



PROGRAMME REVIEW – 2019

SELF EVALUATION REPORT BACHELOR OF DENTAL SURGERY (BDS)

**FACULTY OF DENTAL SCIENCES
UNIVERSITY OF PERADENIYA
SRI LANKA**

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LIST OF ABBREVIATIONS/ACRONYMS

AB	Assistant Bursar/Faculty of Dental Sciences
ACEU	Academic Coordinator of Examination Unit
AdCEU	Administrative Coordinator of Examination Unit
ADPC	Academic Development and Planning Committee
AOH	Adult Oral Health
AR	Assistant Registrar/Faculty of Dental Sciences
BDS	Bachelor of Dental Surgery
CAOH	Child and Adolescent Oral Health
CC	Course Coordinator
CCGU	Counseling and Career Guidance Unit
CCom	Curriculum Committee
CCTV	Close-Circuit Television
CDOS	Clinical and Diagnostic Oral Sciences
CDP	Curriculum Development Committee
CILOs	Course Intended Learning Outcomes
CISHV	Committee to Investigate Sexual Harassment and Violence
CMO	Chief Medical Officer
CPD	Continuous Professional Development
CS	Course Specifications
DATS	Dental Auxiliary Training School
DELU	Dental E-Learning Unit
DHP	Dental Hospital Peradeniya (Teaching)
DFSU	Dental Faculty Students' Union
COHC	Comprehensive Oral Health Care
ED/EU	Examination Division/Examination Unit
ELTU	English Language Teaching Unit
ER	External Review
ERC	Ethics Review Committee
ERPDS Exam	Examination for Eligibility to Practice Dentistry in Sri Lanka
ER&R	Examination Rules & Regulations
ESL	English as a Second Language
FB	Faculty Board (Dental Sciences)

FCCGU	Faculty Counseling and Career Guidance Unit
FDS	Faculty of Dental Sciences
FW-NIT-CR	Faculty Web, Networking, IT and Central Records Committee
FoM	Faculty of Medicine
FQAC	Faculty Quality Assurance Cell
FRC	Faculty Research Committee
GDP	General Dental Practice
GEE	Gender Equity and Equality
HEI	Higher Education Institute
HETC	Higher Education for Twenty first Century
HoD	Head of Department
HRD	Human Resource Development
ICT	Information and Communication Technology
ICU	Intensive Care Unit
ILO	Intended Learning Outcome
InRC	International Research Centre -UoP
iPURSE	Peradeniya University Research Sessions (International)
IQA	Internal Quality Assurance
IQAU	Internal Quality Assurance Unit
JICA	Japan International Cooperation Agency
LBMC	Land and Building Management Committee
LMS	Learning Management System
MD	Doctor of Medicine
MEU	Medical Education Unit
MIS	Management Information System
MoHE	Ministry of Higher Education
MoH	Ministry of Health
MOODLE	Modular Object-Oriented Dynamic Learning Environment
NOHS	National Oral Health Survey – 2015/2016
NGO	Non-Governmental Organization
OER	Open Education Resources
OBE	Outcome Based Education
OMFS	Oral and Maxillo-Facial Surgery
OPD	Out-Patients Department

OSCE	Objective Structured Clinical Examination
OSPE	Objective Structured Practical Examination
PDFTA	Peradeniya Dental Faculty Teachers Association
PeDFAA	Peradeniya Dental Faculty Alumni Association
PGD	Postgraduate Division
PGIM	Postgraduate Institute of Medicine
POH	Population Oral Health
PLOs	Programme Learning Outcomes
QA	Quality Assurance
QD	Quality Descriptors
R&D	Research and Development
RLOs	Reusable Learning Objects
SC	Semester Coordinator
SBS	Subject Benchmark Statement for Dentistry
SCL	Student-Centered Learning
SDL	Self-Directed Learning
SDC	Staff Development Centre
SER	Self Evaluation Report
SERWT	Self Evaluation Report Writing Team
SGBV	Sexual and Gender-Based Violence
SLDA	Sri Lanka Dental Association
SLMC	Sri Lanka Medical Council
SLQF	Sri Lanka Qualification Framework
SOP	Standard Operational Procedures
SP	Study Programme
SRC	Senate Research Committee - UoP
SWAC	Student Welfare and Advisory Committee
SWOT	Strengths, Weaknesses, Opportunities and Threats
T&L	Teaching and Learning
ToR	Terms of Reference
TRC	Technical Resource Centre
TH	Teaching Hospital
TT	Time Tables
UDDE	Unit for Development of Dental Education

UGD	Undergraduate Division
ED/EU	Examination Division/Examination Unit
UGC	University Grants Commission
UoP	University of Peradeniya
UTEL	Unit for Teaching English Language
VLE	Virtual Learning Environment

SECTION 01

INTRODUCTION TO THE STUDY PROGRAMME

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INTRODUCTION TO THE STUDY PROGRAMME

1.1 Overview:

The Faculty of Dental Sciences (FDS), University of Peradeniya (UoP) is the only institution in Sri Lanka which conducts a study programme leading to the award of a professional degree in Dentistry; Bachelor of Dental Surgery (BDS). Dental education in Sri Lanka commenced in 1943 with the establishment of the ‘Dental School’ as the Department of Dental Surgery in the Faculty of Medicine of University of Ceylon, Colombo. The clinical component of the training was moved to Augusta Hill, Peradeniya in 1953. However, teaching of pre-clinical subjects continued under the Faculty of Medicine, Colombo until 1965. With the establishment of Faculty of Medicine in Peradeniya in 1965, the training of dental graduates was moved to Peradeniya. The Dental School continued to be part of the Faculty of Medical, Dental and Veterinary Science of Peradeniya campus, until 1986, when it attained faculty status.

A significant improvement in the Faculty took place in 1996, when it succeeded in acquiring a Grant Aid under the Japan International Cooperation Agency (JICA). As a result, a state-of-the-art Dental Faculty and Dental Teaching Hospital complex was built in the present location. The infra-structure includes spacious well-equipped clinics, advanced dental treatment clinics, laboratories, wards and operating theatre facilities including an intensive care unit (Annex.1.1). The facility enabled training of a large number of dental undergraduates and postgraduates, as well as treatment of patients for a wide range of dental problems, oral cancer, oro-facial deformities and trauma.

BDS course from its inception in 1943 spanned over a period of four years and, BDS degree is the professional qualification accepted for registration in the Sri Lanka Medical Council (SLMC) to practice Dentistry in Sri Lanka. Upon graduation, the graduate was entitled to register with the SLMC for independent practice without a compulsory period of internship. This practice continued from 1947 until 2016. However numerous shortcomings in the 4-year BDS curriculum were identified following periodic curriculum reviews and feedback from stake-holders. After careful consideration of the shortcomings, the FDS proposed strategies to revise the 4-year-BDS programme, so that a better-equipped dental graduate who would conform to internationally-accepted norms and quality in global dental education could be

produced. Further it was necessary to make key revisions to the curriculum in order to meet the UGC-stipulated Benchmark Statement in Dentistry (QAAC-UGC, 2010).

The faculty conducts only one undergraduate programme, and the 4-year study programme was revised thrice until the new BDS curriculum was approved and implemented in 2015/2016 (Annex.1.2).

1.2 Graduate Profile and Intended Learning Outcomes of the Study Programme

Profile of the BDS graduate encompasses six key attributes truncated as ‘**ASPIRE**’(Annexure 1.3)

1. **Analytical Knowledge Seeker:** The graduate is a knowledge seeker with analytical and problem-solving skills who is capable of making rational clinical decisions in dentistry.
2. **Skilled and Competent Clinician:** The graduate is competent in all skills required in management of dental/oral diseases and conditions. He/she is equipped with relevant generic skills and ready to steer the oral health care team with adequate flexibility.
3. **Professional:** The graduate is an adaptable, disciplined individual with high ethical and moral integrity. He/she is able to maintain the highest professional conduct.
4. **Intellectual:** The graduate is an intellectual who is ready for continuous professional development and strives to practice evidence-based dentistry.
5. **Responsible Practitioner:** The graduate follows guidelines and protocols in clinical dentistry and fulfills all other duties and responsibilities. The graduate is socially responsible, accountable, law-abiding and a committed citizen.
6. **Empathizer:** The graduate is a compassionate, socially and culturally sensitive practitioner.

Learning Outcomes of the study programme (PLOs) intend the graduate to acquire knowledge, skills and attitudes required to;

- 1 Promote oral health, and prevent oral diseases.
- 2 Diagnose all common oral and maxillofacial diseases/disorders, including oro-facial manifestations of systemic diseases/conditions.
- 3 Treat and manage all common oral and dental diseases/conditions, including those in medically-compromised patients .

- 4 Identify the conditions that are beyond the scope of a General Dental Practitioner, and refer patients for necessary management of the conditions.
- 5 Screen all patients for signs of oral cancers, potentially malignant disorders and other potentially deleterious conditions, and direct them for appropriate management.
- 6 Deal effectively with medical emergencies that may arise in the dental clinic.
- 7 Function with empathy and compassion towards patients under their care, and under accepted standards of professional conduct, ethics and radiation safety.
- 8 Work effectively and harmoniously as a member or leader of a health care team

(Annexure 1.4)

1.3 Departments/Units Contributing to the Study Programme

FDS hosts seven departments of study, namely Basic Sciences, Community Dental Health, Oral and Maxillofacial Surgery, Oral Medicine and Periodontology, Restorative Dentistry, Prosthetic Dentistry and Oral Pathology. Although a subject-based teaching programme was conducted by different Departments/Divisions under the 4-year curriculum, the teaching programme in the new 5-year curriculum is delivered in courses which require integration of allied Departments/Divisions. The 5-year programme has added an extra year of clinical training for students and to facilitate this, initiatives have been taken to establish a new Department of Comprehensive Oral Health Care (COHC) and a Unit for Dental Implants. The Faculty has established a Dental E-Learning Unit, Unit for Development of Dental Education, English Language Teaching Unit (ELTU), Printing & Photography Unit and a fully-fledged Dental Library to complement different aspects of teaching and learning. Further, the Faculty discharges its core-functions of the study programme under several established Divisions/Committees; Division for Undergraduate Studies, Division for Examinations, Faculty Quality Assurance Cell (FQAC), Curriculum Committee and Research Committee. Additionally, the Dental Auxiliary Training School (DATS) undertakes training of clinical and technical support staff, which strengthens the effective delivery of the teaching programme. Faculty has established a Centre for Research in Oral Cancer (CROC) which supports the staff and students to conduct research (Annex.1.5).

1.4 Student Enrolment and choices of subject combinations

About 80 students are admitted to the Faculty each year. Selection is done by the UGC, based on performance and ranking at the GCE A/L examination. BDS programme remains the second-most popular study programme in the biological stream, and there is only a

marginal difference in the Z-Score that is required for selection for Medicine and Dentistry.

It is compulsory for students to offer all courses of the programme. However for the research project, students are allowed to select a topic of their choice.

1.5 Profile of Academic, Academic-support, Non-academic Staff

The number of permanent academic staff currently stands at 56 for a total of 312 students. Staff is well qualified, and 41 members have obtained postgraduate qualifications (Annex.1.6).

Staff: Student ratio is maintained favourably around 1:7, since they perform clinical procedures on patients and therefore training of dental graduates require close supervision. This imposes a heavy demand on the supervising staff, particularly those in the clinical disciplines. The Faculty has 02 academic-support staff members, 02 administrative staff members and 154 non-academic staff members who support the teaching programme and service functions. Faculty strives its best to distribute staff evenly between Departments/Divisions to obtain optimal involvement and utilization of available human resources.

1.6 Learning Resource System

Faculty, with the dental teaching hospital and operating theatre complex provides a rich learning resource system especially for clinical training which constitutes about 67% of the total training time of a BDS undergraduate. The Dental Hospital with its theatre complex/ICU and wards has immensely supported the training of both undergraduates and post-graduates for many years. The well-equipped dental skills-laboratory (simulated clinical environment) provides an opportunity for students to undergo skills-training in basic operative dental procedures prior to carrying out clinical procedures on patients.

DELU is a rich learning resource centre for ICT-based platform (LMS)-DENTMOODLE. Open Education Resources (OER) are used to supplement teaching and learning. DELU produces digital educational resources (reusable learning objects-RLOs) recommended by teachers. Students use learning material uploaded to MOODLE and carry out Moodle-based assignments as well. DELU conducts IT training for freshmen. Free Wi-Fi for students make blended learning effective. Blended learning with interactive lectures, role-play/communication skills help the students in soft-skill development.

Delivery of information to students and staff mostly takes place via electronic correspondence (email and Faculty web-site). University library has access to five databases through UGC consortium with an automation system in the library. A well-

coordinated management system provides an effective learning resource service for students.

1.7 Student Support System and Management

FDS has established a Counselling & Career Guidance Unit/Committee, Student Welfare & Advisory Committee and a well-functioning student mentoring scheme. Functions and activities of these units reciprocate each other to provide support and close care for students in different aspects.

1.8 Feedback and SWOT Analysis

FDS obtains regular feedback and SWOT analysis from students, all categories of staff of the Faculty & Dental Hospital, past graduates, employers of graduates, professional bodies, and other stake-holders. These are discussed at suitable forums and corrective measures have been taken at the best possible level.

1.9 Major Changes Implemented Following Last Review Report (2008)

In addition to periodic review of the curriculum, and recommendations of the last QAAC programme review, the following specific factors also prompted the Faculty to carry out a major revision in the curriculum.

- **To be in conformity with the requirements stipulated in the Benchmark Statement in Dentistry for Sri Lanka-2010**
- **To conform to internationally accepted norms in global dental education**

<u>Identified key short-comings of 4-year programme (8 semesters-old curriculum)</u>	<u>Development in 5-year programme (10 semesters-new curriculum)</u>
1. Curriculum was overloaded with a large teaching content (subject-based), cramped-up into 8 semesters; however the estimated credit value of it had exceeded the norm for a 4-year programme. There was also inadequate training in research in 4-year course.	New BDS curriculum spans for 10 semesters and restructured into integrated courses with a total of 160 credits. Introduction of a research project during 7 th -9 th semesters.
2. Students are not adequately prepared for the clinical phase of training which requires them to treat patients.	Early introduction to operative skills-training in a skills-laboratory, hence students are better prepared with skills.

3. Fragmented, specialty-oriented approach to patient care.	Introducing courses with an integrated approach to patient care under three clinical streams.
4. Lack of competence for independent practice upon graduation and poor grasp of the concept of COHC.	Introduction of clinical training closely resembling General Dental Practice during 9 th -10 th semesters, as COHC.
5. Allocation of teaching time to different clinical disciplines is not proportionate to the relevance in clinical practice.	Reorganization of clinical training time among different clinical disciplines in courses depending on the relevance to clinical practice.
6. In assessments, the relative weight of components is not proportionate to the relevance of the discipline to the practice of dentistry or the time spent in training.	Assessments are based on the content/ILOs. Introduction of assessment systems that support integration with more equitable distribution of marks between theory and skills. Inclusion of a comprehensive in-course assessment scheme.
7. Inadequate training in emergency management of patients.	Restructuring the existing clinical training in medical/surgical/dental wards facilitating training in emergency management. New course-‘Maxillo-Facial Surgical Care’ was introduced in 10 th semester.
8. The grade given at the final examination does not reflect the performances at all levels.	Final GPA would reflect the student’s performance throughout the course.
9. 4-year-BDS programme is not recognized as a dental degree in par with accepted norms of dental education globally. Faculty requires recognition internationally especially to attract foreign students.	New 5-year-BDS programme is in par with accepted global standards. Demand for places from foreign students would increase financial resources for future development of the Faculty/University.

1.10 Major Changes Implemented Following Last Review (2008)–Infrastructure/other improvements

Identified Key Deficiencies	Development & Benefits
1. Lack of library facilities: The existing reading room of the FDS was upgraded to a library in 2008. However, the Library was deficient in books/other learning resources with a capacity to accommodate only 50 students.	A modern library was established together with the state-of-the-art E-Learning Unit. Students and staff have benefitted immensely from e-learning resources which are necessary for modern dental education.
2. Lack of facility for skills-training in a skills laboratory for students’.	Skills-laboratory was expanded and relocated in a newly-constructed building. Accordingly, a fully-fledged laboratory is available for students’ skills training prior to treating patients.
3. Physical and human resources for English teaching were minimal, although Intensive English Course (IEC) is an essential component to prepare new entrants for the academic programme.	Establishment of ELTU: Apart from IEC, ELTU conducts two compulsory courses, to equip the students with English language skills. Infra-structure, staffing and methods of delivery of courses and assessments have markedly improved.
4. Lack of Research Facilities	Several research collaborations (both local and international) developed through MoUs and other links. Three research laboratories have been established for different areas of research. Centre for Research in Oral Cancer-CROC was established. Active collaborative research is under way.
5. Lack of funds for maintenance	Improvement of functional and financial efficiency was made through income generation avenues.

6. Inadequate monitoring mechanisms for core-functions.	Faculty Quality Assurance Cell (FAQC) and many standard/ad-hoc committees were established, and functions have been streamlined.
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SECTION 02

PROCESS OF PREPARING THE SER

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2.1 Background to Quality Assurance Activities and Programme Review

- The concept of Quality Assurance (QA) was introduced to the Faculty in 2003 and a quality assurance committee was formed in the Faculty of Dental Sciences (Annex.2.1).
- However, the establishment of present Faculty Quality Assurance Cell (FQAC) is a result of introduction of Quality Assurance Concept by the UGC under HETC project with its primary aspiration being assessment of 'FITNESS FOR PURPOSE WITH MINIMUM COST TO THE SOCIETY', where essential functions of higher education in 21st century were made known to the HEIs.
- The present FQAC was established in 2014 and its main focus is on the overall internal quality assurance. FQAC has been preparing for programme review, since 2015. Members representing all Departments/Divisions/Units were appointed to FQAC under the chairmanship of Prof H.R.D. Peiris (Annex.2.2).

2.2 Preparation for Programme Review (Internal and External)

- Since 2016, Dean/FDS, Chairman/FQAC and members of FQAC have attended several awareness workshops on Programme Review and training of SER preparation, following which regular meetings of FQAC were held to discuss the preparatory process to face the external review (Annex.2.3).
- SER Writing Team (SERWT) was appointed by the FB/FDS in July 2018, and Prof. A. Tilakaratne was appointed as the Chairperson of SERWT. SERWT was subsequently expanded /revised according to requirements. The final SER core-team comprised 06 other members. Dean/FDS and AR/FDS served in ex-officio capacity while three experienced academics were appointed as advisors (Annex.2.4, 2.18).
- The letter of intent for Programme Review was sent to the UGC, by Dean/FDS on 03.09.2018.
- SERWT held regular meetings from September 2018 to plan for SER
- FB/FDS at its meeting on 30.10.2018, discussed the Programme Review criteria and noted that, at least one batch of students, having followed a Study Programme should have graduated, if the SP is to be evaluated by external reviewers. As the Faculty is simultaneously conducting two BDS programmes; 4-year-BDS

programme for the last batch of students and the first batch of students in new 5-year-BDS programme would only have proceeded to their 6th semester by the time of proposed ER, a clarification was sought from Chairman/UGC regarding the validity of facing ER at this stage (Annex.2.5).

