electronic lecture notes ○ Virtual Learning at University of Jaffna ○ Virtual Learning- CoursesVirtual learning at UOJ • Students activity reports (case study, family study, field work) • Use of student study guide / log book/ portfolio • Student record book • Documents of student research 	<p>FM/MBBS/5.5.1</p> <p>FM/MBBS/5.5.2</p> <p>FM/MBBS/5.5.3</p> <p>FM/MBBS/5.5.4</p> <p>FM/MBBS/5.5.5</p> <p>URL 24</p> <p>URL 21</p> <p>URL 22</p> <p>FM/MBBS/5.5.6</p> <p>FM/MBBS/5.5.7</p> <p>FM/MBBS/5.5.8</p> <p>FM/MBBS/5.5.9</p>
5.6	The FM ensures that the teachers integrate evidenced based teaching from appropriate research and scholarly activities of their own or others and from the public domain and uses latest updated text books and online resources to prepare teaching materials.	<ul style="list-style-type: none"> • Research committee report • Annual report • Peer evaluation reports • Teacher evaluation reports • FM repository • Library records of latest updated text books • Google scholar-(Dr.M.G.Sathiadas) • Google scholar- (Dr.N.Suganthan) 	<p>FM/MBBS/5.6.1</p> <p>FM/MBBS/5.6.2</p> <p>FM/MBBS/5.6.3</p> <p>FM/MBBS/5.6.4</p> <p>URL 20</p> <p>FM/MBBS/5.6.5</p> <p>URL 46</p> <p>URL 47</p>

5.7	<p>The teachers encourage students in self-directed and collaborative learning through giving assignment and by incorporating investigative methodology into the learning process and use of technology as an instructional aid, while being flexible with regard to individual needs and differences.</p>	<ul style="list-style-type: none"> • Curriculum book • Senate minute • FBM • MEC min- curriculum development • Evidence of workshops (PBL, PPDS) • Student feedback report • Documents of self-directed learning (PBL, PPDS, CPC, CLD, Research) • Documents usage of museum • Time table • Evidence of collaborative learning • Field health activities/Exhibition <ul style="list-style-type: none"> ○ Medical exhibition 2018 • Health education activities (community clinical clerkship) <ul style="list-style-type: none"> ○ Medical camp / Community services ○ Field visit. ○ Family study • Research • Student seminars • Young medical science forum <ul style="list-style-type: none"> ○ 2nd session of Young Medical Scientific Forum Dec 2013 ○ Basketball Champions Inter-Faculty matches 2014 	<p>FM/MBBS/5.7.1 FM/MBBS/5.7.2 FM/MBBS/5.7.3 FM/MBBS/5.7.4 FM/MBBS/5.7.5 FM/MBBS/5.7.6 FM/MBBS/5.7.7 FM/MBBS/5.7.8 FM/MBBS/5.7.9 FM/MBBS/5.7.10 URL 15 FM/MBBS/5.7.11 FM/MBBS/5.7.12 FM/MBBS/5.7.13 FM/MBBS/5.7.14 FM/MBBS/5.7.15 FM/MBBS/5.7.16 URL 48 URL 49</p>
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		<ul style="list-style-type: none"> • Evidence of use of technology as an instructional aid <ul style="list-style-type: none"> ○ Electronic lecture notes ○ Virtual Learning at University of Jaffna ○ Virtual Learning- Courses ○ IT & Library Monitoring and Development Committee • Evidence of flexible learning (Elective appointment/ field health activities) 	<p>URL 24</p> <p>URL 21</p> <p>URL 22</p> <p>URL 23</p> <p>FM/MBBS/5.7.17</p>
5.8	The teachers encourage students to contribute to scholarship, creative work, and discovery of knowledge to relate theory and practice appropriate to medical program and the faculty's mission.	<ul style="list-style-type: none"> • Curriculum • Documents of research activities • Evidence of publication <ul style="list-style-type: none"> ○ Documents of undergraduate research symposium ○ Other places- JSA, JMA • First Undergraduate Research Symposium 2018 • Prizes and awards <ul style="list-style-type: none"> ○ Community Medicine Prizes & Awards • Participation in the Quiz programme <ul style="list-style-type: none"> ○ Inter Medical Faculty Paediatric Quiz - 2016 ○ Jaffna Medical Faculty students placed 4th in the Malaysian Physiology Quiz – 16th IMSPQ 2018 ○ Medical Students' Union- Academic Activities 	<p>FM/MBBS/5.8.1</p> <p>FM/MBBS/5.8.2</p> <p>FM/MBBS/5.8.3.1</p> <p>FM/MBBS/5.8.3.2</p> <p>URL 36</p> <p>URL 50</p> <p>URL 16</p> <p>URL 17</p> <p>URL 18</p>

		<ul style="list-style-type: none"> • Young medical science forum <ul style="list-style-type: none"> ○ 2nd session of Young Medical Scientific Forum Dec 2013 • Field tour • Newsletters/ student journals by student societies • Laboratory based training • Training at skill lab • Clinical clerkship/bedside training • Elective appointment • Conducting audit • Reflective notes from log books 	<p>URL 48</p> <p>FM/MBBS/5.8.4</p> <p>FM/MBBS/5.8.5</p> <p>FM/MBBS/5.8.6</p> <p>FM/MBBS/5.8.7</p> <p>FM/MBBS/5.8.8</p> <p>FM/MBBS/5.8.9</p> <p>FM/MBBS/5.8.10</p> <p>FM/MBBS/5.8.11</p>
5.9	The FM ensures that teaching learning strategies promote collaborative learning by providing opportunities for students to work in study groups.	<ul style="list-style-type: none"> • Evidence of Collaborative learning <ul style="list-style-type: none"> ○ Field health activities (Exhibition / provincial health festival). ○ Health education activities (community clinical clerkship) ○ Medical camp / Community services ○ Field visit. ○ Field tour ○ Family study ○ Research ○ Young medical science forum ○ Student symposium 	<p>FM/MBBS/5.9.1.1</p> <p>FM/MBBS/5.9.1.2</p> <p>FM/MBBS/5.9.1.3</p> <p>FM/MBBS/5.9.1.4</p> <p>FM/MBBS/5.9.1.5</p> <p>FM/MBBS/5.9.1.6</p> <p>FM/MBBS/5.9.1.7</p> <p>FM/MBBS/5.9.1.8</p> <p>FM/MBBS/5.9.1.9</p>

		<ul style="list-style-type: none"> • Workshops for improvement (PBL, PPDS) • Anatomy dissection group activity • Clinical attachment at hospital • Informal peer study groups 	<p>FM/MBBS/5.9.2</p> <p>FM/MBBS/5.9.3</p> <p>FM/MBBS/5.9.4</p> <p>FM/MBBS/5.9.5</p>
5.10	The teachers engage students in research as part of teaching learning strategy, and support students to publish their research and give due credit.	<ul style="list-style-type: none"> • Curriculum book • Schedule of time table of research activities –lecture / log book • Schedule of attendance • Research proposal • Presentation and Ethical review committee report • Student guide on research • Research report <ul style="list-style-type: none"> ○ Community Medicine Research • Summary of student evaluation of research project • Research supervisors monitor form • Feedback from supervisors • Feedback from students • Publication- <ul style="list-style-type: none"> ○ Documents of undergraduate research symposium ○ Other places- JSA, JMA, Com med web 	<p>FM/MBBS/5.10.1</p> <p>FM/MBBS/5.10.2</p> <p>FM/MBBS/5.10.3</p> <p>FM/MBBS/5.10.4</p> <p>FM/MBBS/5.10.5</p> <p>FM/MBBS/5.10.6</p> <p>URL 51</p> <p>FM/MBBS/5.10.7</p> <p>FM/MBBS/5.10.8</p> <p>FM/MBBS/5.10.9</p> <p>FM/MBBS/5.10.10</p> <p>FM/MBBS/5.10.11.1</p> <p>FM/MBBS/5.10.11.2</p>

		<ul style="list-style-type: none"> • Prices and awards of best research <ul style="list-style-type: none"> ○ Community Medicine Prizes & Awards ○ Institutional repository for medicine 	<p>URL 50</p> <p>URL 20</p>
5.11	The faculty ensure that the teaching learning activities are not gender discriminative and abusive.	<ul style="list-style-type: none"> • Curriculum • FBM • Policy on gender equity and equality- <ul style="list-style-type: none"> ○ Policy framework of gender cell ○ Bylaws of Gender Cell • GBV training for the staffs (academic and non-academic) • Workshops • Confidential report from the committee dealing with the violence • Lecture- PPDS • Community clerkship appointment 	<p>FM/MBBS/5.11.1</p> <p>FM/MBBS/5.11.2</p> <p>URL 41</p> <p>URL 42</p> <p>FM/MBBS/5.11.3</p> <p>FM/MBBS/5.11.4</p> <p>FM/MBBS/5.11.5</p> <p>FM/MBBS/5.11.6</p> <p>FM/MBBS/5.11.7</p>
5.12	The teaching learning activities are monitored for their appropriateness and effectiveness.	<ul style="list-style-type: none"> • Curriculum book • FBM • MEC min • Student feedback report • Feedback form students with improvement for clinical lecture demonstration • Peer evaluation report • Course evaluation report 	<p>FM/MBBS/5.12.1</p> <p>FM/MBBS/5.12.2</p> <p>FM/MBBS/5.12.3</p> <p>FM/MBBS/5.12.4</p> <p>FM/MBBS/5.12.5</p> <p>FM/MBBS/5.12.6</p> <p>FM/MBBS/5.12.7</p>

		<ul style="list-style-type: none"> • Student satisfaction exit survey report • External examiners report • Moderators report <ul style="list-style-type: none"> ○ Curriculum revision workshops ○ DREEM analysis 	<p>FM/MBBS/5.12.8</p> <p>FM/MBBS/5.12.9</p> <p>FM/MBBS/5.12.10.1</p> <p>FM/MBBS/5.12.10.2</p>
5.13	The teachers involve innovative teaching approach and technology into teaching learning processes.	<ul style="list-style-type: none"> • Curriculum book • Website <ul style="list-style-type: none"> ○ Electronic lecture notes ○ Virtual Learning at University of Jaffna ○ Virtual Learning- Courses • Teaching material (audio /video clips/ Live telecast) • Workshops/ seminars/ training by SDC, MEC and faculty(LMS, scientific writing) • Skill lab activities • Smart board teaching with direct microscope viewing • Teaching through simulation 	<p>FM/MBBS/5.13.1</p> <p>URL 24</p> <p>URL 21</p> <p>URL 22</p> <p>FM/MBBS/5.13.2</p> <p>FM/MBBS/5.13.3</p> <p>FM/MBBS/5.13.4</p> <p>FM/MBBS/5.13.5</p> <p>FM/MBBS/5.13.6</p>
5.14	The teachers follow both teachers directed and student-centred teaching learning methodologies as specified in the curriculum	<ul style="list-style-type: none"> • Curriculum • FBM • MEC min • Records of students attendance of different teaching learning methods(Traditional method, PBL, Integrated activities, CLD, CPC, Small group discussion-PPDS) 	<p>FM/MBBS/5.14.1</p> <p>FM/MBBS/5.14.2</p> <p>FM/MBBS/5.14.3</p> <p>FM/MBBS/5.14.4</p>

		<ul style="list-style-type: none"> • Records of diverse delivery of methods • Documents of self-directed learning (PBL, PPDS, CPC, CLD, Research) • Documents of usage of museum • Time table for self-learning • Students feedback report 	<p>FM/MBBS/5.14.5</p> <p>FM/MBBS/5.14.6</p> <p>FM/MBBS/5.14.7</p> <p>FM/MBBS/5.14.8</p> <p>FM/MBBS/5.14.9</p>
5.15	The faculty ensures that students are well equipped and resourced with carrier management skills and draw real world scenarios to promote students to develop skills of application of knowledge and investigative approaches and, maximize each student's personal and professional development.	<ul style="list-style-type: none"> • Samples of teaching and learning material • Inventories of tool • Laboratory usage register • Library usage evidence • Documents of IT and English co-module (curriculum, time table, attendance, assessment) • PPDS (time table, attendance, schedule of the program, feedback) • PBL, CPC, CLD, integrated activities • Usage of museum • Study guide • Portfolio • Facilities for student research activity • Carrier management skills <ul style="list-style-type: none"> ○ Well-equipped and strengthen teaching hospital-Resources ○ Clinical appointment and bedside teaching ○ Training in primary care centers (university field project area, divisional hospitals) 	<p>FM/MBBS/5.15.1</p> <p>FM/MBBS/5.15.2</p> <p>FM/MBBS/5.15.3</p> <p>FM/MBBS/5.15.4</p> <p>FM/MBBS/5.15.5</p> <p>FM/MBBS/5.15.6</p> <p>FM/MBBS/5.15.7</p> <p>FM/MBBS/5.15.8</p> <p>FM/MBBS/5.15.9</p> <p>FM/MBBS/5.15.10</p> <p>FM/MBBS/5.15.11</p> <p>URL 10</p> <p>FM/MBBS/5.15.12.1</p> <p>FM/MBBS/5.15.12.2</p>

	<ul style="list-style-type: none"> ○ Training in medical procedure- (usage of skill lab) FM/MBBS/5.15.12.3 ○ One-year internship FM/MBBS/5.15.12.4 ○ Elective appointments FM/MBBS/5.15.12.5 ○ MOUs FM/MBBS/5.15.12.6 ○ Carrier guidance workshops(JMA) FM/MBBS/5.15.12.7 ○ Carrier guidance during introductory period FM/MBBS/5.15.12.8 ○ Guidance and feedback of studies on introductory clinical course before the commencement of clinical appointment FM/MBBS/5.15.12.9 ○ Carrier guidance software developed by the students – YarlMedex -Career Guidance URL 40 • Use of ICT led tools ○ Preparation of short film by the students for health-related problems FM/MBBS/5.15.13.1 ○ Web OPAC @ University of Jaffna URL 52 ○ Searching Library Books URL 53 ○ PPDS Collections URL 54 ○ Faculty library website - E.Journals URL 19 ○ Institutional repository for medicine URL 20 ○ Virtual Learning at University of Jaffna URL 21 • Evidence of Extra -curricular activities ○ Sports /Cultural /Social activities FM/MBBS/5.15.14.1 	
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		<ul style="list-style-type: none"> ○ Cultural Performances ○ Medicos' Week 2018 ○ Student satisfaction exit survey report 	<p>URL 35</p> <p>URL 31</p> <p>FM/MBBS/5.15.15</p>
5.16	The teachers use appropriate tools to obtain feedback from students and peers for continuous improvement of teaching.	<ul style="list-style-type: none"> • FBM • MEC min • Coordinated mechanism and Tools developed by the MEC and IQAC <ul style="list-style-type: none"> ○ External examiners report form, evaluation forms (teacher, student), moderators, second marker report, department min format, chief examiners report, clinical teacher evaluation ○ Feedback process ○ Request form ○ Feedback form for students and peers ○ Analysis report to the teacher • IQAC min and by-laws • Department min 	<p>FM/MBBS/5.16.1</p> <p>FM/MBBS/5.16.2</p> <p>FM/MBBS/5.16.3.1</p> <p>FM/MBBS/5.16.3.2</p> <p>FM/MBBS/5.16.3.3</p> <p>FM/MBBS/5.16.3.4</p> <p>FM/MBBS/5.16.4</p> <p>FM/MBBS/5.16.5</p>
5.17	The teachers use the information gained from assessment of student learning to improve teaching-learning.	<ul style="list-style-type: none"> • Curriculum • Course evaluation report • Student satisfaction exit survey report • Feedback form students with improvement for clinical lecture demonstration 	<p>FM/MBBS/5.17.1</p> <p>FM/MBBS/5.17.2</p> <p>FM/MBBS/5.17.3</p> <p>FM/MBBS/5.17.4</p>

		<ul style="list-style-type: none"> • Student performance analysis report • External examiners report • DREEM analysis 	FM/MBBS/5.17.5 FM/MBBS/5.17.6 FM/MBBS/5.17.7
5.18	Fairness and transparency of allocation of work for staff is maintained based on the availability of number of staff.	<ul style="list-style-type: none"> • Work norms of staffs • Documents of Cadre-Filled /Advertised • Documents of Word Load • Documents of over time/ Increment • Annual report • Documents of appointment of coordinators, counselors, subcommittee members 	FM/MBBS/5.18.1 FM/MBBS/5.18.2 FM/MBBS/5.18.3 FM/MBBS/5.18.4 FM/MBBS/5.18.5 FM/MBBS/5.18.6
5.19	Faculty developed a set of indicators to assess the teaching and identify excellence in teaching	<ul style="list-style-type: none"> • Senate min • FBM • Staff performance committee minutes • Long service award 	FM/MBBS/5.19.1 FM/MBBS/5.19.2 FM/MBBS/5.19.3 FM/MBBS/5.19.4

SUMMARY

Faculty's teaching and learning programs are planned and executed according to a subject bench mark statement and curriculum. The curriculum is updated periodically based on the country needs and feedback from students and teachers. The faculty adopts wide range of teaching methods to ensure outcome based and student-centered learning. Those teaching methods and teacher's interaction are periodically evaluated through student's feedback and peer evaluation. The detail of curriculum, course specification, course structure and the evaluation process are freely available on faculty web site, student book and explained to new students during orientation program.

CRITERION 6 –LEARNING ENVIRONMENT, STUDENT SUPPORT AND PROGRESSION

6.0	Standards	Evidence	Code/location
6.1	The FM provides a student-friendly administrative, academic and technical support system that ensures a conducive environment, and good interaction among students and staff.	<ul style="list-style-type: none">• Faculty website• Student handbook• Organogram• Job description of office staff• Student satisfaction survey report	URL 01 FM/MBBS/6.1.1 FM/MBBS/6.1.2 FM/MBBS/6.1.3 FM/MBBS/6.1.4
6.2	The FM identifies learning support needs for its educational programmes and methods of delivery and provides effective learning environment, teaching learning equipment and teaching methods.	<ul style="list-style-type: none">• Needs analysis data• Documents on evaluation of teaching methods• FBM• Faculty websites<ul style="list-style-type: none">○ Language Laboratory○ Teaching Hospital Jaffna○ Resources• Strategic plan• Faculty action plans• Documents on conducive environment• Renovations of learning environment• New building master plan• Teaching materials• Inventory of learning equipment	FM/MBBS/6.2.1 FM/MBBS/6.2.2 FM/MBBS/6.2.3 URL 08 URL 09 URL 10 FM/MBBS/6.2.4 FM/MBBS/6.2.5 FM/MBBS/6.2.6 FM/MBBS/6.2.7 FM/MBBS/6.2.8 FM/MBBS/6.2.9 FM/MBBS/6.2.10