- The responses received from Director/QAC convinced the Faculty that it should proceed with the programme review, with the understanding that the new BDS programme would be considered in the review (Annex.2.6).
- With that understanding, SERWT continued its activities (from February 2019) according to the plan given in 2.3. SERWT referred to the approved ToRs forwarded by the Director/IQAU-UoP to the FQAC coordinators.

2.3 Preparatory Process for developing the SER

- i) A decision was made by the SERWT and the Dean/FDS to form eight (08) ‘SER Working Committees/Teams’ with two leaders for each, to work on 08 criteria. Teams included academic, non-academic and student members (Annex.2.7).
- ii) Meeting of SERWT Leaders on 22.02.2019 discussed the Action Plan, and the timelines for different tasks were decided (Annex.2.8).
- iii) Meeting of SERWT Leaders on 14.03.2019 discussed the activities of 08 Teams (Annex.2.9).
- iv) Meeting of SERWT Leaders on 02.04.2019 discussed the activities of 08 teams, and recommendations to the Dean/FB (Annex.2.10).
- v) Meeting of SERWT Leaders on 18.04.2019 discussed the progress of SWOT analysis, internal review (Departments) and expectations from 08 Working Teams towards section 3 of SER. Members were reminded to refer to the collected evidence documents when writing the criterion reports (Annex.2.11).
- vi) Meeting of SERWT Leaders on 29.04.2019 further discussed SER writing, under different sections, and the deadline to receive the team-reports was decided as 15th May 2019. The Team Leaders were requested to make a presentation of the draft criterion report at a Special FB meeting scheduled for 30th April 2019. Leaders were also requested to submit the minutes of meetings of Working Teams (Annex.2.12).
- vii) A Special FB meeting was held on 30.04.2019. Each Team Leader made a presentation on the assigned criterion, following which a fruitful discussion was held to identify gaps and remedial measures (Annex.2.13).

- viii) Meeting of SERWT Leaders on 17.05.2019 discussed the 08 Criterion Reports of Section 3. Minutes of the meetings of Criterion Teams were submitted. Recommendations were made to the Dean/FDS to organize a forum to discuss the results of SWOT analysis from non-academic staff. Activity Plan for the succeeding 2-3 weeks was decided (Annex.2.14).
- ix) A Special FB meeting was held on 22nd May 2019. Matters reported by the SERWT Leaders were taken into discussion and decisions were made for future action. (Annex.2.15).
- x) Meeting of SERWT Leaders on 24.05.2019 discussed the follow-up action and decided to forward the recommendations and Action Plan to the Dean/FDS (Annex.2.16).
- xi) FB meeting was held on 28th May 2019. Results of SWOT analysis from non-academic staff were discussed. Decisions were taken for future improvements (Annex.2.17).
- xii) Final SER preparation continued from 29th May to 24th June 2019 by the main SERWT. Chair/SERWT compiled the documents. A meeting of SERWT was held on 21st June 2019 to discuss the draft SER prior to its submission to the FB meeting in June 2019 (Annex.2.19).
- xiii) Final SER was tabled and approved at the FB meeting on 25th June 2019 (Annex.2.20).
- xiv) Submission of SER on 28th of June 2019.

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SECTION 03

COMPLIANCE WITH CRITERIA AND STANDARDS

SECTION 03
COMPLIANCE WITH CRITERIA AND STANDARDS

CRITERION 01: PROGRAMME MANAGEMENT

Std. No.	Claim of Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
1.1	<p>FB and meetings of HoDs are apex bodies that meet monthly.</p> <p>Faculty has seven departments, several Units/Divisions (UDDE, UGD, EU, PGD, DELU) and DATS, supported by numerous committees that meet regularly and report at the FB.</p> <p>Departments, Units, and Committees discharge their core functions (academic, research, student welfare and service function) accordingly. AR, AB and Librarian function under the Dean and liaise with the University for administrative and academic functions.</p>	<p>FDS-Organogram http://dental.pdn.ac.lk/organiz.php</p> <p>FB Minutes</p> <p>Minutes-HoD</p> <p>List of Units/Divisions/Committees & ToRs/SOP</p>	<p>7</p> <p>8</p> <p>12</p> <p>16/1,17/1, 47/1/6/1,73/1, 96/1/1,103/2, 109/1/4,150/3, 210/2,211/2, 216/2</p>
1.2	<p>Faculty 5-year plan aligns with the University Corporate Plan. Aligned with those, Faculty Action Plan and procurement plans are developed and new trends have been indicated.</p> <p>Head/Chair/Coordinator of Department/Unit/Committee monitors activities and report on congruency for progress reports.</p>	<p>Corporate plan-UoP</p> <p>Faculty 5-year plan</p> <p>Faculty Action plan</p> <p>Map: Uop-Faculty Plans</p> <p>Faculty Procurement plan</p>	<p>2/1</p> <p>9/1</p> <p>9/2</p> <p>9/3</p> <p>9/6</p>

		Quarterly progress reports.	9/4
		New initiatives-Action Plan	9/7
		FB-minutes	8
		Minutes-HoD	12
1.3	<p>The Faculty functions in compliance with the University Act, Establishment Codes, management procedures and financial regulations.</p> <p>Manual of SOPs of the Dean's office is within local and national regulations. A regional procurement committee with relevant guidelines manage procurements.</p> <p>There have not been audit violations regarding the management procedures of the Faculty in the recent past.</p>	<p>University Act</p> <p>Establishment Code-UoP</p> <p>Manual of SOPs</p> <p>Management Guide/procedures-UoP</p> <p>Annual internal /external audit reports</p> <p>Procurement Guidelines</p> <p>Regional Procurement Committee</p>	<p>2/17</p> <p>2/18</p> <p>15</p> <p>2/11</p> <p>3</p> <p>1/1</p> <p>75</p>
1.4	<p>FB composition is in compliance with the University Act. Directors/TH-Peradeniya serve as members of FB.</p> <p>Financial and administrative decisions are made at HoD meetings and ratified at the FB.</p> <p>Student representatives participate in FB</p>	<p>University Act</p> <p>FB-minutes/composition</p> <p>HoD-minutes</p>	<p>2/17</p> <p>8</p> <p>12</p>

	meetings, when student-related matters are discussed. DFSU takes part in FB on invitation. Student Representatives are appointed for other committees, including SWAC and FCCGU.	SWAC-correspondence FCCGU–correspondence SER-Leaders’ Meetings	8, 180 179 152/1
1.5	UGD with SC finalizes the annual academic calendar well in advance, and approved by FB and Senate. In general, students graduate on time with minor deviations due to national/local disturbances. In such events, calendar dates are revised and approved accordingly.	Annual Calendar dates with revisions Records of entry and graduation dates UGD-minutes FB-minutes Senate-Minutes	104 133 103/3 8 4/1
1.6	Handbooks are given to students on admission with all general information and regulations included regarding the Faculty and University. These are on SP, recreational, social, welfare and student support/counseling services.	Student Hand-book FDS-Website http://dental.pdn.ac.lk/stud_handb.php Code of Conduct Student Charter Student feedback-following orientation	19 17/3 21 20 102/4
1.7	Apart from the handbooks containing general information, regulations including examination by-laws, course books containing details of course	Student Handbook Course-books	19 94

	<p>delivery and assessments/grading are provided to students.</p> <p>Students are made aware of graduating requirements.</p> <p>Information is uploaded in the faculty website.</p>	<p>Student feedbacks/SWOT</p> <p>Faculty website http://dental.pdn.ac.lk/stud_handb.php</p>	<p>106, 151</p> <p>17/3</p>
1.8	<p>Faculty maintains an up-to-date website with information for students, teachers and stakeholders. It provides links to downloadable handbooks, course-books and other publications. Common information is available on the University website. FW-NIT-CR committee designs and updates the website and report to FB.</p>	<p>Faculty website http://dental.pdn.ac.lk/</p> <p>University website</p> <p>FB minutes</p> <p>FW-NIT-CR committee minutes & TORs</p>	<p>17/3</p> <p>2/13</p> <p>8</p> <p>17/1-17/2</p>
1.9	<p>An orientation and an intensive English program are conducted for new-entrants by the Faculty-ELTU for about 2 months duration. The orientation programme offers lectures/IT training and sessions on general aspects with the aim of building students' confidence to adjust into university life.</p>	<p>Orientation program/lectures/visits</p> <p>Intensive English course/attendance/ Placement Test Records</p> <p>ELTU-committee minutes</p> <p>Student Feedback</p> <p>Variety Entertainment Show</p>	<p>102/3</p> <p>102/2, 102/7</p> <p>102/5</p> <p>102/4</p> <p>174/2</p>
1.10	<p>Permanent records of students in relation to admission, attendance and progress are securely maintained in UGD. Records of examinations and disciplinary matters are confidentially maintained under the</p>	<p>Confidentiality of student records</p> <p>Student database</p>	<p>182</p> <p>170</p>

	custody of AR/FDS. The students' e-database is pass-word protected and accessible only to the officer in-charge and network administrator. Students have been given a password to login to their individual pages.		
1.11	ICT-based online systems are used for T&L (with some blended teaching), passing information to students, managing students' and patients' data, library functions, procurements and inventories, vehicle management, keeping accounts/cash book entries, reserving teaching/meeting facilities, correspondence with staff and students.	Inventory-IT Facilities Inventory Management System DELU-statistics LMS/ICT DELU-Student feedback Patient database Procurement Management System Vehicle Management System. Online Management System in the accounts division	76 2/10 109/1/5 109/1/7 18/1 75/2 81 82
1.12	Code of conduct is uploaded in the faculty web and given to students in the handbook. Faculty administration, with the Deputy Proctor monitors the conduct of students and adherence to regulations.	Code of conduct/Charter-FDS Faculty-Website http://dental.pdn.ac.lk/stu_charter.php	19, 21 17/3

		FB-minutes	8
1.13	Approved job descriptions are communicated to different categories of staff. Academic duties are delegated to teachers by the HoD/CC at the beginning of semesters. ToRs/guidelines are communicated to Directors/Chairpersons of units/committees.	Work norms/ Duty lists for staff Code of Conduct for Staff Disciplinary Actions	44 22 49/2
1.14	Teachers are rewarded based on students' evaluation. A mechanism is initiated to select the best researcher. Achievements and performances are appreciated and recorded at the FB and Senate. Performance appraisals with due awards are adopted by some departments for non-academic staff. Higher performers have been facilitated for overseas training.	Academic Staff Appraisal/ Rewards Non-academic Staff Appraisal/Rewards Department/s meeting minutes	45 46 13
1.15	Present FQAC was established in 2014 although the Faculty has a long history of taking initiatives for QA. FQAC is a standing committee and reports its activities regularly at the FB. The FQAC meets regularly and liaise with IQAU and implement actions for internal quality enhancement.	FB-minutes FQAC IQAU minutes	8 150 154
1.16	CCom is well established and responsible for curriculum planning and development. SCs and some experts are members. CDP ensures a fair, regular, systematic process in a participatory approach. UDDE is responsible for programme evaluation, stakeholder surveys, tracer studies and training.	FDS-Organogram FB-minutes CCom-minutes CDP	7 8 96/2/2 90

		ToR of UDDE	96/1/1
1.17	<p>Faculty has adopted SLQF and uses SBS as a reference point.</p> <p>As a policy, OBE approach is adopted and attempts to make T&L learner-centred.</p> <p>The fact that about 67% of the learning volume in the SP is to impart ILOs related to clinical practice bears evidence for this.</p> <p>Staff responsible for curriculum development and teaching is trained on OBE-SCL.</p>	<p>CDP</p> <p>CCom-minutes</p> <p>FB-minutes</p> <p>FQAC-minutes</p> <p>CS</p> <p>Curriculum analysis</p> <p>Staff training-OBE-SCL</p>	<p>90</p> <p>96/2/2</p> <p>8</p> <p>150</p> <p>93</p> <p>92/5</p> <p>47/1/4</p>
1.18	<p>Faculty has experience in running only one SP. SP has undergone several cycles of revisions. Approval for a revised version is obtained from FB, ADPC, Senate and UGC. SP is advertised through the UGC for succeeding intakes. As at present, the Faculty continues to offer older version of the SP until students who enrolled in that version complete their education. Senate approved ER&R guide this process.</p>	<p>FB minutes</p> <p>Landmarks in dental education</p> <p>ADPC/Senate and UGC Approval</p> <p>UGC Admission Handbook</p> <p>UGC-Website</p> <p>ER&R</p> <p>Plan of discontinuing the old curriculum</p>	<p>8</p> <p>6</p> <p>101</p> <p>1/4/3</p> <p>1/4/5</p> <p>2/16</p> <p>100/4</p>
1.19	<p>Faculty obtains feedback from students, teachers, CCs, SCs, EEs and external</p>	<p>Program Evaluation</p> <p>Teacher Evaluation</p>	<p>106</p> <p>107</p>

	stakeholders regularly. Results are discussed for remedial action. Immediate solutions are made through UGD, EU. Major deficiencies are dealt at subsequent revisions and implemented following formal approval. Peer evaluations are being conducted.	Peer Evaluation	108
		FB-minutes	8
		UDDE-minutes	96/1/3
		CCom-minutes	96/2/2
		Minutes-Department meeting	13
1.20	Through collaborative partnerships many academic members received postgraduate opportunities and non-academic staff with foreign training, while students were also sent on international conferences. Equipment grants and other facilities for teaching and research were developed through MoUs with foreign and local institutes.	MOUs	16/3
		Research collaborations	217
		Research Grants	219
		CROC	216
1.21	FCCGU and SWAC are responsible in establishing and monitoring welfare facilities, mentoring and student counselling programmes. Student counsellors and academic mentors are appointed at the FB. They are introduced to students during orientation and listed with contact-details in the handbook. Chairpersons of FCCGU and SWAC report activities at the FB.	FCCGU-Activities	179/2
		SWAC-Activities	180/2
		FB-minutes	8
		Mentoring Programme	183
		Student feedback	106
1.22	The University has a Health Centre, large sports complex with a gymnasium and a swimming pool for variety of sports. Large area of open land provides its students to engage in recreational activities and	FB-minutes	8
		SWAC-activities	180/2
		Student handbook	19

	<p>outdoor excursions.</p> <p>Several social, cultural, musical and sports events are conducted annually by different batches of dental students. These are organized by students under the patronage of FDS. Chairman/SWAC and Senior Treasurer coordinate these activities. Oral health screening programme was initiated for dental students in order to identify their dental diseases, and treat accordingly in the Dental Hospital.</p>	<p>Physical Education Unit 5/9</p> <p>Health Centre-UoP 5/10</p> <p>Photographic Evidence- 85</p> <p>Multicultural activities, social interaction and ethnic harmony 174</p> <p>Annual <i>Pirith</i> 174/1</p> <p>Variety Entertainment show 174/2</p> <p>Welcome ceremony 174/3</p> <p>Going-down ceremony 174/4</p> <p><i>Sathsara-Anurawa</i> musical show 174/5</p> <p><i>Gee-Padura</i> 174/6</p> <p>Dents' Games 174/7</p> <p>Dents' Night 174/8</p> <p>Oral Health Screening Programme 181</p>	
1.23	<p>University has an overall security service assisted by private security companies. University evaluates security and safety situations regularly. A majority of</p>	<p>FB minutes</p> <p>Safety Committee Activities</p>	<p>8</p> <p>23</p>

	<p>students are provided with residential facilities. Safety in hostels is ensured under the DVC, Wardens and Sub-Wardens. PHIs are employed by the Health Center.</p> <p>A CCTV camera system is installed in the Faculty premises. Safety manuals are available in laboratories and clinics and students are trained under supervision of the staff. Faculty safety committee evaluates and monitors the safety measures regularly.</p>	<p>CCTV-Inventory 76</p> <p>Agreement with Security Companies 24</p> <p>Student Accommodation 185</p> <p>Safety manuals 23/1-23/3</p> <p>Security Service-UoP 5/11</p>	
1.24	<p>University by-laws for examination offences, discipline and student unions are issued to every student during orientation and uploaded in the faculty-web. Faculty strictly adopts by-laws in examinations, discipline and DFSU matters.</p>	<p>Students handbook 19</p> <p>FDS-Website 17/3 http://dental.pdn.ac.lk/by_laws.php</p> <p>Student Disciplinary By-laws 2/12</p> <p>Examination By-laws 2/16</p> <p>DSFU-matters 175</p> <p>FB-minutes 8</p> <p>HoD-minutes 12</p> <p>Disciplinary Committees and Action 177</p>	
1.25	<p>The UGC does not admit students under blind and differently-able category to BDS programme. Medical reports of new</p>	<p>UGC Admission Hand book-section 6.1 1/4/3</p>	

	entrants are obtained from the CMO/UoP and students with minor disabilities such as visual and hearing defects are facilitated on a case by case basis. Policy of UoP and ER&R allow facilitation of students with temporary disabilities during assessments and coursework. Such students are always assisted with extra support such as wheel chair access and elevators.	Medical Records/approval Faculty building complex FB-minutes Department minutes	184 70 8 13
1.26	Faculty closely monitors for any issue related to GEE and events of SGBV among staff and students. Faculty maintains a gender balance in selecting student counsellors, appointments into committees and students' groups. Remedial actions are taken whenever such incidents are reported.	Student feedback GEE and SGBV Policy Actions related to GEE and SGVB Training on GEE and SGVB	106 2/8 177 47/1/5, 47/2/2
1.27	Faculty has a policy of zero-tolerance for ragging. Ragging prevention act is published online. Ragging prevention committee, deputy proctor, student counsellors vigilantly monitor the students' activities. Faculty uses measures such as providing transport for new students during the orientation programme, display of notices of warnings, and making sure all students wear their Identity Cards. Students are advised to contact relevant staff in any event.	Act on prohibition of ragging Websites-UoP/FDS http://dental.pdn.ac.lk/prv_rag.php FB-minutes Ragging prevention committee minutes Orientation Programme Photographic evidence-Notices	2/7 2/13, 17/3 8 177 102/3 172

Summary: FDS, the only institution responsible for higher education in Dental Sciences in Sri Lanka has a long history of managing the degree programme in an efficient manner. Its organizational structure and management procedure are consistent with national policies and university policies. FDS has developed several policy documents and SOPs to ensure quality delivery of the SP. Present curriculum was introduced in 2016, after constructive alignment. Faculty has a curriculum development policy and the curriculum focuses on OBE and SCL. FDS has been ensuring a safe, secure and student-friendly environment through regular improvements following feedback from stakeholders, and awareness-building of student bodies, academic and non-academic staff on governance, gender equality & equity and all forms of harassment. Faculty has been closely monitoring the implementation of the SP, while strictly adhering to the faculty and university by-laws. FDS frequently revisits its processes to identify gaps and to implement changes accordingly and to bring up a quality culture.

CRITERION 02: HUMAN AND PHYSICAL RESOURCES

Std. No.	Claim of Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
2.1	<p>Faculty has a total of 56 well-qualified and trained academic staff assisted by well-trained, competent supporting-staff for designing, development and delivery of academic programme, research and service-provision in the hospital and in outreach community.</p> <p>Faculty has award-winning researchers; some hold prestigious appointments nationally and internationally.</p>	Academic Cadre/Profile,	40/1, 40/2
		Non-academic Cadre/Profile	41/1,41/2
		Faculty web-page http://dental.pdn.ac.lk/astaff.php http://dental.pdn.ac.lk/nstaff.php	17/3
		List of Research Awards, Publication List	42/2,220
		Research Grants	219
		List of Prestigious Appointments	42/3
		Out-reach Programmes	100/6
2.2	<p>Recruitments are made on the HR development plan of the Faculty and national norms (Staff:Student-1:7).</p> <p>Faculty recruits MD-qualified members (equivalent clinical degree for doctorate) when recruitments are made for clinical departments as required by SBS in</p>	<p>Faculty 5-year Plan,</p> <p>Faculty Action Plan,</p> <p>Academic Staff Profile, Recruitment</p>	<p>9/1</p> <p>9/2</p> <p>40</p>

	<p>Dentistry.</p> <p>All technical/nursing staff undergo mandatory training under DATS.</p> <p>Faculty HR profile is comparable with internationally-ranked dental schools in terms of qualifications and expertise.</p> <p>Faculty notices a difficulty in recruiting academics to certain positions where reasons are beyond its control. FDS has used alternative strategies to address the issue.</p>	<p>Faculty-Website-CVs http://dental.pdn.ac.lk/astaff.php</p> <p>SBS-Dentistry</p> <p>Non-academic Staff Profile</p> <p>DATS</p> <p>MoUs with FoM-Peradeniya</p> <p>HR profile-HK dental school</p>	<p>17/3</p> <p>1/4/1</p> <p>41</p> <p>47/2/5</p> <p>16/3</p> <p>51</p>
2.3	<p>New academic members undergo compulsory induction programme by SDC, MEU of FoM/UoP at the first available opportunity. The non-academic members undergo newly-introduced induction training programmes conducted by SDC/UoP.</p> <p>Staff is well informed of their duties and competent, and ready for CPD.</p>	<p>List of participants from FDS undergoing induction training programmes:2014-2018</p>	<p>47/1/1, 47/2/1</p>
2.4	<p>Faculty and University conduct regular CPD programmes for all categories of staff.</p> <p>Staff is encouraged to participate in local/overseas CPD programmes in their specific fields.</p> <p>A formal appraisal and monitoring scheme for impact of CPD is being developed by FDS.</p>	<p>Faculty-webpage: staff CVs http://dental.pdn.ac.lk/astaff.php</p> <p>Participation in CPD</p> <p>Rewards/Appreciation</p>	<p>17/3</p> <p>47/1/1, 47/2/1</p> <p>45/1,45/2 46/1, 46/2</p>

		Committee for Staff Appraisal-SER Leaders' minutes	152/1
		FB-minutes	8
		Staff Progression-last 5 years	42, 43
2.5	<p>The following facilities are available.</p> <p>Extensive in-house clinical training facility-DHP, including an Operating Theatre and ICU.</p> <p>Four well-maintained lecture halls, and one auditorium equipped with audio-visual apparatus.</p> <p>Dedicated laboratories including 'Clinical-Skills-Lab' which are regularly upgraded.</p> <p>Recent-most expansion with a six-storied building ('E'), provides space for clinical-skills-training in a laboratory-setting, (prior to treating patients), spacious well-equipped library, DELU and related IT facility.</p> <p>Research arm is further strengthened with the expansion of CROC building.</p> <p>Main administrative building provides space and facilities for office of the Dean and other central offices. Department level offices provide efficient functioning in all Departments.</p>	<p>Faculty 5-year Plan</p> <p>Action Plans-FDS</p> <p>Inventory of infrastructure</p> <p>Faculty Building Complex</p> <p>FB-minutes</p> <p>Minutes-CROC</p>	<p>9/1</p> <p>9/2</p> <p>6</p> <p>70</p> <p>8</p> <p>216</p>

2.6	SP encompasses extensive in-house clinical training in DHP that includes a surgical complex with Operating Theatre/ICU and wards, specialized clinics and students' clinics, radiology units, diagnostic services, OPD, COHC clinic, skills-laboratory and maintenance unit, other relevant services and facilities that belong to the university in buildings B and E.	Inventory of infra-structure Teaching schedules Service Units-FDS-DHP Establishment of COHC	76 105/1 72 13/8
2.7	Staff is trained in OBE-SCL, as clinical training which begins from 4 th semester is mainly 'patient-centred' and 'student-centred'. Further, staff training on blended teaching via online learning platform (MOODLE) and audio-visual support is provided by well-trained staff. DHP and dedicated laboratories provide an environment to practice OBE-SCL.	Workshops-OBE/SCL DELU-minutes LMS-usage data FW-NIT-CR	47/1/4 109/1/3 109/1/5 17
2.8	Well-resourced net-worked library with adequate number of books on loan/reference is available in a user-friendly environment. Good number of subscribed periodicals with up-to-date volumes is available. Main library has access for a few data bases through UGC consortium. Archiving mechanism through reprography is being developed.	Library resources FDS-Website http://www.lib.pdn.ac.lk/libraries/dental/ Library orders Library usage statistics Student feedback Newsletter-UoP	109/2/6 17/3 109/2/5 109/2/4 106 219

		Minutes-SERWT Leaders	152/1
2.9	<p>Well-equipped computer lab (DELU) with 35-40 work-stations.</p> <p>Wi-Fi internet facility is provided for all students in different locations. Students are encouraged to use personal portable devices for learning and assignments.</p> <p>Internet (wired & Wi-Fi) for staff is provided in all buildings.</p> <p>A qualified technical officer is always available to administer and ensure smooth functioning.</p> <p>ICT training commences at the orientation programme, and students are encouraged to use ICT platforms through presentations and online learning resources.</p>	<p>DELU-Resources</p> <p>Staff Profile-DELU</p> <p>DELU Reports/statistics</p> <p>Orientation program schedule</p>	<p>109/1/8</p> <p>41/2</p> <p>109/1/3, 109/1/5</p> <p>102/3</p>
2.10	<p>Well-established Faculty-ELTU conducts an intensive English course for new entrants. FELTU conducts two compulsory English language courses in 1st & 2nd semesters (DS1107 & DS1206) by qualified staff.</p> <p>FELTU prepares students for UTEL examination and annual Variety Entertainment show which promotes use of ESL.</p> <p>Head/ELTU is a permanent member in FB.</p>	<p>Intensive English course programme</p> <p>FELTU minutes</p> <p>FELTU-Human/Physical Resources</p> <p>Variety Entertainment show</p> <p>CS</p> <p>FB-minutes</p>	<p>102/2</p> <p>102/5</p> <p>102/1</p> <p>174/2</p> <p>93/2</p> <p>8</p>

<p>2.11</p>	<p>Formal training in soft skills is incorporated in the courses in the SP (DS1107, DS1206, DS2203 and DS5104). Additionally, a large proportion of the curriculum is delivered through clinical training, group-work and projects. Therefore, good input in soft skills is possible. As the students treat patients in hospital clinics, constant interaction with patients and health-care team takes place. Community engagement through outreach programmes also give them a valuable opportunity to interact with a wider society. Variety of training exposures invariably helps students develop life skills.</p> <p>Additional soft-skills training programmes are organized by the CCGU-UoP. IT skills are imparted throughout as assignments and self-learning activities. Spoken Tamil and Sinhala language classes are being proposed.</p>	<p>CS</p> <p>Teaching schedules</p> <p>FCCGU-programmes</p> <p>SWAC-Activities</p> <p>FB-minutes</p> <p>DELU-Activities</p> <p>SERWT Leaders' Minutes</p>	<p>93/2</p> <p>105/1</p> <p>179/2</p> <p>180/2</p> <p>8</p> <p>109/1/6</p> <p>152/1</p>
<p>2.12</p>	<p>Numerous social and multi-cultural activities are organized and participated by students from various ethnic and cultural backgrounds together. Out-reach programmes provide an opportunity for interaction among people from many ethnic and cultural backgrounds.</p>	<p>FB-minutes</p> <p>SWAC-Activities</p> <p>DSFU-Requests</p> <p>Variety Entertainment Show</p> <p>Dents' Games/Dents' Night</p>	<p>8</p> <p>180/2</p> <p>175</p> <p>174/2</p> <p>174/7-8</p>

		<i>‘Sathsara-Anurava’</i>	174/5
		<i>‘Gee-Padura’</i>	174/6
		<i>‘Pirith’ & ‘Iftha’</i> Ceremonies	174/1, 174/9
		Annual Welcome & Going-Down	174/3, 174/4
		Health Camps, National Oral Health Day Programme	100/6

Summary: The academic staff of the FDS is qualified, experienced and competent in developing and delivering the academic programme. The HR profile is well-aligned with national/international norms. Newly-recruited staff undergoes an induction programme conducted by the SDC at the earliest. University and the Faculty possess well-maintained infrastructure with modern facilities for administration, teaching & learning, extra-curricular and recreational activities. FDS provides the required training and infrastructure facilities to implement OBE-SCL. Faculty ensures student access to well-resourced library and ELTU facility, ICT facilities and technical support. Faculty also ensures that its students are provided with adequate training in soft skills/life skills through the core-curriculum and encourages engagement in multicultural activities which promote social harmony.

CRITERION 03: PROGRAMME DESIGN AND DEVELOPMENT

Std. No.	Claim of Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
3.1	Faculty has established a CDP. CCom is primarily responsible and consists of SCs and appointed members. SC obtains feedback from CCs. CC works with teachers of respective courses. All stakeholders' opinions are considered. Decisions of the CCom is discussed and approved by the FB.	FB minutes CDP Stakeholders' workshops Email Communications CCom-Composition CCom-minutes UDDE	8 90 97 96/3 96/2/1 96/2/2 96/1
3.2	All stakeholders participated at the development stage and at regular intervals during implementation. Feedback was sought from them for further improvements.	Stakeholder workshops Experts' opinions Feedback during implementation Program evaluation by past students Feedback during development	97 99 111 106 98
3.3	Feedback of officials of MoH and private	Stakeholder Feedback	98

	sector employers were incorporated.	Stakeholder Workshops	97
		Expert Feedback	99
3.4	SP conforms to national and international requirements and the mission, goals and objectives of the institution were approved by relevant authorities. It reflects global trends and current knowledge and practice. It addresses the oral health care needs of the country.	Vision/Mission Statement-FDS	9/1
		FDS-Website http://dental.pdn.ac.lk/vision.php	17/3
		GP	95
		NOHS	1/3/1
		SBS	1/4/1
		Curricular-Approvals	101
3.5	SP is within the SLQF standards. PLOs are on par or above the SLQF-qualification descriptors (QD) and SBS. Graduates are required to register with SLMC. SLMC expectations are considered in designing the SP.	PLOs to QD map	92/3
		SLQF	1/4/4
		SLMC-regulations	1/5/1
		FB-minutes	8
3.6	SP has no provision for lateral entry. SP receives A/L-qualified students educated in either Sinhala/Tamil/English medium. The 1 st year content is designed to bridge the gaps in English. Intensive English course is compulsory. IT training is provided to ensure that students move forward with LMS.	Students' handbook	19
		English course-attendance and examination	102/7,102/6
		CS	93/2

	From the 1 st semester, CILOs are organized in 10 semesters to ensure that the graduate achieves PLOs. SLQF level descriptors and SBS requirements are achieved at exit point. Possible fallback options are being discussed at the CCom.	DELU-IT training PLOs to QD map SLQF CCom-minutes	109/1/6 92/3 1/4/4 96/2/2
3.7	PLOs were the basis at the time of development of SP. Subsequently GP was established and mapping courses against the GP revealed congruency. Minor gaps are being bridged during subsequent revisions.	GP CILOs to GP map CILOs to PLO map CCom-minutes	95 92/1 92/2 96/2/2
3.8	CILOs have been extensively discussed by teachers, CCom and have been approved by FB, ADPC and Senate. Feedback is sought from stakeholders to identify how realistic and feasible its ILOs and the delivery methods are. Minor amendments are being introduced accordingly.	CS Program Evaluation by students Assessment cycles CCom-minutes Email communications	93/2 106 131 96/2/2 96/3
3.9	Conventionally SP was outcome-based. Faculty has its own teaching hospital. About 67% of the learning volume is directly in clinical training. ILOs of all courses are cohesively aligned to achieve PLOs. PLOs are directly related to the job description of a Dental Surgeon. Based on CILOs, assessment blueprints are made.	CDP CS CILOs to PLOs map CILOs to GP map Curriculum analysis	90 93/2 92/2 92/1 92/5

		Blueprints	123
		Landmarks in Dental Education	6
3.10	SP has IT and English to enrich generic skills. Additionally, students undergo research training, community-based training and participate in outreach programmes.	Course-books	94
		CS	93/2
		DELU-IT training	109/1/6
		Intensive English Course	102/2
		Outreach programs/ Community training	100/6
3.11	Through diverse T&L activities in small groups such norms and values are inculcated. SP has no component that violates these. Course-DS2203 formally promotes these.	CDP	90
		CS	93/2
		FDS-Student Charter	20
		UGC-Student Charter	1/4/2
		GEE/SGBV Policy- UoP	2/8
3.12	The program is constructively aligned with PLOs. It allows training of students in solving minor clinical problems first and gradually for complex real-life clinical scenarios logically. Students have the flexibility in choosing the area for the research project. Greater flexibility is difficult due to the nature of training but currently being considered.	CS	93/2
		Curriculum matrix	92/4
		Curriculum analysis	92/5
		CILOs to PLOs map	92/2
		CILOs to GP map	92/1

		CCom-minutes	96/2/2
3.13	First three semesters provide a sound foundation and scientific basis for the practice of dentistry. 3 rd and 4 th semesters raise understanding and skills required for dealing with common human diseases. The achievement of CILOs from 5 th semester gradually trains students in the management of simple to complex oral diseases. Training in research takes place from 7 th -9 th semesters. Students treat patients more independently in the last two semesters in a GDP-setting (COHC).	Curriculum matrix Curriculum analysis CS Assessment structure- Program Manual	92/4 92/5 93/2 95
3.14	Performances in examinations, dropout rates, graduation rates, students' and teachers' feedback during implementation are used as process indicators. Partial barriers ensure that students achieve adequate competencies before they proceed to the next level of training. External stakeholder feedback is used as outcome indicators.	Students' progress Feedback during implementation Program evaluation Graduation rates Examination regulations	132 111 106 33 95
3.15	Academic standards are on par or slightly above the level stipulated by the SBS and the SLQF level 6. Course Specifications, PLOs and learning volumes, award-naming are according to SLQF level descriptors. The slightly higher total learning volume reflects the intensity of the training that leads to a professional qualification. Research component includes 6-credits.	SBS CS PLOs to QD map Transcripts and Awards	1/4/1 93/2 92/3 135, 136

3.16	<p>Guidelines of SLQF, ADPC and training opportunities are considered. Courses are horizontally and vertically integrated and multi-disciplinary in nature to reflect the challenges in real-world clinical scenarios. Faculty has its own teaching hospital to impart bulk of the clinical training. Implementation and monitoring mechanism is followed with CCs/SCs/UGD and EU according to ToRs.</p>	<p>CDP</p> <p>FB minutes</p> <p>ADPC guidelines/approval</p> <p>Senate minutes</p> <p>FDS-Organogram</p> <p>Program Manual</p>	<p>90</p> <p>8</p> <p>4/5,101</p> <p>4/1</p> <p>7</p> <p>95</p>
3.17	<p>Faculty conducts only one SP. A bottom-up approach is adopted to ensure that the decisions are pragmatic. CCom is represented by all SCs who consult CCs and teachers. Decisions are finalized at the CCom following lengthy discussion in relation to appropriateness and balance of the content, awards, titles and resources available to support the programme. Members are continuously educated on these.</p>	<p>CDP</p> <p>Emails to the CCom</p> <p>HoDs-minutes</p> <p>FB-minutes</p> <p>CCom-minutes, UDDE-minutes</p> <p>Training Workshops</p> <p>Stakeholder Workshops</p>	<p>90</p> <p>6/3</p> <p>2</p> <p>8</p> <p>96/2/2, 96/1/3</p> <p>47/1/4</p> <p>97/1</p>
3.18	<p>67% of the learning volume is on achieving ILOs related to clinical practice. ILOs of courses are clearly identified and communicated to students. Industrial training is embedded within, since the clinical training is carried out in the Faculty Dental (Teaching) Hospital.</p>	<p>CS</p> <p>Curriculum analysis</p> <p>Email communications</p>	<p>93/2</p> <p>92/5</p> <p>96/3</p>

	Additionally, some training is given in community settings. ILOs are communicated to students and teachers.	Students course-books Faculty-Website http://dental.pdn.ac.lk/stud_handb.php MoUs-FoM-Peradeniya	94 17/3 16/3
3.19	Group learning occurs through in-class assignments, clinical, laboratory and research training, community/outreach programmes. Self-learning hours are identified in CS and TTs. Students are facilitated for self-learning through Moodle. Physical facilities are made available for group learning. Courses DS2203, DS1107 and DS1206 are specifically designed to impart soft skills.	GP CDP CS Curriculum analysis Teaching schedules Research projects Outreach programs/Community visits	95 90 93/2 92/5 105/1 100/3 100/6
3.20	FQAC Chairman is a member of the CCom and provides inputs related to curriculum development.	CCom-minutes	96/2/2

3.21	Curriculum is revised at regular intervals. All curriculum determinants including feedback from key stakeholders and experts' opinions are considered at major revisions.	CDP	90
		Landmarks in Dental Education	6
		Stakeholder feedback.	98
		Program evaluation	106
		FB-minutes	8
		Experts' opinions	99
3.22	Feedback from external stakeholders, students, teachers, CCs, SCs and EEs are analyzed, discussed and immediate corrective measures are taken. Concerns which require Senate approval are noted and dealt as major revisions.	Stakeholder feedback	98
		Reports of SC/CC/EE	130
		FB-minutes	8
		UDDE/CCom working documents	96/6
		CCom-minutes	96/2/2
		Minutes-Dept meetings	13
3.23	Faculty has considered destinations of graduates in revising the curriculum to suit the requirements of the MoH, Defence Forces, and international institutions, although it has not been through formal tracer studies.	FDS-Annual Reports	10
		FB-minutes	8
3.24	There have not been students with serious disabilities entering into BDS SP. Therefore, no special provisions are made	Minutes-Dept meetings	13