6.3	The FM offers all incoming students an induction programme and an introductory course regarding the rules and regulations of the institution, student centred learning, outcome based education and the supporting facilities and programmes available.	<ul style="list-style-type: none"> • FBM • Faculty website <ul style="list-style-type: none"> ○ Inauguration programme 2017 • Induction programme newcomers • Introductory course • Evidence of possession of By-laws by students 	<p>FM/MBBS/6.3.1</p> <p>URL 11</p> <p>FM/MBBS/6.3.2</p> <p>FM/MBBS/6.3.3</p> <p>FM/MBBS/6.3.4</p>
6.4	The FM guides the students to comply with the Code of conduct for students, discharge their rights and responsibilities and utilize services available.	<ul style="list-style-type: none"> • Student handbook • Faculty website • University Student Charter • Student signatures 	<p>FM/MBBS/6.4.1</p> <p>URL 01</p> <p>URL 12</p> <p>FM/MBBS/6.4.2</p>
6.5	The FM guides the students to optimally use the available student support services and empowers the students to take personal control of their own development including self-directed learning.	<ul style="list-style-type: none"> • Curriculum book • Student handbook • FBM • Counseling Services • Wellbeing Centre • Medical exhibition 2018 • Orientation programme • Counseling services files • Documents on independent/self-directed learning through study guides, log books, practical manuals, portfolios • Student record books • Curriculum of PPDS • Time tables to show PBL, CBD and IWC 	<p>FM/MBBS/6.5.1</p> <p>FM/MBBS/6.5.2</p> <p>FM/MBBS/6.5.3</p> <p>URL 13</p> <p>URL 14</p> <p>URL 15</p> <p>FM/MBBS/6.5.4</p> <p>FM/MBBS/6.5.5</p> <p>FM/MBBS/6.5.6</p> <p>FM/MBBS/6.5.7</p> <p>FM/MBBS/6.5.8</p> <p>FM/MBBS/6.5.9</p>

		<ul style="list-style-type: none"> • Anatomy museum usage documents • Student research reports • Mini audit reports • Field health activity reports 	<p>FM/MBBS/6.5.10</p> <p>FM/MBBS/6.5.11</p> <p>FM/MBBS/6.5.12</p> <p>FM/MBBS/6.5.13</p>
6.6	The FM provides student support services, monitors them and acts accordingly.	<ul style="list-style-type: none"> • Student handbook • Faculty Board minutes • Counseling Services • Monitoring documents of Student hostel facilities and canteens • Wellbeing centre • Financial support system schemes • Inventory and usage documents of the sports unit and gymnasium • Documents on Cultural and aesthetic activities • Mentor programme • Student satisfactory survey 	<p>FM/MBBS/6.6.1</p> <p>FM/MBBS/6.6.2</p> <p>URL 13</p> <p>FM/MBBS/6.6.3</p> <p>URL 14</p> <p>FM/MBBS/6.6.4</p> <p>FM/MBBS/6.6.5</p> <p>FM/MBBS/6.6.6</p> <p>FM/MBBS/6.6.7</p> <p>FM/MBBS/6.6.8</p>
6.7	The FM provides ongoing training for students and staff of common learning resources such as library, ICT and language laboratories and on soft skills.	<ul style="list-style-type: none"> • Curriculum book • FBM • IT and English Co-Module • PPDS • Library training for students and staff • SDC training documents • Reports of Workshops by MEU 	<p>FM/MBBS/6.7.1</p> <p>FM/MBBS/6.7.2</p> <p>FM/MBBS/6.7.3</p> <p>FM/MBBS/6.7.4</p> <p>FM/MBBS/6.7.5</p> <p>FM/MBBS/6.7.6</p> <p>FM/MBBS/6.7.7</p>

6.8	The FM provides ongoing training for students and staff on specialized learning resources.	Students; <ul style="list-style-type: none"> • Trauma course • Elective appointments • Regional sessions/JMA • Quiz participation <ul style="list-style-type: none"> ○ Inter Medical Faculty Paediatric Quiz - 2016 ○ Jaffna Medical Faculty students placed 4th in the Malaysian Physiology Quiz – 16th IMSPQ 2018 ○ Medical Students' Union-Academic Activities • Specialized staff training document 	FM/MBBS/6.8.1 FM/MBBS/6.8.2 FM/MBBS/6.8.3 URL 16 URL 17 URL 18 FM/MBBS/6.8.4
6.9	The FM has appropriate academic support services and some infrastructure to meet the demands of differently abled students.	<ul style="list-style-type: none"> • FBM • Senate minutes • Documents on academic support • Inventory and blue print of infrastructure facilities 	FM/MBBS/6.9.1 FM/MBBS/6.9.2 FM/MBBS/6.9.3 FM/MBBS/6.9.4
6.10	The FM's library uses ICT-led tools to facilitate the students to access and use information effectively for academic success.	<ul style="list-style-type: none"> • E-learning usage document • Minutes of IT & Library Monitoring and Development Committee • Faculty library website- E.journals • Institutional repository for medicine 	FM/MBBS/6.10.1 FM/MBBS/6.10.2 URL 19 URL 20

		<ul style="list-style-type: none"> • LMS/Virtual learning <ul style="list-style-type: none"> ○ Virtual Learning at UOJ ○ Virtual Learning-Courses 	<p>URL 21</p> <p>URL 22</p>
6.11	The teachers in partnership with library and information resources personnel ensure that the use of library and information resources is integrated into the learning process.	<ul style="list-style-type: none"> • Faculty website <ul style="list-style-type: none"> ○ Resources ○ Faculty library website ○ IT & Library Monitoring and Development Committee Library usage documents • Minutes of IT & library monitoring and Development committee meetings • Time tables and usage of IT • Available software packages • Electronic lecture notes • Institutional repository for medicine • LMS websites <ul style="list-style-type: none"> ○ Virtual Learning at UOJ ○ Virtual Learning-Courses 	<p>URL 10</p> <p>URL 19</p> <p>URL 23</p> <p>FM/MBBS/6.11.1</p> <p>FM/MBBS/6.11.2</p> <p>FM/MBBS/6.11.3</p> <p>URL 24</p> <p>URL 20</p> <p>URL 21</p> <p>URL 22</p>
6.12	The FM assesses student progress throughout the programme of study through continuous assessments, maintains up-to-date records, and	<ul style="list-style-type: none"> • Curriculum book • Faculty website <ul style="list-style-type: none"> ○ Evaluation procedure ○ Course Structure 	<p>FM/MBBS/6.12.1</p> <p>URL 25</p> <p>URL 26</p>

	gives prompt feedback on their performance.	<ul style="list-style-type: none"> • Evidence of In-course assessments • Common OSCE timetables and communications • Student records • Feedback on performance at examination 	<p>FM/MBBS/6.12.2</p> <p>FM/MBBS/6.12.3</p> <p>FM/MBBS/6.12.4</p> <p>FM/MBBS/6.12.5</p>
6.13	The FM promotes active academic and social interaction between the staff and students.	<ul style="list-style-type: none"> • Curriculum book • Student handbook • Faculty website <ul style="list-style-type: none"> ○ Curriculum for Medical Course 2015 ○ Curriculum for Medical Course 2014 ○ Counseling Service • FBM • Reports of Medical Exhibition 2012 and 2018 • Web links on exhibition <ul style="list-style-type: none"> ○ Medical exhibition 2018 ○ Medical Exhibition Inauguration Ceremony ○ Exhibition Night ○ Medicos' Week 2018 ○ Medicos Nite 2017 ○ New Batch Inauguration Programme ○ Inauguration Programme 2017 ○ Cultural Performances 	<p>FM/MBBS/6.13.1</p> <p>FM/MBBS/6.13.2</p> <p>URL 27</p> <p>URL 28</p> <p>URL 13</p> <p>FM/MBBS/6.13.3</p> <p>FM/MBBS/6.13.4</p> <p>URL 15</p> <p>URL 29</p> <p>URL 30</p> <p>URL 31</p> <p>URL 32</p> <p>URL 33</p> <p>URL 34</p> <p>URL 35</p>

		<ul style="list-style-type: none"> • Academic interactions; <ul style="list-style-type: none"> ○ Time tables on Practical's, Tutorials, SGDs, IWC, Integrated tutorials, PBL sessions ○ Curriculum of clinicals ○ Research supervision and field visit supervision documents ○ Undergraduate research symposium • Social interactions; <ul style="list-style-type: none"> ○ Documents on welcome party, medico's week and medico's night ○ Multi Religious and cultural events by MSU ○ Mentor programme 	<p>FM/MBBS/6.13.5.1</p> <p>FM/MBBS/6.13.5.2</p> <p>FM/MBBS/6.13.5.3</p> <p>FM/MBBS/6.13.5.4</p> <p>FM/MBBS/6.13.6.1</p> <p>FM/MBBS/6.13.6.2</p> <p>FM/MBBS/6.13.6.3</p>
6.14	The faculty facilitates academic interaction between peer helpers, mentors or senior guides (including MSU) and students and social interaction among students.	<ul style="list-style-type: none"> • FBM • Curriculum book • MSU Photo gallery <ul style="list-style-type: none"> ○ First Undergraduate Research Symposium 2018 ○ Documents on Welcome and Orientation for the - 36th Batch • Counseling services • Undergraduate research symposium 	<p>FM/MBBS/6.14.1</p> <p>FM/MBBS/6.14.2</p> <p>URL 36</p> <p>URL 37</p> <p>URL 13</p> <p>FM/MBBS/6.14.3</p>