	<p>in SP design/development.</p> <p>However, the Faculty has been accommodative to provide extra-support for students who may undergo transient impairments and opportunities are granted accordingly.</p>		
<p>Summary: The SP evolved from the British period (1938) and is tightly linked to medical education in Sri Lanka. Past dental graduates were eligible to register with the SLMC immediately upon graduation to obtain license to practice independently. The SP evolved in a non-competitive environment but has undergone regular changes based on national and international needs, changing disease patterns and technology development. Since inception, FDS has produced excellent clinicians and scientists and a considerable proportion of them are working in prestigious institutions in other countries. Faculty receives continuous feedback, technical expertise and knowledge from its alumni for its continuous development and to maintain standards on par with international levels. The graduates are well-employed in national or international institutions. 95% of academics attached to the Faculty are products of its own. All consultants in different sub-specialties of dentistry in government hospitals and some administrators holding key positions in the MoH are alumni of the Faculty. Therefore, the Faculty receives their contribution for curricula development, teaching and assessments. Input from a large number of related professional bodies and medical faculties have significantly helped in developing the BDS programme.</p>			

CRITERION 04: COURSE/MODULE DESIGN AND DEVELOPMENT

Std. No.	Claim of Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
4.1	FB-appointed CCom and UDDE are responsible for the task. Sub-teams with relevant internal experts developed sub-components and finalized at the CCom. Views of students, external experts and stakeholders were considered at regular intervals. Members were educated through workshops, emails and meetings of FB.	CDP FB-minutes UDDE-ToRs/minutes External experts' opinions CCom-minutes Email communications Training workshops Teachers' feedback	90 8 96/1/1, 96/1/3 99 96/2/2 96/3 97/1 98/2
4.2	PLOs were initially developed with stakeholders' opinion. CILOs are constructively aligned so that achievement of CILOs gradually leads students to PLOs and GP. Local and international experts' opinions were sought for benchmarking.	CS CILOs to GP map CILOs to PLO map SBS External experts' opinions	93/2 92/1 92/2 1/4/1 99
4.3	The courses are in full compliance with SLQF and are more modernized than the existing SBS. Graduates receive registration in the SLMC on completion of SP and present guidelines require graduates to complete one-year internship in the MoH to obtain SLMC	CS CDP CCom-minutes FB-minutes	93/2 90 96/2/2 8

	full registration.	SBS	1/4/1
		Internship-Dental Graduates	1/3/2
4.4	The Senate and ADPC-approved templates and guidelines with credit definitions for different T&L components are used. The FB, ADPC and Senate evaluate the adherence to guidelines during the approval process.	Course template-ADPC Guidelines/minutes	4/5
		Senate-minutes	4/1
		CS	93/2
4.5	Content, learning and assessment tasks are carefully aligned with CILOs. Assessment blueprints ensure this. All course ILOs are aligned constructively so that the student is able to achieve GP PLOs at the exit level.	CILOs to GP map	92/1
		CILOs to PLO map	92/2
		CS	93/2
		Curriculum matrix	92/4
		Program evaluation	106
		Assessment blueprints	123
4.6	Bulk of the teaching volume is clinical and based on procedures carried out on patients according to individual patient's treatment needs, hence teaching is very much SCL under direct supervision. Clinical skills-training in a laboratory set-up, demonstrations, in-class group assignments/ discussions, interactive lectures are SCL.	CS	93/2
		Curriculum analysis	92/5
		Teaching schedules	105/1
4.7	CS contains aims, ILOs, content, T&L tasks with the assigned hours, assessment components with the breakdown of marks and reference materials. This information is made available on the web and in course-books.	CS	93/2
		Course-books	94
		FDS-Website http://dental.pdn.ac.lk/student_handb.php	17/3
		Program evaluation	106

4.8	CS specifies the learning volumes in credits, broken into different T&L activities with designated contact hours, self-learning hours based on credit definition in notional hours as given in SLQF. Assessments are based on volumes of theory and skills components of courses.	CS Course-books Program evaluation	93/2 94 106
4.9	Learning components such as clinical training in hospital setting, skills training in dedicated laboratories, community setting and the research project impart most of the soft skills in addition to the course DS2203. Students take part in outreach programmes in groups under supervision.	CS Teaching schedules/TT Curriculum analysis Outreach programs/Community visits	93/2 105/1 92/5 100/6
4.10	SP has not had students with serious physical disabilities as those will hinder the practice of dentistry effectively. Left-handed students and students with vision problems are aided during lectures/clinical training and assessments. Examination rules and regulations provide provision to have make-up exams for in-course assessments and for fair treatment in end-course assessments, if students encounter temporary disabilities during assessments.	FB-minutes Dept meetings-minutes Examination rules and regulations Photographic Evidence	8 13 95 85
4.11	The learning volume for a semester is maintained around 15 credits. Considering the feedback received from students and teachers, innovative and major reforms have been introduced in the new curriculum, eliminating the burden of a large volume of less important content. Further minor revisions are being discussed.	CS CCom-minutes Curriculum matrix Curriculum analysis Program evaluation	93/1, 93/2 96/2/2 92/4 92/5 106

4.12	Extensive feedback has been obtained during design. Since implementation, courses are evaluated by students, external stakeholders, CCs, SCs and EEs, in relation to the content and implementation. Minor corrective measures have already been taken.	UDDE-minutes	96/1/3
		CS	93/2
		Course-books	94
		CC/SC reports	130
		Program evaluation	106
		Minutes-Dept. meetings	13
4.13	Communications and relevant materials are sent to members through emails. Information is collected, analyzed and visually presented. Centrally available ICT facilities are used during design and development, Moodle is used during delivery. Information is communicated to students through email.	Email communications	96/3
		DELU-usage data	109/1/5
		Program evaluation	106
		Minutes-Dept meetings	13
		Email-notification to students	187
4.14	A number of training workshops have been conducted for faculty members. Additionally, all teachers are trained during induction for curriculum design and development. They are educated through emails too.	Training Workshops	47/1/4, 47/2/2
		Email communications	96/3
		Specialized Training	47/1/7
		Feedback from staff	98/2
4.15	UDDE with resources holds the responsibility of collecting information, monitoring, reviewing and training. A fulltime Director/UDDE was available during design. The Dean's office provides centrally available resources for functions of the CCom. Funds are available for conducting meetings and workshops.	Stakeholders	97
		Workshops	
		UDDE	96/1
		CCom-minutes	96/2/2
		Funds for curriculum Development	96/4

4.16	CS follows guidelines of ADPC and the Senate. CCom analyzes the content, academic standards and appropriateness of CS to available learning opportunities. CS are circulated to all members to be reviewed before discussion and approval at FB. UDDE and SC/CC are responsible for monitoring and review. ADPC assesses the congruency before approval.	CDP CCom-minutes FB-minutes Email communications ADPC minutes/follow-up action Senate minutes/follow-up action	90 96/2/2 8, 101 96/3 4/5, 101 4/1, 101
4.17	The ADPC guidelines are sent to staff members involved in the design and development process. They were also educated through a number of training workshops held over the years from writing ILOs to other complex design principles and the SLQF.	Email communications-CCom Training Workshops FB-minutes	96/3 47/14, 47/1/5 8
4.18	FQAC Chairman is a member of the CCom and provides input in matters related to curriculum development. All important curriculum matters are reported and discussed under an agenda item at FB for approval.	CCom-minutes FB-minutes	96/2/2 8
4.19	Courses are evaluated by students in the middle and at the end of courses. The teachers forward their feedback to the CC. CC submits a confidential report to the SC. The SC furnishes all relevant information with his/her observations to the Dean/FDS within the stipulated time. Feedbacks are discussed and utilized for further improvements.	Program evaluation CC/SC reports CCom-minutes FB-minutes Minutes-Dept meetings Feedback from teachers	106 130 96/2/2 8 3 98/2

Summary: Course design and development process is executed by the CCom which consists of senior academics and all SCs with a bottom-up approach to ensure maximum participation. The members have gone through regular CPDs and the process is conducted according to SLQF requirements and Faculty and University policies, procedures and practices. All courses are constructively aligned to the GP and designed with adequate breadth, depth, and rigor in the contents. T&L activities and assessment tasks are aligned with the course ILOs. All courses are innovative and multidisciplinary, designed with vertical and horizontal integration. Courses take students from less challenging and fundamental sciences to more challenging applied sciences. Courses for clinical training in the latter part of the programme are conducted in the Dental Teaching Hospital of the Faculty where students treat patients more independently making the entire programme truly outcome-based. Evaluation and monitoring of courses during implementation are a key and compulsory requirement. As courses are multidisciplinary a special management structure is established with the involvement of CCs, SCs, Coordinators of UGD and EU who work as one team under the Dean/FDS according to ToRs.

CRITERION 05: TEACHING AND LEARNING

Std. No.	Claim of Degree of Internalization of Best Practices and Level of Achievement of Standards	Documentary Evidence to Support the Claim	Code No. of the Evidence Document
5.1	According to PLOs and GP, the SP aims to produce graduates, who are well-competent as dental practitioners who can serve the society, which itself is highlighted in the mission statement of the Faculty. T&L strategies are designed according to these requirements and hence, 67% of the T&L covers clinical part of training where the students are trained in a real hospital setting as they treat patients under direct supervision of teaching staff.	CS	93/2
		Faculty-website http://dental.pdn.ac.lk/stud_handb.php	17/3
		SBS	1/4/1
		Faculty 5-year-Plan	9/1
		Graduate Profile	95
		Course-books	94/2
5.2	Course-books with CS are given to students on the first day of the course. Time tables and training rotations are provided well in advance. These are uploaded on the Faculty website and displayed on notice boards. Unexpected changes are notified through emails promptly.	UGD-minutes/help-desk	104/3-4
		Course-books	94/2
		TT/schedules	105/1
		FDS-Website http://dental.pdn.ac.lk/stud_handb.php http://dental.pdn.ac.lk/time_table.php	17/3
		Program evaluation	106/2
		Reports-CCs/SCs	130

5.3	T&L strategies and assessment tasks are constructively aligned as per the ILOs of all courses. This is ensured with the objectively-decided weighting of assessment components (theory: clinical/practical) during design and when developing assessment blueprints.	CS	93/2
		Course-books	94/2
		Assessment Blueprints	123
		CC/SC/EE Reports	130
		Students' Feedback	106
5.4	FDS, so far has not had provision to admit students who are differently-able in a major way, since such conditions would hinder the practice of Dentistry. However, those with temporary physical impairments are well-supported with wheel chair access and elevators. Special arrangements have been made for students with partial eyesight. Chairs for left-handed students are available in lecture theatres/class rooms. Left-handed students are also facilitated with arrangements when using the dental unit in clinics.	CMO's reports	184
		FB-minutes	8
		Minutes-Dept. meetings	13
		Student feedback	106
5.5	Blended learning is used in certain courses by teachers to different degrees as assignments or supplementary learning aid. Free Wi-Fi facilitates this. Some RLOs are being used for T&L.	Photographic evidence	85
		Lesson Plans/TT/Schedules	105/1
		LMS-Usage data	109/1/5
		FDS-Website-Image of RLOs http://dental.pdn.ac.lk/e_learning/e-repository.php	17/3

		DELU-minutes	109/1/3
		Student Feedback	106
5.6	Some members teaching in courses (DS3104, DS3203, DS4101, DS4102, DS4104, DS4202) use their own publications/scholarly activities as reference material for students. Reference is constantly made to current research findings. Teachers use web-based resources, videos and current research evidence in teaching. Teachers in clinical disciplines use their vast clinical experience to share and guide students in mastering clinical skills.	CS Integration of Research into teaching/Sample Teaching Material FDS-website http://dental.pdn.ac.lk/e_learning/e-repository.php	93/2 220, 110 17/3
5.7	Every course has identified self-learning hours and students are made aware of this. Group work such as assignments, research projects, in-class assignments, laboratory work, outreach programs and clinical training facilitate collaborative and self-learning. Majority of training occurs in the most relevant context (hospital-training). Use of instructional-aid such as multimedia, LMS, smart-boards, lecturing apps also helps them with self-directed learning. Students are allowed to capture audio-records of live-teaching for later reference at their own-pace.	Course-books Notifications for self-directed learning Faculty-website http://dental.pdn.ac.lk/stud_handb.php http://dental.pdn.ac.lk/e_learning/index.php Teaching schedules LMS-Usage data	94/2 187 17/3 105/1 109/1/5
5.8	Scholarship, creative work, and discovery of new knowledge for practice are promoted through mandatory research	Students' Research FB-minutes	105/1/5 8

	<p>component including clinical research. Undergraduate Research Symposium is to be continued as an annual event in the Faculty. Students are provided opportunities to present their research in local/overseas conferences as well. Additionally, students actively take part in some conferences organized and participated by the staff.</p>	<p>UG Research Symposium</p> <p>CS</p> <p>FDS-Website http://dental.pdn.ac.lk/more_news.php</p> <p>Collaborative Activities</p>	<p>210/4</p> <p>93/2</p> <p>17/3</p> <p>242</p>
5.9	<p>Teaching plans ensure that students engage in collaborative learning from 1st to 10th semesters. These are cadaver dissections, group presentations, group projects, role-play, clinical examination on each other, working in pairs/trios in treating patients, outreach programs, community visits and laboratory practice. Students learn in groups in the designated study areas at their free hours.</p>	<p>Student groups/ Group projects</p> <p>Teaching schedules/activities</p> <p>Faculty-website http://dental.pdn.ac.lk/time_table.php</p> <p>Photographic Evidence</p> <p>Community/Outreach programmes</p>	<p>105/1/5,</p> <p>105/1</p> <p>17/3</p> <p>85</p> <p>100/6</p>
5.10	<p>SP has a research component of 6 credits (DS4104 & DS5104). Students present research in a symposium. Best research presenters are given an opportunity to present their research findings at Annual Research Sessions-UoP from 2019. They are given due authorship and credit for</p>	<p>CS</p> <p>UG Research Symposium</p> <p>Students' publications</p>	<p>93/2</p> <p>210/4</p> <p>220</p>

	their research. UoP pays publication fees to encourage publishing.	(research/case-reports)	
		Presentation and Awards	221
		FB-minutes	8
		ERC minutes-Community Projects	211/3
		iPURSE 2019-Calling for abstracts	5/5
5.11	FDS adopts GEE policy of UoP. Students and staff are well informed about GEE policy and Ragging Prohibition Act. All courses, T&L strategies, clinical attire, study groups are gender-neutral.	GEE Policy	2/8
		Ragging Prohibition Act	2/7
		Code of Conduct	21
		Student Feedback	106
		Course-books	94/2
		Clinical Attire	105/2/3
		Dental Students' Oath	105/2/2
		Faculty-website http://dental.pdn.ac.lk/prv_rag.php http://dental.pdn.ac.lk/stud_handb.php	17/3

		Student groups	105/1/4
5.12	Teaching and learning activities are constantly monitored and reviewed during implementation by CCs, SCs, UDDE. T&L are evaluated by students at mid and end semester stages. Outcome of evaluations is discussed at UGD, CCom, FB and corrective actions are decided. Peer evaluation is to be continued.	FB-minutes CCom-minutes UGD-minutes/reports UDDE-minutes Program evaluations Teacher Evaluations CCs/SCs reports LMS-usage data	8 96/2/2 103/3 96/1/3 106 107 130 109/1/5
5.13	Clinical demonstrations are done with RLOs and live projections. Video-assisted interactive lectures are conducted for better understanding of clinical procedures. COHC clinic with modern facilities is established to provide final year clinical training (9 th -10 th semesters) simulating a General Dental Practice. Student feedback on pedagogy is analyzed and measures are taken for improvements.	RLOs/LMS usage Teaching Schedules-live demonstrations/Photographic Evidence FB-minutes Establishment of COHC Clinic Student feedback	109/1/5, 109/1/6 105/1/4, 85 8 13/8 106
5.14	CS denotes an assortment of most teacher-directed T&L methods as well as most	Course-books	94/2

	<p>student-centred methods.</p> <p>Gradual shift from ‘teacher-directed’ to ‘student-centred’ T&L is as follows.</p> <p>i. From lectures/discussions to in-class assignments;</p> <p>ii. From laboratory/clinical demonstrations to hands-on skills training in a laboratory and finally to treat patients in a hospital setting, community engagement, conducting research.</p>	<p>Teaching schedules- TTs/Clinical Rotations</p>	<p>105/1/2-105/1/4</p>
5.15	<p>Commencing from theory enhancement and skills-training in dedicated laboratories and then to receive early introduction to clinical/lab facilities, and thereafter to undergo clinical training in a hospital-setting (4th-10th semesters) invariably promote the use of most appropriate, state-of-the-art facilities and amenities.</p> <p>As the students advance for pure clinical part of training, practice is more geared to evidence-based approaches where search of current information/web-based learning is required. These support decision-making in clinical practice, community engagement and problem solving which can be considered as active/deep learning.</p>	<p>CS</p> <p>Teaching schedules- TT/Clinical rotations</p> <p>Major Training Facilities</p> <p>Student feedback</p>	<p>93/2</p> <p>105/1/2-105/1/4</p> <p>71</p> <p>106</p>
5.16	<p>UDDE is finally responsible for conducting regular feedback from students regarding the effectiveness and quality of teaching programme.</p> <p>A chain of responsibility for reporting on the teaching programme is also followed from the CCs to SCs and to the Dean with</p>	<p>UDDE-minutes</p> <p>Program evaluation</p> <p>FB-minutes</p> <p>CCom-minutes</p>	<p>96/1/3</p> <p>106</p> <p>8</p> <p>96/2/2</p>

	prescribed guidelines. The findings are discussed at the UDG, CCom, UDDE and FB level for remedial action.	Programme Manual Reports-CCs/SCs UGD-minutes	95 130 103/3
5.17	Program evaluations, reports of CCs, SCs and EEs are discussed at the FB for remedial actions and improvements. Students' performances are analyzed, discussed and relevant individuals are directed for corrective measures and improvements. Findings of SWOT analysis are also discussed for remedial action.	Students' performances/progression Program evaluation FB minutes SWOT analysis/follow-up-minutes/reports Assessment cycle Minutes-Dept. meetings	132 106 8 151 131 13
5.18	Allocation of lectures/clinical/practical sessions is based on the specializations and according to available cadre. Workload for each staff is reviewed and discussed at Department meetings and Heads' meetings and action taken to rectify imbalances in workload among members. Owing to the nature of disciplines and availability of expertise, a higher work allocation is noted for some academic and non-academic staff of clinical disciplines.	Work norms/workload of staff, Staff Duty Rosters-clinics/labs Minutes-Dept. meetings HoD-minutes FB-minutes	44 13 12 8

5.19	UDDE conducts teacher evaluation by students at the end of each semester and awards certificates for well-performing teachers, based on a marking scheme approved by the FB. This promotes enthusiasm among teachers to improve their performance.	Rewards for teaching excellence/guidelines FB-minutes Teacher Evaluations–by students	45/2 8 107
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Summary: Teaching and learning strategies of new 5-year-curriculum are based on vision/mission of FDS, SBS, and SLQF and they together with assessments are closely aligned with ILOs. Course specifications and timetables are provided to staff and students well in advance. Faculty encourages blended learning in several ways and teachers engage students in self-directed learning, collaborative learning and use of technology while being flexible with regard to individual circumstances, wherever relevant. While encouraging students to contribute to scholarship, creative work, research and discovery of new knowledge, teachers also integrate their own research and scholarly work into teaching. Faculty encourages collaborative learning and ensure students are not gender discriminative and abusive. The teachers adopt innovative pedagogy and appropriate technology into T&L and regular feedback on the effectiveness of the SP is used for future improvements. Faculty considers fair and transparent allocation of work for staff. Excellence in teaching is appreciated through a rewarding scheme.