		<ul style="list-style-type: none"> • Documents on introductory lectures and Orientation programme by MSU • Feedback from students 	<p>FM/MBBS/6.14.4</p> <p>FM/MBBS/6.14.5</p>
6.15	Co-curricular activities such as sports, aesthetic and cultural programmes contribute to social and cultural dimensions of the educational experience.	<ul style="list-style-type: none"> • Student handbook • FBM • Photo gallery of medicos week includes sports and aesthetic activities of MSU <ul style="list-style-type: none"> ○ Medicos' Week 2018 ○ Medicos nite 2017 boys dance ○ New Batch Inauguration Programme ○ Inauguration Programme 2017 ○ Medical Students' Union ○ Cultural Performances ○ Sports & Games 	<p>FM/MBBS/6.15.1</p> <p>FM/MBBS/6.15.2</p> <p>URL 31</p> <p>URL 32</p> <p>URL 33</p> <p>URL 34</p> <p>URL 38</p> <p>URL 35</p> <p>URL 39</p>
6.16	Students are equipped with career management skills along with soft skills through PPDS, IT and English Co module courses and additional language training, empowering them to make informed career choices.	<ul style="list-style-type: none"> • Student handbook • Curriculum book • FBM • PPDS committee minutes • Faculty website <ul style="list-style-type: none"> ○ Yarl Medex -Career Guidance ○ Course Structure • Evidence for career guidance 	<p>FM/MBBS/6.16.1</p> <p>FM/MBBS/6.16.2</p> <p>FM/MBBS/6.16.3</p> <p>FM/MBBS/6.16.4</p> <p>URL 40</p> <p>URL 26</p> <p>FM/MBBS/6.16.5</p>

		<ul style="list-style-type: none"> • Evidence for soft skills development 	FM/MBBS/6.16.6
6.17	The Faculty enhances learning experience through internships and work-based placements.	<ul style="list-style-type: none"> • Student handbook • Curriculum book • Student record books • Faculty website <ul style="list-style-type: none"> ○ Course Structure ○ Curriculum for Medical Course 2015 ○ Curriculum for Medical Course 2014 • THJ website • Documents on internship • Clinical appointment letters and timetables • Field based training • Student selective/elective Programmes 	FM/MBBS/6.17.1 FM/MBBS/6.17.2 FM/MBBS/6.17.3 URL 26 URL 27 URL 28 URL 09 FM/MBBS/6.17.4 FM/MBBS/6.17.5 FM/MBBS/6.17.6 FM/MBBS/6.17.7
6.18	The Faculty follows the policies and bylaws of the Gender Cell of the University on gender equity and equality and responds immediately to complaints to sex discrimination/harassment.	<ul style="list-style-type: none"> • Curriculum book • Student handbook • Policy framework of gender cell • Bylaws of Gender Cell • Staff training documents • Student awareness programmes 	FM/MBBS/6.18.1 FM/MBBS/6.18.2 URL 41 URL 42 FM/MBBS/6.18.3 FM/MBBS/6.18.4
6.19	Faculty gathers relevant information about the satisfaction of students with the teaching programmes, course offered and the support services and the information are used in improvement.	<ul style="list-style-type: none"> • Course evaluation • Subject evaluation • Evidence for evaluation of teaching • Student satisfaction survey 	FM/MBBS/6.19.1 FM/MBBS/6.19.2 FM/MBBS/6.19.3 FM/MBBS/6.19.4

6.20	The faculty is proactive in counselling the students to facilitate their progression from one level of the programme to another and to select the appropriate profession.	<ul style="list-style-type: none"> • Student handbook • FBM • Faculty Website <ul style="list-style-type: none"> ○ Counseling Services ○ Yarl Medex -Career Guidance ○ Awards • Career guidance activities • Student counseling provision documents • Mentor allocation • Prizes and gold medal lists 	<p>FM/MBBS/6.20.1</p> <p>FM/MBBS/6.20.2</p> <p>URL 13</p> <p>URL 40</p> <p>URL 43</p> <p>FM/MBBS/6.20.3</p> <p>FM/MBBS/6.20.4</p> <p>FM/MBBS/6.20.5</p> <p>FM/MBBS/6.20.6</p>
6.21	The Faculty awards the students who do not complete the programme successfully a BSMS degree.	<ul style="list-style-type: none"> • Student Handbook • FBM • Correspondence 	<p>FM/MBBS/6.21.1</p> <p>FM/MBBS/6.21.2</p> <p>FM/MBBS/6.21.3</p>
6.22	The Faculty has a high completion rate and employment rate and monitors retention informally.	<ul style="list-style-type: none"> • FBM • Pass lists • Employment documents • PGIM list of students 	<p>FM/MBBS/6.22.1</p> <p>FM/MBBS/6.22.2</p> <p>FM/MBBS/6.22.3</p> <p>FM/MBBS/6.22.4</p>
6.23	The Faculty deals with and responds promptly to students' complaints and grievances.	<ul style="list-style-type: none"> • Student handbook • FBM • Basic rules for students • Student support provision • Inquiry reports of complaints and grievances 	<p>FM/MBBS/6.23.1</p> <p>FM/MBBS/6.23.2</p> <p>URL 44</p> <p>FM/MBBS/6.23.3</p> <p>FM/MBBS/6.23.4</p>
6.24	The Faculty networks with alumni in assisting students in their current needs and in preparing for their professional future.	<ul style="list-style-type: none"> • Student handbook • Minutes of alumni committee meetings • Alumni website • Academic support services rendered 	<p>FM/MBBS/6.24.1</p> <p>FM/MBBS/6.24.2</p> <p>URL 45</p> <p>FM/MBBS/6.24.3</p>

		<ul style="list-style-type: none"> • Support for infrastructure development in library, land and refurbishment of lecture halls and hostels • Establishing documents of well-being Centre • Student scholarships 	<p>FM/MBBS/6.24.4</p> <p>FM/MBBS/6.24.5</p> <p>FM/MBBS/6.24.6</p>
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SUMMARY:

A conducive learning environment is provided by the Faculty with adequate academic and technical support system to ensure outcome based education. Adequate training is given on ICT, English and additional language and soft skills. Learning experience is enhanced through internships, work-based placements and specialized learning programmes such as elective appointments. Faculty provides student support services such as hostel facilities, canteens, wellbeing Centre, scholarships, and facilities for sports and encourages various cultural and aesthetic activities. Relevant information on student satisfaction is used for improvement of student services. FM follows the policies and bylaws of the Gender Cell of the University on gender equity and equality.

CRITERION 7: STUDENT ASSESSMENT AND AWARDS			
No	Standards	Evidence	Code/Location
7.1.	FM has clear assessment method which is incorporated as an integral part of programme design with a clear relationship between assessment tasks and the programme outcomes.	<ul style="list-style-type: none"> • Calendar of dates <ul style="list-style-type: none"> ○ Preclinical ○ Para clinical ○ Clinical • Hand book • Curriculum book • Blue print 	<p>FM/MBBS/7.1.1.1</p> <p>FM/MBBS/7.1.1.2</p> <p>FM/MBBS/7.1.1.3</p> <p>FM/MBBS/7.1.2</p> <p>FM/MBBS/7.1.3</p> <p>FM/MBBS/7.1.4</p>
7.2.	Assessment standard of Medical course is aligned to Level seven of SLQF and SBS and requirements of SLMC	<ul style="list-style-type: none"> • SLQF • SLQF mapping • Theoretical Knowledge: MCQ, SBA, Essay, • Practical Knowledge: Practical exam, OSPE, OSCE • Written and Oral Communication: Research projects, viva exam, Common OSCE • Teamwork and Leadership: Community surveys, Research work, Exhibition • Creativity and problem solving: Field activity, integrated ward class. • Information Usage and Management: IT exam, PPDS • Networking and social skills: Family attachment, Clinical exam. 	<p>FM/MBBS/7.2.1</p> <p>FM/MBBS/7.2.2.1</p> <p>FM/MBBS/7.2.2.2</p> <p>FM/MBBS/7.2.2.3</p> <p>FM/MBBS/7.2.2.4</p> <p>FM/MBBS/7.2.2.5</p> <p>FM/MBBS/7.2.2.6</p> <p>FM/MBBS/7.2.2.7</p>

		<ul style="list-style-type: none"> • Adaptability and flexibility: Elective appointment • Attitudes, Values and Professionalism: clinical exam, PPDS • Updating self /lifelong Learning: elective appointment, Journal club and research work • Hand book • Exit survey reports 	<p>FM/MBBS/7.2.2.8</p> <p>FM/MBBS/7.2.2.9</p> <p>FM/MBBS/7.2.2.10</p> <p>FM/MBBS/7.2.3</p> <p>FM/MBBS/7.2.4</p>
7.3	The FM has procedures for designing, approving, monitoring and reviewing the assessment strategies for programme including clinical training and awards.	<ul style="list-style-type: none"> • Curriculum books • Department meeting minutes • MEC meeting minutes • Senate minutes • Hand book • Scholarship committee minutes 	<p>FM/MBBS/7.3.1</p> <p>FM/MBBS/7.3.2</p> <p>FM/MBBS/7.3.3</p> <p>FM/MBBS/7.3.4</p> <p>FM/MBBS/7.3.5</p> <p>FM/MBBS/7.3.6</p>
7.4	FM reviews and amends relevant assessment strategies and regulations whenever needed in consultation with departmental staff and coordinators and the amendments remain fit for the purpose.	<ul style="list-style-type: none"> • Curriculum revisions books (old & new) • MEC Meeting minutes • Faculty Board minutes • Senate minutes • Hand books (old & New) 	<p>FM/MBBS/7.4.1</p> <p>FM/MBBS/7.4.2</p> <p>FM/MBBS/7.4.3</p> <p>FM/MBBS/7.4.4</p> <p>FM/MBBS/7.4.5</p>
7.5	FM ensures the weightage relating to different components of assessments are specified in the medical study programme.	<ul style="list-style-type: none"> • Hand book • Co-curriculum books 	<p>FM/MBBS/7.5.1</p> <p>FM/MBBS/7.5.2</p>

7.6	FM adopts regulations governing the appointment both internal and external examiners.	<ul style="list-style-type: none"> • Manual for conducting exam by UGC • Appointment letter for both internal and external examiners • Faculty board minutes • Senate minutes • Instructions to the examiners 	<p>FM/MBBS/7.6.1</p> <p>FM/MBBS/7.6.2</p> <p>FM/MBBS/7.6.3</p> <p>FM/MBBS/7.6.4</p> <p>FM/MBBS/7.6.5</p>
7.7	FM obtains report from the external examiners which may be reviewed during finalizing the result.	<ul style="list-style-type: none"> • Manual of examination procedures by UGC • Records of external examiner's report • External Examiner's mark sheets 	<p>FM/MBBS/7.7.1</p> <p>FM/MBBS/7.7.2</p> <p>FM/MBBS/7.7.3</p>
7.8	Medical students are assessed using published criteria, regulations and procedures that are adhered by the staff and are communicated to students at the time of enrolment.	<ul style="list-style-type: none"> • Hand book • Manual of examination procedures by UGC • Student charter • Online website 	<p>FM/MBBS/7.8.1</p> <p>FM/MBBS/7.8.2</p> <p>FM/MBBS/7.8.3</p> <p>FM/MBBS/7.8.4</p>
7.9	FM ensures that the staffs involved in assessing the students are competent to undertake their roles and responsibilities and have no conflict of interest.	<ul style="list-style-type: none"> • SDC training Programme • Manual of examination procedures by UGC • Guideline for examiners –University of Jaffna • MEC meeting minutes 	<p>FM/MBBS/7.9.1</p> <p>FM/MBBS/7.9.2</p> <p>FM/MBBS/7.9.3</p> <p>FM/MBBS/7.9.4</p>

7.10	FM makes appropriate arrangements or facility for the differently abled students during their examination when they made request on individual basis.	<ul style="list-style-type: none"> • Student's request letters • Faculty board minutes • Senate minutes 	FM/MBBS/7.10.1 FM/MBBS/7.10.2 FM/MBBS/7.10.3
7.11	Medical Students are given regular timely feedback on their performance on formative assessments to promote effective learning and support the academic development of students.	<ul style="list-style-type: none"> • Answer papers of practice exams • In course exams • Tutorial time table • Department meeting minutes-counselling for failures • Feedback of exam performance • Study guide • Log books 	FM/MBBS/7.11.1 FM/MBBS/7.11.2 FM/MBBS/7.11.3 FM/MBBS/7.11.4 FM/MBBS/7.11.5 FM/MBBS/7.11.6 FM/MBBS/7.11.7
7.12	FM adopts well defined marking scheme, various forms of second marking (blind) is done to ensure transparency, fairness and consistency.	<ul style="list-style-type: none"> • Exam file (Analysis of marks) • Student feedback on exam • Marking scheme • Mark sheets • Manual of conducting exam • Second marker reports 	FM/MBBS/7.12.1 FM/MBBS/7.12.2 FM/MBBS/7.12.3 FM/MBBS/7.12.4 FM/MBBS/7.12.5 FM/MBBS/7.12.6

7.13	Graduation requirement of medical study programme are ensured in the degree certification process and the transcript accurately reflect the stage of progression and student attainment.	<ul style="list-style-type: none"> • Sample transcripts • Student record book • Pass list • BSc transcript 	<p>FM/MBBS/7.13.1</p> <p>FM/MBBS/7.13.2</p> <p>FM/MBBS/7.13.3</p> <p>FM/MBBS/7.13.4</p>
7.14	A complete transcript indicating the courses followed, marks and the class obtained by the students is issued on request.	<ul style="list-style-type: none"> • Pass list • Sample transcripts • Hand book 	<p>FM/MBBS/7.14.1</p> <p>FM/MBBS/7.14.2</p> <p>FM/MBBS/7.14.3</p>
7.15	Examination results are documented accurately and communicated to students within the stipulated time.	<ul style="list-style-type: none"> • Handbook (Regulations) • Guideline for examiners • Time table for exam • Letter of appointment to chief examiner for recording the marks and check the accuracy. • Pre result board letter • Result board letter • FBM • Senate minutes 	<p>FM/MBBS/7.15.1</p> <p>FM/MBBS/7.15.2</p> <p>FM/MBBS/7.15.3</p> <p>FM/MBBS/7.15.4</p> <p>FM/MBBS/7.15.5</p> <p>FM/MBBS/7.15.6</p> <p>FM/MBBS/7.15.7</p> <p>FM/MBBS/7.15.8</p>

7.16	FM ensures that the degree awarded and the name of the degree complies with the competency level.	<ul style="list-style-type: none"> • Pass list • Hand book. 	FM/MBBS/7.16.1 FM/MBBS/7.16.2
7.17	FM ensures the implementation of examination by laws including those on academic misconduct and enforces them according to the university policy and procedures in a timely manner.	<ul style="list-style-type: none"> • Manual for procedures of examination • Complain of Academic misconduct • TOR for supervisors. 	FM/MBBS/7.17.1 FM/MBBS/7.17.2 FM/MBBS/7.17.3

SUMMARY

FM has clear relationship between assessment methods and the programme outcome. Assessment standards of Medical Course are designed to level seven of SLQF and requirements of SLMC. These are reviewed and amended whenever needed. It is ensured that the staffs involved in assisting the students are competent to undertake their roles. Awards are given according to their performance in the examinations.

CRITERION 8: INNOVATIVE AND HEALTHY PRACTICES			
8.0	Standards	Evidences	Code/Location
8.1	The FM is providing ICT (LMS) support to academic staffs and students with LMS username and password and is encouraging to share learning resources, activities and assessments.	<ul style="list-style-type: none"> • SDC course announcement notices • University LMS site <ul style="list-style-type: none"> ○ Virtual Learning- Courses • Uploaded documents into LMS • Student guides • Department website • Letters of requests for usernames for LMS • FBM • Senate Minutes 	FM/MBBS/8.1.1 URL 22 FM/MBBS/8.1.2 FM/MBBS/8.1.3 FM/MBBS/8.1.4 FM/MBBS/8.1.5 FM/MBBS/8.1.6 FM/MBBS/8.1.7
8.2	The FM keeps high value on OER that support its learning and research. The Medical Library and University Library provides access to many quality OER resources from reputable publishers.	<ul style="list-style-type: none"> • FBM • Faculty Library website • Library usage documents on Emerald, Taylor & Francis, Wiley Online, Scopus, Oxford Journals, PubMed, Hinari and Cochrane Library • SDC workshops • Students handbook • Curriculum book • Student guide • Student teaching file 	FM/MBBS/8..2.1 URL 55 FM/MBBS/8.2.2 FM/MBBS/8.2.3 FM/MBBS/8.2.4 FM/MBBS/8.2.5 FM/MBBS/8.2.6 FM/MBBS/8.2.7
8.3	The academic members in the Faculty are directed to involve: the teaching and capacity building of community institutions provide expertise in regional and national advisory bodies, training the Intern Medical	<ul style="list-style-type: none"> • Community engagement • Curriculum book • Student handbook • Appointment letters to interns • Files of postgraduate trainees • Student Research symposium proceedings • FBM 	URL 56 FM/MBBS/8.3.1 FM/MBBS/8.3.2 FM/MBBS/8.3.3 FM/MBBS/8.3.4 FM/MBBS/8.3.5 FM/MBBS/8.3.6

	officers and postgraduate trainees, supervising the research including their presentations.	<ul style="list-style-type: none"> • Abstract books, conference proceedings • PGIM appointment letters • Exhibition letters • FBM on exhibition • Senate minutes • Council minutes • Letters of appointment/request to train nurses, PHI, PHM etc. 	<p>FM/MBBS/8.3.7</p> <p>FM/MBBS/8.3.8</p> <p>FM/MBBS/8.3.9</p> <p>FM/MBBS/8.3.10</p> <p>FM/MBBS/8.3.11</p> <p>FM/MBBS/8.3.12</p> <p>FM/MBBS/8.3.13</p>
8.4	<p>The FM has formed the research and high degree committee to coordinate the research and innovation activities and promote the research well-functioning independent ERC.</p> <p>Faculty also has recently established international collaboration and business linkage cells.</p>	<ul style="list-style-type: none"> • ERC • Faculty research committee minutes • Faculty coordination committee in human reproductive research • SOP of ERC • Faculty ERC minutes • SIDCER recognition of ERC • ERC office documents • ERC members appointment in FB minutes • Faculty hand book and curriculum books • Strategic plan of the Faculty • Minutes of senate meetings • FB and senate minutes about international collaboration office • Proceedings of students' research symposium 	<p>URL 57</p> <p>FM/MBBS/8.4.1</p> <p>FM/MBBS/8.4.2</p> <p>FM/MBBS/8.4.3</p> <p>FM/MBBS/8.4.4</p> <p>FM/MBBS/8.4.5</p> <p>FM/MBBS/8.4.6</p> <p>FM/MBBS/8.4.7</p> <p>FM/MBBS/8.4.8</p> <p>FM/MBBS/8.4.9</p> <p>FM/MBBS/8.4.10</p> <p>FM/MBBS/8.4.11</p> <p>FM/MBBS/8.4.12</p>