CRITERION 06: LEARNING ENVIRONMENT, STUDENT SUPPORT AND PROGRESSION

Std. No.	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of Evidence Document
6.1	<p>Faculty Website has a section on FAQs. Student handbook contains job descriptions and contact details of student counsellors, deputy proctor, AR and Dean. Students' help-desk in UGD is open on all working days.</p> <p>Library staff provides excellent service. Library open-hours are extended during examination periods. Technical Officers are assigned to help students with Wi-Fi and other technical problems.</p> <p>Students' personal and health issues are attended by academic and non-academic staff. Academic counselling is available for poorly-performing students. Staff takes part in student events.</p>	<p>Faculty-website http://dental.pdn.ac.lk/FAQ.php</p> <p>Student Handbook</p> <p>Student Help-Desk/Statistics</p> <p>Faculty-website http://dental.pdn.ac.lk/download.php</p> <p>FB-minutes</p> <p>SWOT-reports/action</p> <p>Faculty-website https://dental.pdn.ac.lk/sendmsg1.php</p> <p>Student feedback</p> <p>Academic/non-academic staff profiles</p>	<p>17/3</p> <p>19</p> <p>103/4</p> <p>17/3</p> <p>8</p> <p>151</p> <p>17/3</p> <p>106</p> <p>40, 41</p>

		Photographic Evidence	85
6.2	Faculty having its own Teaching Hospital, dedicated laboratories, well-equipped lecture rooms, resourceful dental library, DELU, ELTU, free Wi-Fi, SWAC and FCCGU help students with an effective learning environment. Faculty coordinates with the University-CGU, main library, IT Centre and Physical Education Unit in providing adequate support for a conducive learning environment.	Faculty Building Complex Major Training Facilities Inventory Services/Units-FDS DELU-activities Library/DELU-Usage data ELTU-activities Clinical Audit Data Student handbooks University website	70 71 76 72 109/1/6 109/1/5, 109/2/4 102/5 18/4 19 2/13
6.3.	Orientation programme for new entrants provides information on institutional rules & regulations, ‘no-rag policy’ and OBE-SCL. Students are provided information as how they could maximally utilize technology and other available facilities for effective learning.	FB-minutes Orientation program Students handbook University-website Faculty-website https://dental.pdn.ac.l	8 102/3 19 2/13 17/3

		k/stud_handb.php	
		Student feedback	106
6.4	Code of conduct is informed through the handbook distributed to all students at admission and reinforced at the clinical induction ceremony in the 4 th semester where students take an Oath. Curriculum has a course on Ethics and Professionalism (DS2203) and ethical conduct is emphasized throughout. The level of professionalism is considered in assessments in clinical part of training.	Student handbooks Faculty-website https://dental.pdn.ac.lk/stud_handb.php Clinical Induction Photographic Evidence University-Student Charter https://dental.pdn.ac.lk/stu_charter.php Faculty-Student Charter	19 17/3 105/2/1,85 1/4/2, 2/13 20
6.5	FDS provides information on student support systems during orientation and in handbook. Mentoring provides close academic guidance. Counselling service helps them at a personal level as some academic members in the Faculty possess professional qualifications in counselling. Students are encouraged to use LMS and SDL. References in CS enhance SDL with independent-learning hours. Research project and clinical training component guide students for SDL and evidence-based practice for CPD.	Orientation program & Library orientation Student handbooks Teaching schedules Mentoring programme Counselling Service- FCCGU CS	102/3 19 105/1 183 179 93/2

		DELU-usage data	109/1/5
		Program evaluation	106
6.6	Faculty obtains regular feedback from students, teachers and DFSU representatives to identify deficiencies in all support services. Problems are discussed with relevant committees and FB for action. Students take part in these meetings.	SWOT analysis/remedial actions	151
		Student Feedback	106
		FB-minutes	8
		DFSU-correspondence,	175
		SWAC-activities	180/2
		HoD-minutes	12
		DELU-minutes	109/1/3
6.7	Students are educated on use of library, LMS and ICT during orientation. Two compulsory courses in English language are included in the curriculum (DS1107 and DS1206). Faculty-ELTU conducts a regularly-ongoing English program for students who are weak in English. SDC and Faculty conduct training for academic/non-academic staff on use of ICT, LMS and web-based OER in teaching.	DELU-ICT training	109/1/6
		ELTU	102/5
		CS	93/2
		SDC training-Academic/non-academic staff	47/1/4, 47/2/2
		FB-minutes	8
		Program evaluation	106

6.8	Staff attends CPD programmes on new technological developments. Faculty provides ample in-house training on specialized training resources to staff with new developments in clinical and laboratory facilities. Staff members have also been trained overseas in their respective fields. Prior to hospital training on patients, students are prepared for clinical training under courses DS2203 and DS3101 in a skills-laboratory and they receive training in communication skills. Nurses and Technical Officers are trained under DATS, and CPD programmes are continued for all allied staff. Technical Officers are sent to specialized centres for training in new technology. Evening lectures organized by professional bodies provide additional help for updating the students and staff on 'skills- application'.	CS DATS training CPD programmes Lectures organized by professional bodies Teaching schedules Overseas training opportunities	93/2 47/2/5 47/1/1, 47/2/2 242 105/1 47/1/7 47/2/4
6.9	Since the SP includes large volume of clinical skills-oriented training/service, Faculty does not cater for students who are differently-able with major deviations. Temporary disabilities are well-supported with wheel-chair access and elevators. Special arrangements are made for students with deficient eyesight. FCCGU and SWAC support students whenever they need psychological and other help. Chairs with left-hand writing-panels are provided for left-handers.	FB-minutes SWAC reports/FCCGU reports Faculty Building Complex LBMC-minutes Photographs	8 180/2, 179/2 70 73/2 85
6.10	Main library has access for five databases	ICT Applications	109/1/6

	through UGC consortium. DELU offers ICT-led tools with internet to access databases for research, project work and SDL that will promote life-long learning. System in the dental library is automated to make it more user-friendly.	DELU-Resources	109/1/8
6.11	CS specifies learning materials and the library maintains an updated stock of material. Supplementary learning activities that use materials in the library and resources in DELU are informed through LMS. E-mail alerts are sent to all members on new arrivals/journal updates.	Course-books Library orders/ Email correspondence Library-usage data DELU-minutes/LMS data usage	94/2 109/2/5 109/2/4 109/1/3,109/1/5
6.12	Up-to-date progress reports/records of students are maintained by the EU. Student-database is being upgraded currently. Students receive an immediate feedback, following in-course assessments with guidance for improvements. Results of end-semester examinations are released within a month. Poor performers are provided with academic counseling by CCs, teachers and mentors. Such students are offered additional help in reaching the expected standard at the next attempt.	Guidelines on in-course assessments Minutes-Dept. meetings In-course Feedback FB-minutes Program evaluation Students' progression data Student database	125/1 13 126/1 8 106 132 170,8,151/1

<p>6.13</p>	<p>Numerous annual social events are organized by students in collaboration with staff. A large number of such activities are organized at the University level as well.</p> <p>Academic/service-related activities such as exhibitions, out-reach programmes, field-visits enhance further interactions.</p>	<p>Annual Calendar- Students' Events</p> <p>FB-minutes</p> <p>SWAC-Activities</p> <p>DFSU- Correspondence</p> <p>Photographic Evidence</p> <p>FDS-website http://dental.pdn.ac.lk/more_news.php http://dental.pdn.ac.lk/more_event.php</p> <p>Community/outreach visits/exhibitions</p>	<p>173, 174</p> <p>8</p> <p>180/2</p> <p>175</p> <p>85</p> <p>17/3</p> <p>100/6</p>
<p>6.14</p>	<p>Thorough academic interaction between peers and senior guides takes place during clinical training. Academic interaction among peers/students is also facilitated in group learning during laboratory work, research projects with supervisors, role-play, ward-classes and when exchanging language skills between Sinhala-speaking and Tamil-speaking students as they communicate with their patients.</p> <p>Academic members who serve as mentors will have 10-15 students from different batches and it creates an opportunity for</p>	<p>Student groups</p> <p>Research groups</p> <p>Photographs</p> <p>FDS-website http://dental.pdn.ac.lk/index.php</p> <p>Mentoring program</p>	<p>105/1/2-105/1/4</p> <p>105/1/5</p> <p>85</p> <p>17/3</p> <p>183</p>

	group mentoring activities that enhance close interaction among students.		
6.15	Faculty encourages students' participation in extra-curricular activities such as sports and aesthetic programmes (art circle, inter-faculty drama competition, variety entertainments, English/Toast Masters Clubs, Dents' Games) and co-curricular activities such as World Oral Health Day programmes, medical/dental exhibitions, street-drama/short tele-drama for public health education. These activities enable the Faculty/University to keep up with its mission on contribution to the development of the society.	Annual Calendar- Students' Events FB-minutes UoP-News Photographs Faculty-website http://dental.pdn.ac.lk/index.php National-Oral-Health Day Programme Newspaper articles/Newsletters/ Drama scripts/Clips Mission-FDS	173, 174 8 2/19 85 17/3 100/6 176 9/1
6.16	Faculty offers career guidance advice under FCCGU. Seminar programmes are conducted to help students make informed choices on employment, post-graduate opportunities, and professional associations they could join for CPD programmes. Skills on financial management and social etiquette are also included in seminars. Some built-in courses (DS5102, DS5202, DS2203) in	FB-minutes Career Guidance Programme Activities of CCGU-UoP/FCCGU CS	8 179 5/3, 179 93/2

	the SP train students for a career as a GDP and General Practice management.	Course-Books	94
6.17	About 67% of the learning volume of the SP is in-house clinical training in Dental Teaching Hospital of FDS and hence the industrial training for a dental undergraduate takes place in the same hospital itself. This major clinical training component in the SP is fully outcome-based. Training through field visits, other hospital visits and outreach programmes further strengthen this aspect of training.	CS Curriculum analysis Teaching schedules Outreach programmes MoUs with Medical Faculty	93/2 92/5 105/1 100/6 16/3
6.18	FDS adopts GEE & SGBV policy in UoP. Students and staff are well informed about the above policy as well as Act against ragging. Attributes such as equality, ethical conduct, human rights and social responsibility are reinforced and vouched by them in Dental Students' Oath, before they begin clinical training in the hospital. Clinical dress code is gender-neutral for students and academic staff. All student-support mechanisms, policies and practices are gender-neutral. If any violations are reported, they are duly investigated, and action taken. UoP has a Committee to Investigate Sexual Harassment and Sexual Violence (CISHV).	GEE & SGBV Policy Code of Conduct FDS-Student Charter Student Feedback SDC training for staff Clinical Attire Dental Students' Oath Faculty-website http://dental.pdn.ac.lk/prv_rag.php http://dental.pdn.ac.lk/download.php http://www.pdn.ac.lk/	2/8, 2/7 21 20 106 47/1/1, 47/2/1 105/2/3 105/2/2 17/3

		mainpg-contents/downloads.php	
		Student-grouping	105/1
		GEE/SGBV-related actions -CISHV	2/8
6.19	UDDE, SCs and individual teachers gather feedback on student satisfaction. SCs also obtain feedback from teachers through CCs regarding the SP and support services. SWAC has representatives from DFSU. Dean/FDS directly receives feedback from DFSU as well. Feedback results are discussed in FB and prompt action is taken to improve identified deficiencies.	Program evaluations	106
		SCs/CCs reports	130
		Individual teachers' feedback	98/2
		SWOT analysis	151
		FB-minutes	8
6.20	Needy students are counseled to identify difficulties and guided for progression through the SP. Counseling programme is coordinated by SWAC and FCCGU and the needy students are given individual help by the counselors. Academic mentors provide guidance for their mentee-students to enhance students' academic performance and general well-being. The drop-out rate of students has been minimal (02 students) for the last five years.	Student Handbook	19
		FCCGU-activities	179
		SWAC-activities	180/2
		Mentoring programme	183
		SWOT analysis & actions	151
		FB-minutes	8
		Progression/performance of students	132

		Graduation rates	133
6.21	The dropout rate is negligible. There were only two students who dropped-out for the last 5 years. However, the Faculty has taken initiatives to introduce a fall-back option to offer such students a suitable SP under DATS.	Progression/performance of students	132
		Graduation rates	133
		FB-minutes	8
		DATS-minutes	47/2/5
		CCom-minutes	96/2/2
6.22	Employability of dental graduates is 100% with almost 100% graduation rate. A majority receives employment in MoH, while others join Armed Forces, Academia and General Dental Practice. A significant number of graduates obtain qualifications to practice in developed countries. Future graduate employability surveys are to be conducted by the UDDE.	Progression/performance of students	132
		Graduation rates	133
		Employer satisfaction survey	138
		Statistical Handbook-UoP	2/15
		SERWT-minutes	152/1
6.23	If a complaint or grievance is reported, it will be reported to the Dean/FDS, by the relevant academic member or Head of a unit through proper channels. Prompt action is taken to investigate such complaints and decisions are made according to rules and regulations. The decisions are ratified by the FB. Special support is extended at times of personal difficulties and psychological distresses.	Disciplinary By-laws	2/12
		ER&R	2/16
		FB-minutes	8
		HoD meeting-minutes	12
		SWAC and CCGU	181, 179/2

		reports	
		Reports on action	177
6.24	Faculty retains a close link with its alumni through PeDFAA for student-support and development. There are fund-raising projects for infra-structure development, financial support for needy students, awards, post-graduate/career opportunities etc for students. World-renowned alumni have been appointed as Visiting Professors to the Faculty and their input has immensely helped shaping the students' experience that match international standards.	FB-minutes	8
		PeDFAA-activities	240
		Financial Support/Scholarships	186
		Student Awards	136
		Visiting Experts/Contribution	99

Summary: Faculty facilitates a student-friendly environment and smooth university life for students through SWAC, FCCGU, orientation programme, student counselors and student mentors by following a participatory approach with adequate representation of student members in relevant committees. Students are well represented in the Faculty Board and Faculty sub-committees for discussion with the staff for any difficulty or further developments in student progression. Faculty provides necessary guidance and direction for the students to abide-by the regulations of the University. Well-equipped library, ICT unit, class rooms, laboratories and Dental Teaching Hospital complex are available to facilitate self-directed and collaborative learning. Student support services and learning environment are evaluated and monitored using information obtained from student feedback. Apart from the core clinical skills training related to the practice of Dentistry, Faculty provides its students training in ICT, LMS, professional communication skills, skills-lab training, emergency management and other related skills. FDS supports students who may experience difficulties due to physical or psychological impairments in time to time. Faculty strictly adopts the university policy on GEE and SGBV. Faculty monitors the progression of its students throughout the SP. Regular feedback is taken for future improvements. Staff-student interactions are maintained through a variety of social, cultural and sports activities, to maintain a conducive environment for students' progression.

CRITERION 07: STUDENT ASSESSMENT AND AWARDS

Std. No.	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of Evidence Document
7.1	<p>Methodically and objectively designed assessments are built-in the programme structure. Assessment tasks are constructively aligned to ILOs, which are aligned with PLOs. By-laws make assessments an integral part of the SP and specify requirements that should be fulfilled by students to obtain the BDS qualification.</p> <p>Assessment components and tasks are calculated to be proportionate to volumes of theory and skills learning. The compliance with this guiding principle is ensured with assessment blueprints.</p>	<p>CS</p> <p>Course-Books</p> <p>Examination Guidelines</p> <p>ER&R</p> <p>Faculty website http://dental.pdn.ac.lk/by_laws.php http://dental.pdn.ac.lk/stud_handb.php</p> <p>Assessment blueprints</p> <p>Program Manual</p>	<p>93/2</p> <p>94/2</p> <p>95</p> <p>2/16</p> <p>17/3</p> <p>123</p> <p>95</p>
7.2	<p>Assessments in courses from 01st-10th semesters are designed to ensure that students gradually develop competencies up to QDs of SLQF level 6 and those stipulated in SBS.</p> <p>Level 6 graduates are expected to engage in self-exploration, deeper reflection of own learning and be investigative, analytical problem solver, based on scientific evidence. Assessments on</p>	<p>CS</p> <p>Course-Books</p> <p>Graduate Profile</p> <p>SBS-Dentistry</p> <p>PLOs to QD map</p>	<p>93/2</p> <p>94/2</p> <p>95</p> <p>1/4/1</p> <p>92/3</p>

	CILOs of 9 th & 10 th semesters test their ability to use knowledge in arriving at diagnoses, formulating treatment plans and then to carry out treatment effectively.		
7.3	Following stakeholders' feedback, CCom designs assessments, guidelines and SoPs. Approval is sought through FB, ADPC and Senate. Coordinator/EU with SCs and CCs implement assessments which are coordinated by the UGD. Reports of examinations submitted by CCs, SCs and EEs are discussed at CCom and FB, and concerns are addressed. Theory and skills assessments in each course are proportionate to the learning volumes of those components. Clinical competencies are assessed with OSCE/OSPE type questions, whereas operative skills are first assessed on mannequin and then on patients. Cognitive skills are assessed with SAQs, SEQs, EMQs and MCQs.	CDP CS-Approval process Course-Books FB-minutes EU-minutes EU-ToR UGD-minutes CCom-minutes UDDE-minutes ER&R CC/SC/EEs reports	90 101 94/2 8 120/1/1 120/1/2 103/3 96/2/2 96/1/3 2/16 130
7.4	CCom meets regularly. Feedback from relevant stakeholders is analyzed and assessment strategies have been updated to address issues and harmonized with the curriculum content and appropriate assessment tools.	CCom-minutes Stakeholder feedback Program Manual Course-Books ER&R-approval	96/2/2 98 95 94/2 101

		process CC/SC/EE Reports	130
		FB-minutes	8
7.5	Weightages relating to different components of assessments are clearly specified in the Course-Books and guidelines.	CS	93/2
		Course-Books	94/2
		Program Manual	95
7.6	Appointment of all examiners is done strictly according to the approved guidelines stipulated by the University and Faculty with clear ToRs.	Examination by-laws of UoP	2/16
		Program Manual	95
		FB-minutes	8
		Senate-minutes	4/1
		Examiner-appointment letters	121/2
7.7	EE is involved throughout the exam, from scrutiny board to results board. EE's close scrutiny of process of evaluation is culminated by his/her presence and reporting at the results board before finalizing results. EE submits a confidential report within 2-weeks of the Results Board.	Results Board Participation-EE	129
		EE's Reports	130
		FB-minutes	8
		Program Manual	95
7.8	Assessments are held according to the approved regulations and criteria. These are published in the handbook and web and communicated to students at their enrolment and during the course. Staff follows proper procedures and	Student handbook	19
		Course-books	94/2
		Faculty-website http://dental.pdn.ac.lk/	17/3

	regulations.	stud_handb.php Program Manual	95
		UoP-Examination By-laws/ER&R	2/16
7.9	Competency and eligibility of staff to serve as examiners is strictly ensured as stipulated in regulations. Nominations submitted by CCs are recommended by FB to the Senate for approval before appointments are made. Declaration of 'Conflict-of-Interest' is a mandatory requirement by the Chief Examiner, SC, ACEU and examiners.	UoP-Examination By-laws FB-minutes Senate-minutes Programme Manual Examiner-appointment letters Training for examiners	2/16 8 4/1 95 121/2 97
7.10	Disabilities in vision are addressed by using new technology instead of conventional methods. Temporary incapacities are well-supported with wheel-chair access to examination venues. Ambulance service and services of the University Health Centre are also obtained whenever necessary. Staff mentors/counsellors pay special vigilance on students identified with psychological disturbances at times of examinations. ER&R provide provisions for redress.	Dept. Meetings-minutes Student Feedback Mentor-Correspondence SWAC-Reports FCCGU-Reports Medical Reports-CMO	13 106 183 180/2 179/2 184