8.5	<p>Administrative, financial, transport and logistics facilities are provided for the staffs to conduct the research and the research activities are considered for promotion, confirmation and increment. Faculty also encourages its staff to apply for research grants</p>	<ul style="list-style-type: none"> • Vehicle booking file • University research grant applications by staffs • Minutes of the Faculty and university research committee • List of Faculty members who received research grants • FBM • Minutes of subcommittee meeting • Faculty repository • Research publications of staffs • Faculty website with staff profile • Workshop participation of academics 	<p>FM/MBBS/8.5.1 FM/MBBS/8.5.2 FM/MBBS/8.5.3 FM/MBBS/8.5.4 FM/MBBS/8.5.5 FM/MBBS/8.5.6 FM/MBBS/8.5.7 FM/MBBS/8.5.8 FM/MBBS/8.5.9 FM/MBBS/8.5.10</p>
8.6	<p>FM undergraduate curriculum has included two undergraduate research projects and are assessed. Students are encouraged to present or publish their research findings in the regional, national and international conferences. Faculty also initiated the annual undergraduate research symposium to encourage all the students to disseminate the research findings.</p>	<ul style="list-style-type: none"> • Curriculum for Medical Course 2015 • Curriculum for Medical Course 2014 • Curriculum book • FBM • Senate minutes • Students research reports • Students research awards • Proceedings of the URS • Students publications • ERC approvals for students researches • Annual research symposium meeting minutes 	<p>URL 27 URL 28 FM/MBBS/8.6.1 FM/MBBS/8.6.2 FM/MBBS/8.6.3 FM/MBBS/8.6.4 FM/MBBS/8.6.5 FM/MBBS/8.6.6 FM/MBBS/8.6.7 FM/MBBS/8.6.8 FM/MBBS/8.6.9</p>

		<ul style="list-style-type: none"> • Annual research symposium proceedings • Annual research symposium financial support • Faculty journal minutes • Students participation in research conference • JMA annual scientific sessions abstract book • Alumni website 	<p>FM/MBBS/8.6.10</p> <p>FM/MBBS/8.6.11</p> <p>FM/MBBS/8.6.12</p> <p>FM/MBBS/8.6.13</p> <p>FM/MBBS/8.6.14</p> <p>URL 45</p>
8.7	<p>Students are posted to THJ and Base Hospital Thellipalai for their clinical attachment and the Nallur MOH area with the establishment of Family Medicine centre at divisional hospital Kondavil for Community based teaching facility by the agreement with the MoH. Students are also posted to work in several community based health and social care institutions as part of the curriculum</p>	<ul style="list-style-type: none"> • Curriculum for Medical Course 2015 • Curriculum for Medical Course 2014 • Curriculum book • Student handbook • Log books • Student guide • FBM • Senate minutes • University calendar • Agreements with MoH & PDHS • TEAM course agreement • Community area report • Community survey report 	<p>URL 27</p> <p>URL 28</p> <p>FM/MBBS/8.7.1</p> <p>FM/MBBS/8.7.2</p> <p>FM/MBBS/8.7.3</p> <p>FM/MBBS/8.7.4</p> <p>FM/MBBS/8.7.5</p> <p>FM/MBBS/8.7.6</p> <p>FM/MBBS/8.7.7</p> <p>FM/MBBS/8.7.8</p> <p>FM/MBBS/8.7.9</p> <p>FM/MBBS/8.7.10</p> <p>FM/MBBS/8.7.11</p>
8.8	<p>The FM has collaboration with international organizations such as James Cook University, University of Manchester, Anglia Ruskin University UK University of Birmingham University, Bristol University, Sing-</p>	<ul style="list-style-type: none"> • FBM • Senate minutes • MoU documents • Staff membership details • Project reports with WHO, World bank, APACPH • Staff participation in professional colleges 	<p>FM/MBBS/8.8.1</p> <p>FM/MBBS/8.8.2</p> <p>FM/MBBS/8.8.3</p> <p>FM/MBBS/8.8.4</p> <p>FM/MBBS/8.8.5</p> <p>FM/MBBS/8.8.6</p>

	<p>Health, APACPH, World Health Organization, World Bank, TEAM.</p> <p>The FM also has collaboration with professional colleges, national and local organizations</p>	<ul style="list-style-type: none"> • Fundamental Critical Care Support Course • Annual fee subscription paid by university • Project files in the department, LANKAPHEN etc. • Collaboration documents with PGIM, professional colleges and SLMA • Communications of collaboration with National water supply board • Collaboration documents with AROD, CANE, JJCDR, Sivapoomy School, Nuffield School, 	<p>URL 58</p> <p>FM/MBBS/8.8.7</p> <p>FM/MBBS/8.8.8</p> <p>FM/MBBS/8.8.9</p> <p>FM/MBBS/8.8.10</p> <p>FM/MBBS/8.8.11</p>
8.9	<p>The FM offer elective appointment by its Clinical and Para Clinical Departments. Foreign students are recruited for undergraduate programme and medical exhibitions are conducted every five years.</p>	<ul style="list-style-type: none"> • Student handbook • FBM • Senate minutes • Parasitology workshop documents • Elective Placement – Online Application Form • Medical exhibition report 2012 and 2018 • MOU with James Cook University 	<p>FM/MBBS/8.9.1</p> <p>FM/MBBS/8.9.2</p> <p>FM/MBBS/8.9.3</p> <p>FM/MBBS/8.9.4</p> <p>URL 59</p> <p>FM/MBBS/8.9.5</p> <p>FM/MBBS/8.9.6</p>
8.10	<p>FM has not adopted the credit system in the curriculum. FM accommodates the students from other faculties and release the students from the faculty to other faculties based</p>	<ul style="list-style-type: none"> • Curriculum for Medical Course 2015 • Curriculum for Medical Course 2014 • Curriculum book • Student handbook 	<p>URL 27</p> <p>URL 28</p> <p>FM/MBBS/8.10.1</p> <p>FM/MBBS/8.10.2</p>

	on the request made by the students.	<ul style="list-style-type: none"> • FBM • Senate minutes • University calendar 	<p>FM/MBBS/8.10.3</p> <p>FM/MBBS/8.10.4</p> <p>FM/MBBS/8.10.5</p>
8.11.	FM promotes all religious, sports, cultural and social activities within the faculty, inter faculty through the MSU with the support of staffs and other academic bodies and well-wishers.	<ul style="list-style-type: none"> • Curriculum book • FBM • Senate minutes • University calendar • MSU web • Student handbook • MSU annual report • Students request to organize the event • JMA annual report and Scientific sessions • Student research symposium • Exhibition report • Field activity reports 	<p>FM/MBBS/8.11.1</p> <p>FM/MBBS/8.11.2</p> <p>FM/MBBS/8.11.3</p> <p>FM/MBBS/8.11.4</p> <p>URL 38</p> <p>FM/MBBS/8.11.5</p> <p>FM/MBBS/8.11.6</p> <p>FM/MBBS/8.11.7</p> <p>FM/MBBS/8.11.8</p> <p>FM/MBBS/8.11.9</p> <p>FM/MBBS/8.11.10</p> <p>FM/MBBS/8.11.11</p>
8.12	FM encourages students to participate the national and international quiz competition in the field of physiology and paediatrics and the sports atheletic events by the university, interuniversity and national events and regional and international scientific and research conferences.	<ul style="list-style-type: none"> • Jaffna Medical Faculty students placed 4th in the Malaysian Physiology Quiz – 16th IMSPQ 2018 • Quiz completion awards and certificates • JMA, JSA, SLMA, APACPH abstracts book • Alumni report • Financial support documents by various well wishers • Curriculum book • Student handbook 	<p>URL 17</p> <p>FM/MBBS/8.12.1</p> <p>FM/MBBS/8.12.2</p> <p>FM/MBBS/8.12.3</p> <p>FM/MBBS/8.12.4</p> <p>FM/MBBS/8.12.5</p> <p>FM/MBBS/8.12.6</p>

		<ul style="list-style-type: none"> • FBM • Senate minutes • University calendar 	<p>FM/MBBS/8.12.7</p> <p>FM/MBBS/8.12.8</p> <p>FM/MBBS/8.12.9</p>
8.13	<p>FM organizes the curriculum review meetings, workshops and training programs at the departments, faculty and UGC level by inviting the national and international experts to support the curriculum revision process and invite national and international external examiners for the moderation and second marking.</p>	<ul style="list-style-type: none"> • MEC minutes • Curriculum workshop permission letters, flyers, agenda and reports. • Examination files from various departments to show external examiners appointment letters, exam report and analysis of results • Annual department report and Department meeting minutes • Faculty fortieth anniversary report. • Finance committee minutes • MEU-Activities • Curriculum book • Student handbook • FBM • Senate minutes • University calendar 	<p>FM/MBBS/8.13.1</p> <p>FM/MBBS/8.13.2</p> <p>FM/MBBS/8.13.3</p> <p>FM/MBBS/8.13.4</p> <p>FM/MBBS/8.13.5</p> <p>FM/MBBS/8.13.6</p> <p>URL 60</p> <p>FM/MBBS/8.13.7</p> <p>FM/MBBS/8.13.8</p> <p>FM/MBBS/8.13.9</p> <p>FM/MBBS/8.13.10</p> <p>FM/MBBS/8.13.11</p>
8.14	<p>FM implements an exit level mechanism for the students who fail to complete the programme successfully by providing the degree of BMSc.</p>	<ul style="list-style-type: none"> • Students appeals • Curriculum for Medical Course 2015 • Curriculum for Medical Course 2014 • Curriculum book, • Student handbook • FBM 	<p>FM/MBBS/8.14.1</p> <p>URL 27</p> <p>URL 28</p> <p>FM/MBBS/8.14.2</p> <p>FM/MBBS/8.14.3</p> <p>FM/MBBS/8.14.4</p>

		<ul style="list-style-type: none"> • Senate minutes • University calendar 	FM/MBBS/8.14.5 FM/MBBS/8.14.6
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SUMMARY

Faculty considered the nature and inevitability of the innovative and healthy practices to create an excellence institution in order to provide teaching learning, research and community outreach activities by developing needed programs and projects with the support of national and international partners from the state, non-state and well-wishers for the betterment of the society. Different strategies, mechanisms and practices have been adopted to achieve the set target with the available limited resources. Faculty always explore the possibilities to improve the resources and also try to maximize the efficient utilization of the resources to achieve the set targets and goals by revising and incorporating needed teaching learning opportunities, methods and facilities in the curriculum. Students and staffs are encouraged to work together in the curricula, co curricula and extra curricula activities to achieve the innovative and healthy practices.

Chapter 4

Summary

Chapter 4

Summary of SER

The FM, UOJ demonstrates the commitment to uphold its mission of producing graduates with desired attributes matching with national policy and guidelines by promoting student-centered and outcome-based teaching learning activities. The MBBS programme of the FM has been improving in quality by in cooperating several suggestions given during the previous programme review.

In this regard, the Faculty comprises an adequate administrative structure which enables the implementation of its core functions. The action plan of the Faculty is structured in line with the corporate plan of the University, which demonstrates the flexibility to accept latest developments in higher education.

Further, the FM tries to improve human resource needs and requirements of relevant professional bodies. The FM adopts a participatory approach of all academics and extended staff as key stakeholders at the various stages of program design.

Hence, delivery, designing and development of academic programs are carried out by these qualified and competent staff. The Faculty efficiently manages available human resources despite heavy workload. The workload is shared by the extended staff from THJ and the alumni. All newly recruited staff members are required to follow the induction program by the SDC.

As the study programme focuses on student centred learning, and aim to provide experiential learning, the FM provides several opportunities for students to undertake clinical, laboratory training, field activities and research. The ELTC has given the priority to enhance the English language skills and the PPDS stream concentrates on soft skill development through a core course.

The MEC along with IQAC of the Faculty is committed to maintain the quality of the programmes by ensuring the appropriate policies and processes in place to maintain and enhance the quality of its research, teaching and learning and also coordinate the monitoring of the practices.

Meanwhile, the FM has a comprehensive website which provides quality and accurate information to key internal and external stakeholders including prospective and current students, collaborators, staff and the community on all aspects of the Faculty. However, utilization of the website for learning activities is limited.

Moreover, the FM Handbook is updated annually and distributed to all newly enrolled students. It describes the history and current status of the programme, evaluation process and examination procedures, grading mechanism, graduating requirements, University and administrative setup, student welfare, prevention of ragging, supportive facilities, and disciplinary procedures. Further, two volumes of undergraduate medical curriculum are available online.

The orientation programme and the introductory programme are annually organised by FM along with the MSU for newly enlisted students to make them familiar with the university system and to educate them on the examination rules and regulations and support facilities available at the Faculty and the University that will assist them in making a smooth transition to University.

The Faculty encourages inter-cultural harmony among the students to engage in cultural events such as Thai Pongal, Vesak, Olivizha, Ramzan to promote social harmony and ethnic and cultural cohesion among students of diverse backgrounds. Further, it provides avenue for recreation and sports through extracurricular activities during the Medicos week and medical exhibition. The FM has supported the differently-abled students on individual basis and is trying to develop a policy on adopting to inclusive education.

The FM has taken necessary actions to maintain zero-tolerance to ragging. Students and staff of the FM are informed with institutional policy to promote gender equity and equality and prevent any form of sexual and gender-based violence. The academic students counselling committee and academic staff are continuously engaged in counselling, mentoring, and career advices through the student support system.

In conclusion, the quality of the MBBS study programme provided by the FM, UOJ is considerably progressing by effectively utilizing its available resources.

ANNEXURES

Annexure I:

Major Milestones of the Faculty of Medicine

Year	Milestone
1974	The UOJ was inaugurated by Prime Minister of Socialist Democratic Republic of Sri Lanka. General Administration Section, Examination, Admission, Academic & Finance branches, Library and Physical Education Unit were established. Students Counseling office was established.
1975	The Tamil Union and University Employees Union were formed.
1976	University of Jaffna Teachers Association (UTA) was inaugurated.
1978	The University became an independent and autonomous University with effect from 1st January 1979. Faculty of Medicine was inaugurated in the buildings of Ayurveda Hospital at Kaithady with the Departments of Anatomy, Physiology and Biochemistry. The General Hospital Jaffna was upgraded to Teaching Hospital Jaffna to accommodate training of undergraduates
1979	Faculty of Medicine established the Department of Community Medicine.
1980	Faculty of Medicine had seven additional Departments namely Dept. of Pathology, Dept. of Medicine, Dept. of Pharmacology, Dept. of Obstetric & Gynaecology, Dept. of Paediatrics, Dept. of Surgery and Dept. of Psychiatry. Internal Audit Unit was established in the University administration
1981	Establishment branch was established. Establishment of Jaffna Faculty of Medicine Teacher's Association. Curriculum committee of the FM was established
1982	The teaching facility shifted from Kaithady to Thirunelvely
1984	First curriculum workshop and curriculum was documented
1987	Complete loss of equipment and books due to war
1988	Jaffna University Student Union and the medical student union were reformed under the university act number 26 of 1988
1990	Establishment of Dept. of Forensic Medicine. Student research projected initiated in the curriculum
1995	Major displacement and loss of equipment and books due to war
2004	Formation of local and foreign alumni associations

2006	Establishment of the degree courses in Allied Health Sciences
2007	Construction of student support centres, recreational centre, skill laboratory and examination hall- under IRQUE
2008	Programme review done by the UGC
2009	Curriculum revision workshop with several stakeholders supported by the QIG project
2009	Ethical review committee (ERC) was reformed according to the FERCSL guidelines.
2010	Establishment of Medical Education and Audio Visual Unit. Construction of medical student hostel with tsunami fund
2011	Major curriculum revision was completed and implemented. Name of the Dept of Community Medicine changed into Dept. Of Community and Family Medicine.
2012	The field study area was expanded from Kokuvil-Kondavil to Nallur MOH and establishment of family medical centre
2016	Establishment of IQAC at faculty level
2017	Gender Equity and Equality Center was established. Divisions of Parasitology and Microbiology have been functioned under the Dept. of Pathology. They were separately changed as Dept. of Parasitology and Dept. of Microbiology. SIDCER recognition for the ERC
2018	Commencement of student research symposium

Annexure II: Number of Departmental staff contributing to current Academic activity

S.No	Department	Academic staff	Academic supportive staff	Non Academic staff
1.	Anatomy	4	8	8
2.	Bio chemistry	4	6	7
3.	Nuclear Medicine	1	-	-
4.	Community and Family Medicine	6	5	7
5.	Medicine	6	4	6
6.	Obstetrics and Gynecology	3	3	3
7.	Paediatrics	3	4	3
8.	Parasitology	2	2	4
9.	Pathology	2	4	5
10.	Microbiology	3	3	4
11.	Pharmacology	3	2	3
12.	Physiology	3	5	6
13.	Psychiatry	1	4	2
14.	Surgery	7	6	2
15.	MEU	1	1	1
16.	Forensic Medicine	1	3	4

Annexure III: Contributors for Programme Review Process and SER writing

SER Writing Team

Name	Designation	Department
Dr M G Sathiadas	Coordinator/IQAC	Paediatrics
Dr K Sivapalan	Member	Physiology
Dr K Muhunthan	Member	Obstetrics & Gynecology
Dr T S Navaratinarajah	Member	Pharmacology
Dr A Muruganathan	Cover design and art work	Parasitology
Mr.S.Sinthujan	Technical Support	Deans' Office
Ms P Brintha	Technical Support	Parasitology

1. Programme Management

Name	Designation	Department
Dr K Guruparan	Chairman	Obstetrics & Gynecology
Prof V Arasaratnam	Member	Biochemistry
Dr S Balakumar	Member	Biochemistry
Dr S Rajendra	Member	Surgery
Dr K Sivapalan	Member	Physiology
Mr A R Ramesh	Secretary	Dean's Office
Mr K Thayananthan	Member	Bio chemistry
Mrs Sujikala	Member	Anatomy

2. Human and Physical Resources

Name	Designation	Department
Prof S Kannathasan	Chairman	Parasitology
Dr K Muhunthan	Member	Obstetrics & Gynecology
Dr T Chenthuran	Member	Anatomy
Dr R Niranjan	Member	Anatomy
Dr T Yoganathan	Member	Nuclear medicine
Mr S Sinthujan	Secretary	Dean's office
Mrs T Premsuja	Member	Parasitology
Mrs G Sobika	Member	Obstetrics & Gynecology

3. Programme Design and Development

Name	Designation	Department
Dr T Navaratinarajah	Chairman	Pharmacology
Dr K Sanchayan	Member	Medical Education
Dr V Sujanitha	Member	Medicine
Dr A Arasalingam	Member	Medicine
Mr M Thayaparan	Secretary	Pharmacology
Mrs.K.Niththiyanantharajah	Member	Biochemistry
Mrs K Mathura	Member	Physiology

4. Course/ Module Design and Development

Name	Designation	Department
Dr N Umasankar	Chairman	Paediatrics
Dr K Murugananthan	Member	Microbiology
Dr K Kandeepan	Member	Bio chemistry
Mrs N Jesinthiran	Secretary	Paediatrics
Mr S Sutharsan	Member	Bio chemistry
Mr K Mathusuthanan	Member	Community & Family medicine