		ER&R	2/16
		FB-minutes	8
7.11	Results of formative/in-course assessments are released and displayed within 7 days of completion. Following in-course assessments in clinical courses, students receive an immediate feedback on their performance for further improvement and a re-sit is allowed for poor performers to ensure acceptable competency.	Guidelines: In-course Assessments	125/1
		Results Sheets	129
		Program Manual	95
7.12	Marks breakdown for different components of assessment in each course is specified in course-books. Marking scheme is scrutinized before the examination for assessments with SAQs. Answers to the MCQs are in the question bank. 2 nd marking system that was adopted recently is blind with agreed model answer which improves consistency and fairness. Any observed discrepancy is dealt with as per stipulated guidelines.	Program Manual	95
		Course-Books	94/2
		Scrutiny Meetings	122
		Question Bank	124
		Scripts and Mark Sheets	128
		Second Marking	129
		EEs' Reports	130
7.13	Graduation requirements are clearly stated in ER&R, specifying achievements expected at different levels for progression and attainment at graduation. These ensure that the graduate is a safe and competent practitioner to be treating patients. New curriculum rectifies many deficiencies identified following stakeholder feedback in the old	ER&R	2/16
		Stakeholder feedback	98
		CS	93/2
		GP	95
		Course-Books	94

	curriculum. Transcripts accurately reflect stages of progression with performances at different levels.	Sample transcripts of old/new curricular	135
		SER-Leaders' minutes	152/1
7.14	<p>Students who make requests are issued with academic transcripts with grades, cumulative GPA, and classes. Provisional certificates are issued promptly.</p> <p>As for the new curriculum, students have not graduated yet, and the Faculty has not yet released transcripts for the new curriculum.</p> <p>In order to facilitate students in the old curriculum who seek placements in foreign universities, a mechanism is devised to issue a transcript that would indicate their overall performance.</p>	<p>Sample Transcripts/ Provisional Certificates</p> <p>SER-Leaders' minutes</p> <p>FB-minutes</p>	<p>135</p> <p>152/1</p> <p>8</p>
7.15	Accuracy is ensured by strict scrutinizing/re-checking at the EU. In-course assessment results are released within a week of the assessment by the SC. End-course assessment results are released within a month (deadlines are decided at the final-scrutiny board).	<p>Program Manual</p> <p>Notification for marks submission</p> <p>Records of Examination Unit</p> <p>Student feedback</p> <p>Results</p>	<p>95</p> <p>122/3</p> <p>120/1</p> <p>106</p> <p>129</p>
7.16	SP with a total of 160 credits is in line with SLQF and benchmarked with SBS-Dentistry Sri Lanka. The degree 'Bachelor of Dental Surgery' complies with the	<p>SLQF-2015</p> <p>SBS-Dentistry</p>	<p>1/4/4</p> <p>1/4/1</p>

	<p>guidelines. Students are required to demonstrate competencies on par with QDs of SLQF Level 6 on completion of assessments of all courses in 9th and 10th semesters.</p>	<p>UGC-website https://www.ugc.ac.lk/</p> <p>FDS-Website http://dental.pdn.ac.lk/sbs.php</p> <p>CS</p> <p>Course-Books</p> <p>PLOs to QDs map</p>	<p>1/4/5</p> <p>17/3</p> <p>93/2</p> <p>94/2</p> <p>92/3</p>
7.17	<p>Faculty strictly enforces approved by-laws and ER&R in examinations. Students are well informed on these by including them in the handbook and their awareness is reinforced before examinations. By-laws are displayed on the Faculty-web. Any misconduct is investigated and dealt according to regulations of the Faculty and University. Final decision is made by the Senate.</p>	<p>Disciplinary By-laws-UoP</p> <p>ER&R</p> <p>Student Handbook</p> <p>Actions against misconduct</p> <p>UoP-Website http://www.pdn.ac.lk/student/student.php</p> <p>Faculty-Website http://dental.pdn.ac.lk/by_laws.php</p> <p>http://dental.pdn.ac.lk/stud_handb.php</p>	<p>2/12</p> <p>2/16</p> <p>19</p> <p>177</p> <p>2/13</p> <p>17/3</p>

		Program Manual	95
		FB-minutes	8
<p>Summary: Faculty has developed an assessment strategy during curriculum development and it is in line with the SLQF. ILOs of courses are related to the graduate profile and linked to the assessment strategy. The method of assessment is communicated to students at the beginning of the course and timely feedback on in-course assessments is provided. Faculty strictly adheres to the examination by-laws and examination procedures of the University. The implementation is regularly monitored using formal teacher and course evaluations, external examiner's reports, reports from SC and CCs at the end of the semester. Monitoring is also carried out as graduate satisfaction surveys, exit-point surveys etc. FDS adheres to practices when accommodating students with impairments as for the provisions in examination regulations.</p>			

CRITERION 08: INNOVATIVE AND HEALTHY PRACTICES

Std. No.	Claim of the degree of internalization of Best Practices and level of achievement of Standards	Documentary Evidence to Support the Claim	Code No. of Evidence Document
8.1	Faculty has LMS and DELU (e-learning unit) was established for smooth running of blended teaching. DELU trains staff and students for LMS since 2014. A separate patient database is used to train students in keeping e-records of patients and retrieving and using such information in patient follow-up, clinical audits and use relevant information for research with prior approval.	DELU-Establishment DELU-minutes DELU-Resources FB-minutes DELU-activities LMS usage Patient database	109/1/1 109/1/3 109/1/8 8 109/1/6 109/1/5 18/1
8.2	Faculty has approved guidelines for use of OER by students and staff. Students receive information on OER during IT training in orientation programme. Dental Library circulates web-links of OER, journal resources, free digital sources etc. Workshops on OER are also conducted by the Library-UoP.	OER policy FB-minutes Library notices Usage statistics OER activities, Training statistics	109/1/4 8 109/2/5 109/2/4 109/1/6
8.3	Faculty considers that research complements training in dentistry in clinical settings (hospitals, wards, operation theatres, specialized clinics, OPD etc). In addition to	R&D policy-FRC minutes FB-minutes	210/3 8

	<p>lecturers/professors being clinical teachers for students, the same teachers engage in research in basic sciences and applied clinical sciences in a hospital setting. Such research leads to innovative practices and preventive measures, particularly applicable to local populations. This engagement in research promotes merit in teaching and evidence-based practice. Introduction of a research component in the new BDS curriculum aims to enhance research engagement of both academics and students.</p>	<p>CS</p> <p>CROC-Activities</p> <p>Research integration into teaching</p> <p>MoUs-research collaborations</p> <p>FB-minutes</p> <p>Undergraduate Research Symposium</p> <p>Award-winning Researchers</p> <p>National/international level appointments</p> <p>iPURSE-advertisements</p>	<p>93/2</p> <p>216/4</p> <p>100/5</p> <p>16/3</p> <p>8</p> <p>210/4</p> <p>42/2</p> <p>42/3</p> <p>5/5</p>
8.4	<p>The Senate Research Committee (a Senate Standing Committee) is the apex body regulating and promoting research in the University. International Research Centre (InRC) coordinates collaborative research with foreign institutes. Faculty has a R&D policy. FRC, ERC and CROC are well established and strengthen research capacity in the Faculty and these with MoUs have developed strong research links to foster research and innovation.</p>	<p>SRC minutes</p> <p>InRC</p> <p>FRC</p> <p>ERC Activities-minutes</p> <p>CROC Activities/collaborati</p>	<p>4/2</p> <p>5/2</p> <p>210</p> <p>211/3, 211/4</p> <p>216/1-4, 217</p>

	<p>University research grants are awarded on a competitive basis. University Annual Research Session (iPURSE) provides an opportunity to share new knowledge. FDS commemorates ‘World Oral Health Day’ in promoting community engagement involving students/staff and practitioners. With latest research findings, Faculty with CROC has initiated a major campaign in collaboration with MoH to prevent oral cancer in the country.</p>	<p>ons/minutes</p> <p>FB-minutes</p> <p>MOUs</p> <p>Outreach Programmes-FDS</p> <p>Community engagement for service</p> <p>Research Grants-Recent</p>	<p>8</p> <p>16/3</p> <p>100/6</p> <p>60</p> <p>219</p>
8.5	<p>Faculty has introduced a reward scheme to promote academics in achieving excellence in research. Names of academics who have achieved excellence/awards/promotions are announced and appreciated at the FB and published in the faculty-website. Highlights of achievements are published in Hantana Vision/UoP magazines/website. From 2019, the university provides financial support for publications.</p>	<p>Research Promotion Scheme-FRC</p> <p>Faculty-website http://dental.pdn.ac.lk/more_news.php?a=</p> <p>FB-minutes (Research Awardees)</p> <p>‘Hantana Vision’</p> <p>iPURSE-advertisements</p> <p>Website-UoP http://www.pdn.ac.lk/news/</p>	<p>210/4</p> <p>17/3</p> <p>8</p> <p>2/19</p> <p>5/5</p> <p>2/13</p>

8.6	A compulsory research component is introduced in the curriculum with 6 credits (2+4 for DS4104 and DS5104). Faculty conducts an Undergraduate Research Symposium and encourages student participation in dissemination of research findings, and best performers are rewarded.	CS	93/2
		Course-Books	94/2
		Undergraduate Research Symposium/other presentations	210/4
		Community Projects	100/6
		Awards for best performers	221
8.7	Industrial training is built-in the curriculum (96 credits out of 160), as the clinical training is provided at the Faculty-owned teaching hospital which is the largest and only dental institute for undergraduate training in the country. Students also receive training in medical/surgical wards of TH-Peradeniya through MoUs established with FoM/UoP. Additionally, students attend out-bound training sessions (MoH-Clinics, School Dental Clinics, General Dental Practices and peripheral hospitals).	CS	93/2
		Course-Books	94/2
		Curriculum analysis	92/5
		MoU-FoM/UoP	16/3
		Clinical/Out-bound Training Rotations	105/1/4, 105/1/6
8.8	MOUs with other institutes have led to infrastructure development, postgraduate training of academic staff and short-term training programmes in foreign institutes for academic and non-academic staff. Student exchange and having foreign students in the Faculty on short- and long-term basis are being planned. The links	MOUs	16/3
		FB-minutes	8
		Specialized training by experts	47/1/7, 47/2/4
		Exchange/Collaborati	16

	<p>have strongly facilitated collaborative research development resulting in publications in high-end indexed journals. Faculty has also developed national collaborative projects with industries for equipment grants/skills-development. Faculty is closely connected with professional organizations, NGOs for community service ventures and collaborative out-reach exposures for its staff/students leading them to a wide ‘world-of-work’.</p>	<p>ve Projects</p> <p>Research Grants 219</p> <p>Research Publications/ Awards 220, 221</p> <p>CROC-collaborations 217</p> <p>Outreach activities 100/6</p> <p>Donations 86</p> <p>Conferences attendance-students/staff 210/4</p>	
8.9	<p>DATS conducts Diploma/Higher Diploma programmes. Foreign students were enrolled in the SP in the recent past. Faculty offers fee-levying PhD, M’Phil, MSc programmes. Examinations are conducted for SLMC (ERPDS) by the FDS. CPD programmes and preparatory courses for postgraduate selection examinations are conducted in collaboration with professional bodies. Provision of some advanced and specialized treatment by the teaching staff involves a fee.</p> <p>Fund-raising projects have been initiated for infra-structure development and sustainability.</p>	<p>DATS</p> <p>Statements of income generating activities 9/5</p> <p>Finance Division- Budget statements, earnings/profits 28</p> <p>Financial donations 86</p> <p>Inventory 76</p> <p>Hospital revenues 9/5</p> <p>Auditorium Project-PeDFAA 240</p>	

8.10	So far, there has not been provision for credit-transfer in the SP. Student exchange programme is being planned with Coorg Institute of Dental Sciences, India and a MoU has been signed. Possibilities are being explored with other foreign universities.	MoU FB-minutes	16/3 8
8.11	Faculty supports and promotes student/staff engagement in extra-curricular activities such as aesthetic/social-cultural recreation (art-circle, inter-faculty drama competition, variety entertainment, musical programmes, Welcome/Going-Down) organized and participated by students and staff. Co-curricular community engagement activities such as dental exhibitions, out-reach programmes and health-camp participation promote effective interaction among students, staff and community, which reciprocate students' performance in different aspects.	FB-minutes SWAC-activities DFSU- Correspondence Photographs Faculty-website http://dental.pdn.ac.lk/index.php Community visits, National Oral Health Day Exhibition, Medical/Dental Exhibition, Health- Camps	8 180/2 175 173, 174 17/3 100/6

8.12	<p>Students have taken part in the World University Games, SL Youth Parliament, Toast Master's Club/debating/speech competitions and drama competitions with special approval and encouragement of FB for participation in such activities. Faculty annually selects students with best performances considering both academic and extracurricular achievements and a Gold Medal is awarded.</p>	<p>FB-minutes (Leave and permissions granted)</p> <p>Photographs</p> <p>Faculty-website http://dental.pdn.ac.lk/index.php</p> <p>Selection process for Gold Medal</p>	<p>8</p> <p>174/9</p> <p>17/3</p> <p>136</p>
8.13	<p>Faculty has established a policy and strategy to ensure that the curriculum is relevant to the needs of the national/global requirements. New SP implemented in 2016 ensures quality compatible with international dental curricular and compliance with SLQF. Regular close monitoring and minor revisions in T&L and assessments strategies have improved its relevance and effectiveness further. Clearly-defined and objectively-designed roles of external examiners, use of assessment blueprints, and the process of second marking ensure validity of the assessment process. Through feedback from students, teachers, CCs, SCs and EEs close monitoring and remedial actions are being taken.</p>	<p>CDP</p> <p>Curriculum approval process</p> <p>CCom-minutes</p> <p>CCom-working documents</p> <p>Program evaluations</p> <p>Stakeholder feedback-initial curriculum development</p> <p>Stakeholder feedback during implementation</p> <p>Expert consultations-curriculum</p>	<p>90</p> <p>101</p> <p>96/2/2</p> <p>96/6</p> <p>106</p> <p>98</p> <p>111</p> <p>99</p>

		Programme Manual	95
		Assessment blueprints	123
		FB-minutes	8
		CCs/SCs/EEs reports	130
8.14	Total number of dropped-out students for the last 05 years in the Faculty is two (02). Since the dropout rate has been minimal so far, the faculty has no fall-back option. However, initiatives are being taken to introduce fall-back options in the near future. It is envisaged to develop fall-back options that could lead to new SPs for training Dental Therapists/ Laboratory Technicians with a separate intake from UGC.	FB-minutes (cancellation of registration)	8
		Graduation Rates	133
		FB-minutes, SER Leaders' minutes	8, 152/1
		CCom-minutes	96/2/2
		DATS minutes/correspondence	47/2/5

Summary: Faculty has established an ICT-based platform and encourages the staff and students to use OER. FDS recognizes staff involvement in academic training, R&D, innovations and industrial engagement as core duties. Research and innovation is encouraged through FRC, ERC, CROC and MOUs. Faculty has a rewarding scheme to encourage academics to achieve excellence in research and in community engagement for expert service. Industrial training is built into the curriculum as clinical training takes place in Dental Teaching Hospital-FDS. Students are encouraged to participate in national/international competitions/activities. Faculty has a few income generating activities to complement grants received through the government. The academic standard of the study programme is assured through regular revisions in the curriculum.

SECTION 04

SUMMARY

SECTION 04

SUMMARY

The vision of the Faculty of Dental Sciences (FDS) is to be a centre of excellence in dental education, research, scholarship and oral health care, while its mission is to promote oral health in Sri Lanka.

Faculty is geared to accomplish its vision and mission, and has taken new initiatives for continuous development of dental education and oral health care service delivery for the public. FDS is the only institution in the country which awards a professional degree to practice dentistry. It has been estimated that the cost of training per dental graduate is the highest among all undergraduates in the entire university system. Therefore the FDS, as a public institution holds an added responsibility to become a quality service provider in terms of training of its graduates as fully-competent and responsible professionals who can serve society.

Notwithstanding the fact that FDS has qualified and competent staff to accomplish its key functions expected in its vision/mission, the Faculty's entire preparation for review of the Study Programme was a great opportunity for an introspection of its own practices. The SER preparatory process has in fact made significant revelations which will immensely be useful for the future development of the Faculty.

The entire Faculty in its preparation for the programme review made a fresh assessment of Faculty's strengths before deciding to embark on rectifying the deficiencies. Among many positive attributes, FDS feels honored that the HR profile of the staff is well comparable with national/international standards of those from esteemed institutions in the world. With a state of the art facility to steer the dental education in the country, the FDS is confident that it will be able to capitalize on its strengths to combat the identified deficiencies. While some deficient areas have already been addressed, the FDS has carefully identified the following key areas as needing more improvement under the existing system. FDS is determined to resolve them in the near future.

- **Improvements in the monitoring mechanisms to ensure consistent, long-term sustainability and quality of facilities and functions:** The Faculty has established its FQAC, and it acts as a monitoring body for quality and sustainability of its key functions. The monitoring mechanism would be strengthened to cover aspects in the delivery of a quality

study programme, research engagement, scholarship and oral health care. It is the recommendation of the Faculty that IQA policy should be firmly embedded within the system.

- **Development of clear SOP and ToR for all standard and ad-hoc committees:** FDS has a good administrative management structure with which numerous committees and subcommittees work together to achieve its common goals. While some committees already function under SOP and ToR, these are yet to be developed for some other committees. FDS is of the understanding that clear SOP and TOR should be developed for all committees, so that they can function better by adhering to systematic and transparent protocols.
- **Improvement in participatory approach:** Although the members of the Faculty effectively discharge the duties in their individual capacity, Faculty has recognized how its functional efficiency could be improved by diversifying its participatory approach among all categories of staff and its students in accomplishing core-functions. Initiatives have been taken in this regard.
- **Strengthening mechanisms to bridge the gap between supply and demand:** Faculty has identified the challenge of up-keeping with its growing needs and trends in training and maintaining standards, albeit with limited grants and other resources. While appreciating the fact that a significant cost will not be incurred in order to address most of the gaps identified by the Faculty at this juncture, Faculty has envisioned that it should move further in developing income-generating avenues, so that sustainability in delivering a quality dental education and oral health care service can be secured for the future generation.

It is the belief of the Faculty that it will continue to receive patronage of all its stakeholders for the Faculty to progress from strength to strength in achieving its goals.

ANNEXURES

ANNEXURES

ANNEXURE 1.1: MILESTONES/LANDMARKS OF FDS

Landmarks in Undergraduate Dental Education in Sri Lanka

Date	Event
1938	<p>The first dental school in Sri Lanka was established in February as the Ceylon Dental Hospital and School under the Ceylon Medical College.</p> <p>Dr ST Gunasekara/Director Medical and Sanitary Services was the first principal.</p> <p>Six medical graduates were recruited to follow a 2-year training in order to grant them licence to practice dental surgery.</p>
1940	<p>The first batch completed their training in 1940; three joined the government service while the other three established their own dental practices.</p> <p>The training programme in dental surgery initiated as a postgraduate course for medical graduates was discontinued after the first course.</p>
1943	<p>Following amalgamation of the Ceylon Medical College with the Ceylon University College to form the University of Ceylon in 1942, a dental school was established as the Department of Dental Surgery of the Faculty of Medicine, University of Ceylon in 1943 to offer a 4- year course leading to the Degree of Bachelor of Dental Surgery or Licentiate in Dental Surgery. Five students were enrolled to the programme.</p> <p>First year- Anatomy and Physiology were taught by lecturers of the Faculty of Medicine.</p> <p>Dental Metallurgy- taught by the staff of the Chemistry Department, Faculty of Science.</p> <p>Third year-General Pathology, General Pharmacology, General Medicine, General Surgery and Bacteriology taught by the staff of the Faculty of Medicine.</p> <p>Clinical Dentistry- taught by staff of the Dental Institute Colombo.</p>
1947	<p>The first batch of students graduated from the Dental School with Licentiate in Dental Surgery</p>

1948	SB Dissanayake was the first to be awarded the Degree of Bachelor of Dental Surgery.
1949	Dr RH Mc Keag was appointed as the first Professor of Dental Surgery. He re-organized the teaching programme based on the curricular of British dental schools.
1953	The Dental School was relocated in Peradeniya with a batch of 10 final year students. The first-and-second-year training were conducted in Colombo while the clinical training was conducted in Peradeniya.
1955	Prof Brito Mutthunayagam, the first professor of Prosthetic Dentistry was the first Sri Lankan to be appointed as the Head of the Dental School. Though situated in Peradeniya, the Dental School remained under the Faculty of Medicine, University of Ceylon Peradeniya.
1962	Following the establishment of the Faculty of Medicine in Peradeniya, the Dental School with the single Department of Dental Surgery came under the administration of the Faculty of Medicine, University of Ceylon Peradeniya.
1980	Five departments of study were established; Community Dental Health, Oral Medicine and Periodontology, Oral Surgery and Oral Pathology, Prosthetic Dentistry, Restorative Dentistry. However, pre and para clinical subjects continued to be taught by the staff of the Faculty of Medicine, University of Peradeniya.
1986	The Dental School obtained faculty status. Professor K Bambaradeniya was appointed as the first Dean.
1990	Department of Oral Surgery and Oral Pathology was separated into two departments; Department of Oral Surgery and Department of Oral Pathology, increasing the number of departments to six.
1995	The 7 th department; Department of Basic Sciences was established. The newly recruited staff to the department took over the responsibility of teaching pre-clinical subjects.
1996	The faculty received grant aid from Japan International Cooperation Agency (JICA) to develop infra structure, teaching and service functions.
1998	The faculty was relocated to the present premises provided through JICA Grant Aid.

2016	The first batch of students to follow the 5-year BDS programme joined the faculty.
2018	Mandatory internship was introduced to the newly qualifying BDS graduates

Changes to the Examination Format

Date	2nd Examination for Dental Degrees
1947-1956	This examination consisted of 3 parts; Part I, Part II and Part III Part I included Dental Metallurgy, General Anatomy and General Physiology. Part II included Dental Mechanics and Dental Anatomy & Histology. Part III included Pathology and Bacteriology. During this period both the Bachelor of Dental Surgery (BDS) and Licentiate in Dental Surgery (LDS) were awarded. The high achievers were awarded the BDS degree.
1963	The award of the LDS was terminated.
	Examination at the end of the first academic year
1957-1969	The examination conducted at the end of the first academic year named as the 2 nd BDS examination included 3 subjects; Physiology, General Anatomy, Dental Anatomy & Histology.
1970	Biochemistry was included as the 4 th subject for 2 nd BDS examination.
1970-2000	The examination conducted at the end of the first academic year now included 4 subjects; Physiology, General Anatomy, Dental Anatomy and Histology and Biochemistry.
2000	Classes were awarded at the examination; first and second class passes.
2001	This examination was renamed as the First BDS Examination and consisted of two examinations conducted at the end of each of the two semesters of the first academic year.
2001-2016	Separate GPAs were calculated for the two semesters and the final result at the First BDS examination was calculated based on the GPAs of the two semesters.
	3rd BDS Examination for Dental Degrees
1966	According to available evidence this examination came into being in

	1966 and consisted of two parts; 3 rd BDS (Part I) and 3 rd BDS (Part II) examination. 3 rd BDS (Part I) and 3 rd BDS (Part II) examinations were conducted at the end of the second and third academic years respectively.
	3rd BDS (Part I) Examination conducted at the end of the second academic year
1966-1967	3 rd BDS (Part I) examination included only one subject; Prosthetics & Dental Mechanics
1968	The second subject- Dental Materials was included to the 3 rd BDS (Part I) examination
1968-1985	3 rd BDS (Part I) examination included 2 subjects; Prosthetics & Dental Mechanics and Dental Materials
	3rd BDS (Part II) Examination conducted at the end of the third academic year
1967-1976	3 rd BDS (Part II) Examination included 4 subjects; General Pathology & Bacteriology, General Pharmacology, General Medicine and General Surgery
1977	General Pathology and Bacteriology were separated into two; General Pathology and Microbiology 3 rd BDS (Part II) Examination included 5 subjects; General Pathology, General Pharmacology, General Medicine, General Surgery and Microbiology
1977-1985	This examination was based on 5 subjects.
1966-1985	Final result of the 3 rd BDS Examination was based on the combined results of the 3 rd BDS (Part I) and (Part II) examinations. First and second-class passes were awarded
	Final BDS examination
	The fourth examination conducted for students at the end of the fourth year was known as the Final BDS examination
1971-1990	This examination consisted of 4 theory papers, long case, short cases, clinical in Conservative Dentistry, practical in Prosthetic Dentistry and 2 viva-voce examinations

Following a curriculum revision in 1984 teaching of para-clinical subjects namely; General Pathology, General Pharmacology, General Medicine, General Surgery and Microbiology was moved to the second year while teaching of Community Dentistry, Dental Materials and Prosthetic Dentistry including Dental Mechanics was moved to the third year of the BDS programme. The examination formats therefore changed accordingly. The Final Examination was divided into two parts; Final (Part I) and Final (Part II) and were conducted at the end of the third and fourth years of the academic programme respectively.

1985	3rd BDS Examination Examination conducted at the end of the 2 nd academic year was renamed as the 3 rd BDS examination and included 5 subjects; General Pathology, General Pharmacology, General Medicine, General Surgery and Microbiology. First and second-class passes were awarded
1985-2002	The above format of the examination continued until 2002
2003	3 rd BDS Examination conducted at the end of the 2 nd academic year was renamed as the 2 nd BDS Examination.
2014	The examination format remained the same. But award of second class (upper) and (lower) division passes commenced at the 2 nd BDS Examination
2014-2017	The above format of the examination continued until 2017
	Final (Part I) Examination- conducted at the end of the third academic year
1987-2003	Final (Part I) Examination included Community Dentistry, Dental Materials and Prosthetic Dentistry
2004 -2018	Following a curriculum revision in 2000,two more subjects; Oral Surgery I and Restorative Dentistry I were included in the Final (PartI) Examination
	Final (Part II) Examination- conducted at the end of the fourth academic year
2006-2019	Clinical dental specialties were tested during this examination; Oral Surgery, Restorative Dentistry, Prosthetic Dentistry, Oral Pathology, Oral Medicine, Orthodontics, Paedodontics and Periodontology

1987-2004	Final result of the Final Examination was based on the combined results of the Final BDS (Part I) and Final (Part II) examinations. First and second-class passes were awarded
2005	Award of second class upper/lower division passes at the final examination commenced

Curriculum Revisions

1984	Teaching of para-clinical subjects namely; General Pathology, General Pharmacology, General Medicine, General Surgery and Microbiology was moved to the second year of the BDS programme.
1985	Teaching of Community Dentistry, Dental Materials and Prosthetic Dentistry was moved to the third year of the BDS programme.
1985-2019	Third and fourth years of the BDS programme were confined to teaching of clinical dentistry
1999	Semester system was approved in 1998 first for the teaching program in Basic Sciences (first year) and was based on credit units and modules. Teaching commenced under this system in 1999.
2016	The first batch of students to follow the 5-year curriculum joined the Faculty. Commencement of the curriculum based on course units and award of the final GPA at the end of the 5 years. More integrated approach was adopted in this curriculum. The study program consisted of 45 courses including 3 non-GPA courses.

ANNEXURE 1.2: BDS COURSE OUTLINE

Semester	Code	Course Name	Credits
Sem1	DS1101	Blood and Circulation	4
	DS1102	Cell, Tissues and Molecular Genetics	4
	DS1103	Reproduction and Early Development	2
	DS1104	Respiratory System	2
	DS1105	Thorax and Abdomen	2
	DS1106	Introduction to Dentistry	1 n/GPA*
	DS1107	English 1	1 n/GPA*
Sem2	DS1201	Alimentation and Nutrition	2
	DS1202	Endocrinology, Metabolism & Excretion	3
	DS1203	Head and Neck	3
	DS1204	Nervous System	4
	DS1205	Teeth and Supporting Structures	3
	DS1206	English 2	1 n/GPA*
Sem3	DS2101	Oral Biology	4
	DS2102	Tooth Morphology and Occlusion	3
	DS2103	Human Diseases 1	3
	DS2104	Human Diseases 2	5
	DS2105	Dental Biomaterials	2
Sem4	DS2201	Human Diseases 3	5
	DS2202	Human Diseases 4	5
	DS2203	Introduction to Clinical Dentistry, Ethics & Professionalism	5
Sem5	DS3101	Operative Dental Procedures	6
	DS3102	Population Oral Health 1	2
	DS3103	Introduction to Adult Oral Health	2
	DS3104	Clinical and Diagnostic Oral Sciences 1	2
	DS3105	Child and Adolescent Oral Health Care 1	2
Sem6	DS3201	Population Oral Health 2	2
	DS3202	Management of Adult Dental Diseases	6
	DS3203	Clinical and Diagnostic Oral Sciences 2	4

	DS3204	Child and Adolescent Oral Health Care 2	4
Sem7	DS4101	Adult Oral Health Care 1	6
	DS4102	Clinical and Diagnostic Oral Sciences 3	6
	DS4103	Child and Adolescent Oral Health Care 3	4
	DS4104	Basic Statistics and Research Methodology	2
Sem8	DS4201	Adult Oral Health Care 2	6
	DS4202	Clinical and Diagnostic Oral Sciences 4	6
	DS4203	Child and Adolescent Oral Health Care 4	4
Sem9	DS5101	Adult Oral Health Care 3	4
	DS5102	Comprehensive Oral Care 1	6
	DS5103	Advanced Treatment Clinic 1	3
	DS5104	Research Project	4
Sem10	DS5201	Adult Oral Health Care 4	6
	DS5202	Comprehensive Oral Care 2	6
	DS5203	Advanced Treatment Clinic 2	2
	DS5204	Maxillo-Facial Surgical Care	4
Total Credits			160

n/GPA= non-GPA courses*

ANNEXURE 1.3: GRADUATE PROFILE

1. Analytical Knowledge Seeker

The graduate is a knowledge seeker with analytical and problem-solving skills who is capable of making rational clinical decisions in dentistry.

2. Skilled and Competent Clinician

The graduate is competent in all skills required in management of dental and oral diseases and conditions. He/she is equipped with relevant generic skills and ready to steer the oral health care team with adequate flexibility.

3. Professional

The graduate is an adaptable, disciplined individual with high ethical and moral integrity. He/she is able to maintain the highest professional conduct.

4. Intellectual

The graduate is an intellectual who is ready for continuous professional development and strives to practice evidence-based dentistry.

5. Responsible Practitioner

The graduate follows guidelines and protocols in clinical dentistry and fulfills all other duties and responsibilities. The graduate is socially responsible, accountable, law abiding and a committed citizen.

6. Empathizer

The graduate is a compassionate, socially and culturally sensitive practitioner.

ANNEXURE 1.4: PROGRAMME ILOS OF BDS

Learning Outcomes of the study programme (PLOs) intend the graduate to acquire knowledge, skills and attitudes required to;

- 1 Promote oral health, and prevent oral diseases.
- 2 Diagnose all common oral and maxillofacial diseases/disorders, including oro-facial manifestations of systemic diseases / conditions.
- 3 Treat and manage all common oral and dental diseases/conditions, including those in medically-compromised patients .
- 4 Identify the conditions that are beyond the scope of a General Dental Practitioner, and refer patients for necessary management of the conditions.
- 5 Screen all patients for signs of oral cancers and potentially malignant disorders and other potentially deleterious conditions, and direct them for appropriate management.
- 6 Deal effectively with medical emergencies that may arise in the dental clinic.
- 7 Function with empathy and compassion towards the patients under their care, and under accepted standards of professional conduct, ethics and radiation safety.
- 8 Work effectively and harmoniously as a member or leader of a health care team

ORGANIZATION STRUCTURE OF FACULTY OF DENTAL SCIENCES, UNIVERSITY OF PERADENIYA



ANNEXURE 1.6: STAFF PROFILE

DETAILS OF ACADEMIC STAFF AS AT 31 st DECEMBER 2018						
Department	Name of the Staff			Designation	Qualification	Discipline/Field of Expertise
	Title	Initials	Last Name			
Basic Sciences	Dr. (Ms.)	HMRD	Angammana	L	BDS	General Anatomy
	Prof.	AKS	Arambawatta	P	Ph.D	Dental Anatomy
	Prof.	KSN	Ariyasinghe	P	Ph.D	Physiology of salivation & Neuro, Physiology of mastication
	Prof.	BMHSK	Banneheke	P	Ph.D	General Anatomy
	Dr. (Ms.)	KSND	Gunawardena	SL2	Ph.D	Biochemistry & Molecular Biology
	Prof. (Ms.)	JACK	Jayawardena	P	Ph.D	General Anatomy and Histology
	Prof. (Ms.)	CD	Nanayakkara	SP	Ph.D	General Anatomy and Histology
	Prof. (Ms.)	BGTL	Nandasena	P	Ph.D	Dental Anatomy
	Prof.	RW	Pallegama	P	Ph.D	Physiology, Statistics and Research Methodology
	Dr. (Ms.)	MP	Paranagama	SL2	Ph.D	Biochemistry & Molecular Biology
	Prof.	HRD	Peiris	P	Ph.D	General Anatomy, Physical Anthropology
	Dr. (Ms.)	NS	Piyaratne	L	BDS	Biochemistry

Department	Name of the Staff			Designation	Qualification	Discipline/Field of Expertise
	Title	Initials	Last Name			
Community Dental Health	Dr. (Ms.)	HMSC	Dissanayake	L	BDS	Paedodontics
	Dr. (Ms.)	EMUCK	Herath	SL2	MS	Paedodontics
	Prof. (Ms.)	L	Ekanayake	SP	Ph.D	Community Dentistry
	Prof. (Ms.)	SPNP	Nagarathne	P	MS	Orthodontics
	Dr. (Ms.)	LKN	Premathilake	L	BDS	Paedodontics
	Dr. (Ms.)	BKG	Thilakarathne	SL2	M.Sc	Community Dentistry
	Dr.	V	Vijayakumaran	SL2	M.Phil	Paedodontics
	Dr. (Ms.)	VSN	Vithanaarachchi	SL2	MS	Orthodontics
	Dr. (Ms.)	WMBRCD	Weerasekera	SL2	MS	Orthodontics
	Dr	NH	Senarath	L	BDS	Paedodontics

Department	Name of the Staff			Designation	Qualification	Discipline/Field of Expertise
	Title	Initials	Last Name			
Oral Medicine & Periodontology	Dr.	RMSHB	Madewala	L	BDS	Oral Medicine and Radiology
	Prof.	RD	Jayasinghe	P	MS	Oral Medicine and Radiology
	Dr. (Ms.)	D	Leuke Bandara	SL2	MD	Periodontology
	Dr. (Ms.)	PVKS	Hettiarachchi	SL2	MD	Oral Medicine and Radiology
	Dr. (Ms.)	HMTDK	Herath	SL2	MD	Paediatrics/Pharmacology
	Dr. (Ms.)	KMCP	Kumari	L	BDS	Periodontology
	Prof. (Ms.)	A	Tilakaratne	SP	Ph.D	Periodontology
	Dr. (Ms.)	PM	Peiris	L	BDS	Oral Medicine and Radiology
	Prof.	GJ	Panagoda	P	Ph.D	Microbiology
	Prof.	JAMS	Jayathilake	P	Ph.D	Microbiology
	Prof. (Ms.)	NS	Soyso	P	Ph.D	Bone Biology & Pharmacology
	Dr. (Ms.)	BMCA	Bandaranayake	L	BDS	Periodontology
	Dr. (Ms.)	LAA	Pradeepika	L	BDS	Periodontology

Department	Name of the Staff			Designation	Qualification	Discipline/Field of Expertise
	Title	Initials	Last Name			
Oral Maxillofacial Surgery	Prof.	AM	Attygalla	P	MS,FDSRCS	Oral and Maxillofacial Surgery
	Dr.	NSS	Jayasuriya	SL2	MS	Oral and Maxillofacial Surgery
	Dr.	KGKD	Kapugama	L	MD	Oral and Maxillofacial Surgery
	Dr.	PSK	Nanayakkara	SL2	MBBS,MD	Anaesthesia, Critical Care, Pain Medicine,
	Dr.	WMPSK	Wijekoon	SL1	MS	Oral and Maxillofacial Surgery
Oral Pathology	Prof.	EAPD	Amaratunga	P	MS	Oral Pathology
	Prof.	UB	Dissanayake	P	Ph.D	Oral Pathology
	Prof. (Ms.)	PR	Jayasooriya	P	MD	Oral Pathology
	Prof. (Ms.)	BSMS	Siriwardena	P	PhD	Oral Pathology
	Prof.	WM	Tilakaratne	SP	MS, PhD, FRC Path	Oral Pathology
	Dr. (Ms.)	WAMUL	Abeyasinghe	L	BDS	Oral Pathology