5. Teaching and Learning

Name	Designation	Department
Dr H Sivakumar	Chairman	Pathology
Dr L Guruparan	Member	Microbiology
Dr S Gobishankar	Member	Surgery
Dr S Kumaran	Member	Community & Family medicine
Mr N Kalaraj	Secretary	Pathology
Mrs Tharshiga	Member	Pathology
Mr V Vaheesan	Member	Physiology
Ms P Pirinthini	Member	Pathology

6. Student Assessment and Awards

Name	Designation	Department
Dr S Ambikaipakan	Chairman	Anatomy
Dr G Bavani	Member	Obstetrics and Gynaecology
Dr S Uthayakumar	Member	Anatomy
Ms S Thayalini	Secretary	Obstetrics and Gynaecology
Mr S Srishanger	Member	Anatomy
Ms N Saranya	Member	Dean's office

7. Learning Environment, Student Support and Progression

Name	Designation	Department
Dr V Ambalavanar	Chairman	Microbiology
Dr Ramya Kumar	Member	Community & Family medicine
Dr T Kumanan	Member	Medicine
Mr T Krishanth	Secretary	Forensic medicine
Ms S Shayanutha	Member	Microbiology
Mrs M Shobana	Member	Dean's office

8. Innovative and Healthy Practices

Name	Designation	Department
Dr R Surenthirakumaran	Chairman	Community & Family medicine
Dr P A D Coonghe	Member	Community & Family medicine
Dr S T Sharma	Member	Surgery
Dr G Selvaratnam	Member	Medicine
Mrs S Vithusa	Secretary	Community & Family medicine
Mrs M Sritharshini	Member	Community & Family medicine
Miss P Vinopa	Member	Dean's office

Annexure IV

URL Details and Code			
Serial No	Website of office / Document	URL Link	Code
1	Faculty Web Site and links.	http://www.med.jfn.ac.lk/	URL 01
2	Information for Elective students	http://www.med.jfn.ac.lk/index.php/elective-placement-application-form/	URL 02
3	IQAC	https://sites.google.com/univ.jfn.ac.lk/iqac-faculty-of-medicine/home	URL 03
4	Subject benchmark statement	https://sites.google.com/univ.jfn.ac.lk/iqac-faculty-of-medicine/publications	URL 04
5	Community medicine web site	http://www.med.jfn.ac.lk/index.php/community-medicine/	URL 05
6	Curriculum Revision Policy	https://sites.google.com/univ.jfn.ac.lk/iqac-faculty-of-medicine/documents	URL 06
7	IQAC-Bylaws	https://sites.google.com/univ.jfn.ac.lk/iqac-faculty-of-medicine/iqac-by-laws	URL 07
8	Language Laboratory	http://www.med.jfn.ac.lk/?s=language+laboratory	URL 08
9	Teaching Hospital Jaffna	http://thjaffna.lk/about-us/	URL 09
10	Resource	http://www.med.jfn.ac.lk/index.php/resources/	URL 10
11	Inauguration programme 2017	http://www.med.jfn.ac.lk/index.php/gallery/nggallery/faculty/INAUGURATION-PROGRAMME-2017	URL 11
12	University Student Charter	http://www.ugc.ac.lk/downloads/student_charter/SC_English.pdf	URL 12
13	Counseling Services	http://www.med.jfn.ac.lk/index.php/counseling-services/	URL 13
14	Wellbeing Centre	https://sites.google.com/univ.jfn.ac.lk/well-being-centre	URL 14

15	Medical exhibition 2018	http://www.med.jfn.ac.lk/index.php/medical-exhibition-year1medex2018/	URL 15
16	Inter Medical Faculty Paediatric Quiz - 2016	http://www.med.jfn.ac.lk/index.php/inter-medical-faculty-paediatric-quiz-2016/	URL 16
17	Jaffna Medical Faculty students placed 4th in the Malaysian Physiology Quiz – 16th IMSPQ 2018	http://www.med.jfn.ac.lk/index.php/jaffna-medical-faculty-students-placed-4th-in-the-malaysian-physiology-quiz-16th-imspq-2018/	URL 17
18	Medical Students' Union-Academic Activities	http://www.jaffnamsu.com/archives/category/aa	URL 18
19	Faculty library website - E.Journals	http://www.med.jfn.ac.lk/index.php/library/e-journals-2016/	URL 19
20	Institutional repository for medicine	http://repo.jfn.ac.lk/med/	URL 20
21	Virtual Learning at University of Jaffna	http://lms.jfn.ac.lk/lms/	URL 21
22	Virtual Learning- Courses	http://lms.jfn.ac.lk/lms/course/index.php?categoryid=55	URL 22
23	IT & Library Monitoring and Development Committee	http://www.med.jfn.ac.lk/index.php/subcommittees/information-technology-and-library-monitoring-and-development-committee/	URL 23
24	Electronic lecture notes	http://www.med.jfn.ac.lk/index.php/physiology/downloads/	URL 24
25	Evaluation procedure	http://www.med.jfn.ac.lk/index.php/evaluation-procedure/	URL 25
26	Course structure	http://www.med.jfn.ac.lk/index.php/course-structure/	URL 26
27	Curriculum for Medical Course 2015	http://www.med.jfn.ac.lk/wp-content/uploads/2012/03/CURRICULUM-2015-I-1.pdf	URL 27

28	Curriculum for Medical Course 2014	http://www.med.jfn.ac.lk/wp-content/uploads/2012/03/CURRICULUM-2015-II.pdf	URL 28
29	Medical Exhibition Inauguration Ceremony	http://www.med.jfn.ac.lk/index.php/gallery/medical-exhibition-inauguration-ceremony-3/	URL 29
30	Exhibition Night	http://www.med.jfn.ac.lk/index.php/gallery/exhibition-night/	URL 30
31	Medicos' Week 2018	http://www.jaffnamsu.com/archives/2692	URL 31
32	Medicos nite 2017 boys dance	http://www.jaffnamsu.com/archives/2153	URL 32
33	New Batch Inauguration Programme	http://www.med.jfn.ac.lk/index.php/new-batch-inauguration-programme/	URL 33
34	Inauguration programme 2017	http://www.med.jfn.ac.lk/index.php/gallery/nggallery/faculty/INAUGURATION-PROGRAMME-2017	URL 34
35	Cultural Performances	http://www.jaffnamsu.com/archives/category/events-memories/cultural-performances	URL 35
36	First Undergraduate Research Symposium 2018	http://www.med.jfn.ac.lk/index.php/first-undergraduate-research-symposium-2018/	URL 36
37	Report On Welcome and Orientation for the - 36th Batch	http://jaffnamsu.weebly.com/notice-board/report-on-welcome-and-orientation-for-the-36th-batch	URL 37
38	Medical Students' Union	http://jaffnamsu.weebly.com/	URL 38
39	Sports & Games	http://www.jaffnamsu.com/archives/category/sports-games	URL 39
40	Yarl Medex -Career Guidance	http://www.yarlmedex.jfn.ac.lk/?page_id=76	URL 40
41	Policy framework of gender cell	http://www.unit.jfn.ac.lk/cgee/index.php/policy-framework/	URL 41
42	Bylaws of Gender Cell	http://www.unit.jfn.ac.lk/cgee/index.php/by-laws/	URL 42
43	Awards	http://www.med.jfn.ac.lk/?s=awards	URL 43

44	Basic rules for students	http://www.med.jfn.ac.lk/index.php/basic-rules-for-students/	URL 44
45	Alumni website	http://www.med.jfn.ac.lk/index.php/alumni/	URL 45
46	Google scholar- (Dr.M.G.Sathiadas)	https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Dr.M.G.Sathiadas&btnG=	URL 46
47	Google scholar- (Dr.N.Suganthan)	https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=Dr.N.Suganthan&btnG=	URL 47
48	2nd session of Young Medical Scientific Forum Dec 2013	http://jaffnamsu.weebly.com/notice-board/2ndsession-of-young-medical-scientific-forumdec-2013	URL 48
49	Basketball Champions Inter-faculty matches 2014	http://jaffnamsu.weebly.com/notice-board	URL 49
50	Community Medicine Prizes & Awards	http://www.med.jfn.ac.lk/index.php/community-medicine/awards/	URL 50
51	Community Medicine Research	http://www.med.jfn.ac.lk/index.php/community-medicine/research/	URL 51
52	WebOPAC @ University of Jaffna	http://opac.lib.jfn.ac.lk:8080/opac/html/SearchForm	URL 52
53	Searching Library Books	http://www.med.jfn.ac.lk/index.php/library/searching-library-books/	URL 53
54	PPDS Collections	http://www.med.jfn.ac.lk/index.php/library/ppds-collections/	URL 54
55	Faculty library website	http://www.med.jfn.ac.lk/index.php/library/	URL 55
56	Community engagement	http://www.med.jfn.ac.lk/index.php/community-medicine/service-functions/	URL 56
57	Ethics Review Committee	http://www.med.jfn.ac.lk/index.php/subcommittees/ethical-review-committee/	URL 57
58	Fundamental Critical Care Support Course	http://www.med.jfn.ac.lk/?events=fundamental-critical-care-support-course	URL 58

59	Elective Placement – Online Application Form	http://www.med.jfn.ac.lk/index.php/elective-placement-application-form/	URL 59
60	MEU-Activities	http://www.med.jfn.ac.lk/index.php/activities/	URL 60

Organogram