Department	Name of the Staff			Designation	Qualification	Discipline/Field of Expertise
	Title	Initials	Last Name			
Prosthetic Dentistry	Dr.	JAVP	Jayasinghe	SL2	MS	Prosthetic Dentistry
	Dr. (Ms.)	RM	Jayasinghe	SL 2	MS	Prosthetic Dentistry
	Dr. (Ms.)	IP	Thilakumara	SL I	MS	Prosthetic Dentistry
	Dr. (Ms.)	RMSK	Rasnayake	L	BDS	Prosthetic Dentistry
Restorative Dentistry	Dr. (Ms.)	DI	Amaratunga	SL 1	M. Phil	Dental Materials
	Dr.	MCN	Fonseka	SL 1	MS	Restorative Dentistry
	Dr.	GK	Edirisinghe	L	MD	Restorative Dentistry
	Prof.	KA	Wettasinghe	P	MS	Restorative Dentistry
	Prof.	KM	Wijerathne	P	M. Phil	Endodontics

DETAILS OF LIBRARY STAFF AS AT 31st DECEMBER 2018

Name of the Staff			Designation	Basic Degree	Other Qualifications
Title	Initials	Last Name			
Mr.	B.N.G.S	Premarathne	Senior Assistant Librarian	B.A.(Special)	Masters Degree in Library Information Sciences, Master of Arts in Geography, Diploma in E-Government
Mr.	K.M.	Neil Nandasiri	Staff Assistant	--	G.C.E. A/L, Diploma in Library Information Sciences
Mrs.	R.M.	Sumithra Kumari	Library Information Assistant	--	G.C.E. A/L, Diploma in Computer Sciences
Mrs.	E.A.S.	Sandamali	Library Attendant	--	G.C.E. A/L, Diploma in Library Information Sciences, Diploma in Computer Sciences
Mr.	R.G.G.N	Thilakarathne	Work Aid	--	G.C.E O/L

DETAILS OF ADMINISTRATIVE OFFICERS AS AT 31 st DECEMBER 2018						
Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Dean's Office	Mrs.	BNJ	Ariyaratne	Assistant Registrar	BSc (Hons) (Sp. in Economics and Business Management)	MBA,CIMA
Dean's Office	Miss.	RAI	Umayangani	Assistant Bursar	BBA (Sp. in Financial Management)	CA, MAAT
DETAILS OF ACADEMIC SUPPORT STAFF AS AT 31 st DECEMBER 2018						
Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Dean's Office	Ms.	ERNBM	Jayawardena	Com. Progr.	BSc	MSc(GIS & Remote Sensing)
Dean's Office	Mrs.	DSK	Senanayake	Coordinator - ELTU	BA	MA

DETAILS OF NON-ACADEMIC STAFF AS AT 31 st DECEMBER 2018						
Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Basic Sciences	Mr.	DD	Ihalagedara	Staff Technical Officer	B.Tech	
	Mrs.	RGAP	Abeyundara	Staff Technical Officer	BSc	
	Mr.	MGB	Gangadhara	Technical Officer	A/L	
	Mrs.	HAED	Perera	Technical Officer	A/L	
	Mrs.	WMRSP	Aluwihare	Technical Officer	Dip. Computer Science	
	Mr.	DMMLB	Dissanayaka	Technical Officer	A/L	
	Mr.	AMSC	Alahakoon	Technical Officer	A/L	
	Ms.	RRWPMPA	Hendeniya	Stenographer	Dip. HRM	
	Ms.	HGTK	Gunaratne	Management Assistant	Dip IT, Dip Mng.	
	Mr.	WA	Saman Bandula	Lab Attendant	O/L	
	Mr.	AG	Mahindapala	Lab Attendant	O/L	
	Mr.	RMA	Rathnakumara	Lab Attendant	A/L	
	Mr.	HPGNK	Abeyrathne	Lab Attendant	A/L	
	Mr.	RMCM	Rathnayaka	Lab Attendant	A/L	
	Mr.	WHM	Ananda	Work Aid		
	Mr.	DKGDSB	Wijerathne	Work Aid	O/L	
	Ms.	JMIL	Karunarathna	Work Aid	A/L	
	Mr.	DWD	Dissanayaka	Work Aid	O/L	

Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Community Dental Health	Miss	GGRMM	Gunawardena	Stenographer	A/L	
	Mr.	DAA	Bandara	Lab Attendant	O/L	
	Mrs.	DS	Galpottagedara	Dental Nursing Officer	A/L	
	Mr.	PKGP	Jeewakumara	Lab Attendant	A/L	
	Mrs.	HMTK	Niyarawela	Dental Nursing Officer		
	Mrs.	AMS	Abeyakoon	Dental Nursing Officer	A/L	
	Mrs.	RMRS	Jayawardana	Dental Nursing Officer	A/L	
	Mrs.	MASD	Senevirathna	Dental Nursing Officer	A/L	
	Mr.	TM	Chandrarathne	Work Aid	A/L	
	Mrs.	YVAP	Piyasena	Dental Nursing Officer	A/L	
	Mr.	RAG	Thilakarathne	Work Aid	O/L	
	Mrs.	HAD	Kumari	Management Assistant	A/L	
	Mrs.	KAN	Kumari	Dental Nursing Officer	A/L	
	Mrs.	AMS	Podimanike	Management Assistant	A/L	
	Mrs.	SPSRK	Sugathawansa	Dental Nursing Officer	A/L	
	Mrs.	DNW	Dasanayake	Technical Officer	A/L	

	Mr.	SW	Bandara	Technical Officer	A/L	
	Mr.	MGDM	Moragamma	Technical Officer	A/L	
	Mr.	MRA	Ashkar	Technical Officer	A/L	
	Mrs.	WMLD	Wickramasinghe	Technical Officer	A/L	
	Miss	WGCN	Mudannayaka	Lab Attendant	BA	

Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Oral Medicine & Periodontology	Mrs.	MRDM	Senanayake	Snr. Staff Technical Officer	GCE(A/L)	Diploma in Medical Laboratory Technology
	Mrs.	MC	Mohotty	Staff Technical Officer	GCE(A/L)	
	Ms.	NPM	Perera	Staff Technical Officer	GCE(A/L)	Diploma in IT
	Mrs.	TP	Ekanayake	Stenographer(English)	GCE(A/L)	Secretarial course and Shorthand Typing
	Mrs.	NMWR	Nayakaratne	Nursing Officer	GCE(A/L)	NDT (Agriculture)
	Mrs.	WSH	Wickramasinghe	Technical Officer	GCE(A/L)	Advance course in Laboratory Technology
	Mrs.	PKR	Sudharshani	Nursing Officer	GCE(A/L)	NCE Course
	Mrs.	GMK	Gunatilake	Nursing Officer	GCE(A/L)	NCE Course
	Mrs.	USE	Dharmaratne	Nursing Officer	GCE(A/L)	
	Ms.	DMHM	Dissanayake	Nursing Officer	GCE(A/L)	

	Mrs.	SHK	Weerasekera	Technical Officer	GCE(A/L)	
	Mr.	KGH	Bandara	Lab Attendant	GCE(A/L)	
	Mr.	PD	Kumarasinghe	Work Aid	Grade 8	
	Mr.	MGSS	Thilakaratne	Lab Attendant	GCE(A/L)	
	Mr.	EMPPK	Ekanayake	Work Aid	GCE(O/L)	
	Mr.	S	Rajendran	Work Aid	G.C. E (A/L)	
	Mr.	BKGS	Jayasinghe	Work Aid	Grade 8	
Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Oral Pathology	Mr.	T.M.P.B	Tennakoon	Staff Technical Officer	GSQ	Science
	Mrs.	I. K	Rambukewela	Staff Technical Officer	BSC	Science
	Mr.	P. M.	Opanayake	Trainee Technical Officer		
	Mr.	S. G. S. D.	Bandara	Trainee Technical Officer		
	Mrs.	G. H	Ranasinghe	Senior Staff Assistant		
	Ms.	P. A. S. G	Gunathilake	English Stenographer		
	Mr.	W. M. U. P	Seneviratne	Lab Attendant		
	Mr.	E.M.K.D	Ekanayake	Lab Attendant		
	Mr.	W.M.I	Weerasekara	Work Aid		
	Mr.	M	Vijayakumar	Work Aid		

Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Oral & Maxillofacial Surgery	Mrs.	SHA	Padmini	Management Assistant	BA (Art)	Diploma(Management) & AAT Part I& II /Certificate English Course
	Mrs.	IP	Samarakoon	Dental Nursing officer	GCE(A/L)	Certificate course of DSA U.of Per.
	Mrs.	ARC	Priyanga	Dental Nursing officer	GCE(A/L)	Certificate course of DSA U.of Per.
	Mrs.	GLMD	Gunawardane	Dental Nursing officer	GCE(A/L)	Certificate course of DSA U.of Per.
	Miss	MAH	Kumari	Dental Nursing officer	GCE(A/L)	Certificate course of DSA U.of Per.
	Mr.	WGAS	Sirisena	Work Aid	GCE(O/L)	
	Mr.	HMA	Herath	Lab Attendant	GCE(O/L)	
	Ms.	MIK	Kulasooriya	Computer Application Assistant		
Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Prosthetic Dentistry	Mrs.	S.K.	Rajapaksha	Nursing Officer	G.C.E. A/L	Dental Surgery Asst.Course
	Mrs.	K.	Vijayakumari	Nursing Officer	Dip.in.Managemen t	Dental Surgery Asst.Course
	Mrs.	P.M	Samaranayake	Nursing Officer	G.C.E. A/L	Dental Surgery Asst.Course
	Mrs.	M.G.R.P	Mahawatta	Nursing Officer	G.C.E. A/L	Dental Surgery Asst.Course

	Mrs.	A.C.K.	Abeykoon	Work Aid	G.C.E. O/L	
	Mr.	W.	Jayathilake	Technical Officer	G.C.E. A/L	Dental Technology
	Mrs.	H.M.P	Shirani	Technical Officer	G.C.E.A/L	Dental Technology
	Mrs.	N.A.	Mahalekam	Technical Officer	G.C.E. A/L	Dental Technology
	Mr.	A.A.	Galpoththegedara	Technical Officer	G.C.E. A/L	Dental Technology
	Mr.	K.A.N.S.	Perera	Technical Officer	G.C.E. A/L	Dental Technology
	Miss.	B.H.M.	Gunathilake	Technical Officer	G.C.E. A/L	Dental Technology
	Mrs.	P.M.K	Sunethra	Technical Officer	G.C.E. A/L	Dental Technology
	Mr.	B.G.J.C.	Gunathilake	Technical Officer	G.C.E. A/L	Dental Technology
	Mr.	J.G.D.G.	Edirisinghe	Technical Officer	G.C.E. A/L	Dental Technology
	Mrs.	M.K.	Kandage	Technical Officer	G.C.E. O/L	Dental Technology
	Mrs.	H.M.	Elangasinghe	Technical Officer	G.C.E. A/L	Dental Technology
	Mrs.	B.K.L	Perera	Com.App.Asst	BA (ext)	NCICT
	Mr.	W.M.P.A	Walgampaya	Lab Attendent	G.C.E. A/L	
	Mr.	J.D.N	Jayarathne	Lab Attendent	G.C.E. O/L	
	Ms.	S	Bandara	Snr. Staff. Asst.	G.C.E. A/L	
	Mr.	W.M.P.B.	Weerasooriya	lab attendant	G.C.E.A/L	

	Mr.	A.M.N.K.	Adikaram	Work Aid	G.C.E.O/L	
	Mr.	PWMB	Uduwawala	Technical Officer Grade II Seg B		
Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Last Name			
Restorative Dentistry	Mrs.	S.G.C	Gattepola	Staff Assistant/ stenography	GCE A/L	
	Miss	A	Kodithuwakku	Management Assistant	GCE A/L	
	Mrs.	AMYSK	Adikari	Nursing Officer (Dental)	GCE A/L	Dip. In Management
	Mrs.	NMSD	Rathnayake	Nursing Officer (Dental)	GCE A/L	
	Mrs.	WMSS	Wijesundara	Nursing Officer (Dental)	GCE A/L	
	Mrs.	GMCK	Kalyanarathna	Nursing Officer (Dental)	GCE A/L	
	Mrs.	KMJC	Kasthuri	Nursing Officer (Dental)	BSc degree	Dip in English
	Mrs.	GRS	Subashini	Nursing Officer (Dental)	GCE A/L	
	Miss	HMDM	Samarakoon	Nursing Officer (Dental)	GCE A/L	
	Mrs.	DMIK	Ekanayake	Technical Officer	GCE A/L	
	Mr.	BMST	Kumara	Technical Officer	GCE A/L	
	Mrs.	MML	Jayasekara	Technical Officer	GCE A/L	
	Mr.	HMV	Herath	Technical Officer	GCE A/L	Dip. in IT

	Mrs.	KGNCK	Kodituwakku	Lab Attendant	GCE A/L	
	Mr.	PRDMP	Paranaarachchi	Work Aid	GCE A/L	
	Mr.	PGN	Jayasena	Work Aid	GCE O/L	
	Mr	KKGDR	Bandara	Work Aid	GCE O/L	
Department	Name of the Staff			Designation	Basic Degree	Other Qualifications
	Title	Initials	Title			
Dean's Office	Ms.	MHTDK	Mapa	Matron	BA	
	Mr.	MA	Vinod Viduranga	Audio Visual Technical Officer	BA (Sp. Mass Media)	
	Mrs.	LAAJA	Gunawardena	Clerk Grade I	GCE A/L	
	Mr.	N	Bandara	Store Keeper	GCE A/L	AAT, Office package
	Mr.	Nihal	Bandara	Shroff	G.C. E (A/L)	
	Ms.	WMSM	Walisundara	Clerk Grade III	GCE A/L	HNDA - Univeristy of Kelaniya - Special Charted Intermediate quailed AAT
	Ms.	LMM	Silva	Senior Staff Stenography Service	GCE A/L	Office Management & Administratin (JiCA Scholarship)
	Ms.	MKDP	Weerakoon	Senior Staff Stenography Service	GCE A/L	
	Ms.	R	Junaideen	Stenographer Grade II	G.CE (A/L)	Following BMS Degree - Open University
	Mr.	AMT	Wijeratne	Senior staff clerical service	GCE A/L	

	Mr.	WAD	Sampath	Staff Clerical Service	GCE A/L	Ongoing BSc Degree - Univ. of Sri Jayawardenapura
	Ms.	KASND	Gunawardena	Staff Clerical Service	GCE A/L	
	Ms.	WWAKM	Weeraratne	Management Assistant	G.C.E (A/L)	
	Ms.	HT	Vithanage	Management Assistant	G.C.E (A/L)	Diploma in Computer Science
	Ms.	WANN	Weerasooriya	Management Assistant	G.C.E (A/L)	Library Science Higher Diploma & registered to follow BA degree
	Mr.	AGN	Gamage	Staff Tel.Operator Cum Receptionist	G.C.E (A/L)	
	Mr.	EMA	Ekanayake	Senior Staff Technical Officer	MA , MSc	Statistics, Hardware, Network & Maintenance
	Ms.	MM	Kanthi Menike	Technical Officer -	BIT (UOM)	ACLT, Software/Hardware and Network & Maintenance
	Mr.	RKPGSK	Ranasinghe	Technical Officer	G.C.E. (A/L)	
	Mr.	HMKB	Herath	Technical Officer		
	Mr.	JC	Jayasinghe	Laborer Grade I		
	Mr.	NM	Gawarammana	Carpenter		
	Mr.	KMR	Buddhadasa	Carpenter	G.C.E (A/L)	
	Mr.	JAS	Ananda	Plumber		
	Mr.	MG	Ranjith	Gardener	Passed 8 Grade	
	Mr.	HAM	Abey Siri Bandara	Driver - special		
	Mr.	K	X'vier	Driver	Passed 8 Grade	
	Mr.	HG	Jayasinghe	Driver	G.C.E (O/L)	
	Mr.	DMAK	Dissanayake	Laborer	G.C.E (O/L)	

	Mr.	HMKB	Herath	Electrician Grad II	G.C.E (O/L)	
	Mr.	NGS	Ratnasri	Electrician Grad II	G.C. E (O/L)	
	Mr.	KB	Herath	Work Aid	G.C.E (O/L)	
	Mr.	PAWRPK	Premaratna	Work Aid	GCE O/L	
	Mr.	S	Niyarajah	Work Aid	Passed 8 Grade	
	Mr.	KGM	Karunaratne	Work Aid	GCE O/L	
	Mr.	MA	Amarasiri	Work Aid		
	Mrs.	PG	Seelawathi	Work Aid	Grade 07 Passed	
	Ms.	D.I	Udayangani	Trainee Dental Nurse	G.C.E (A/L)	
	Ms.	H.G.S.S.	Karunasena	Trainee Dental Nurse	G.C.E (A/L)	Diploma in Computer Programming
	Ms.	S	Preena	Trainee Dental Nurse	G.C.E (A/L)	
	Ms.	J.M.P.G.L.T.S.	Bandara	Trainee Dental Nurse	G.C.E.(A/L)	Certificate course in English - NIBM, Certificate Course in Computer Science from UoP
	Ms.	W.M.R.C.	Walisundara	Trainee Dental Nurse	G.C.E (A/L)	
	Ms.	N.I.	Jayasinghe	Trainee Dental Nurse	G.C.E. (A/L)	

ANNEXURE 1.7: LEARNING RESOURCE AND STUDENT SUPPORT SYSTEM

Highly trained academic staff in the faculty ensures that teaching and learning activities are carried out with a student-friendly learning environment and outstanding student support system.

Libraries

Well-resourced net-worked library with a seating capacity of 75 and adequate number of books on loan/reference, periodicals with up-to-date volumes is available in a user friendly environment. Students also have access to the University main library, which is a rich source of other literature.

Laboratories & Units

Laboratories offer opportunity for students to engage in practical-based training. In addition to seven student-designated laboratories there are other laboratories and service units which provide service function and research.

List of Laboratories/ Units

- 1 Advance Restorative Laboratory*
- 2 Anatomy Cadaver Preparation and Dissection Laboratory*
- 3 Biochemistry Laboratory*
- 4 Clinical-Skills Laboratory*
- 5 Comparative Human Biology Research Laboratory (CHBRL)*
- 6 General Histology Laboratory*
- 7 Microbiology Laboratory*
- 8 Natural Product Research Laboratory (LPRL)*
- 9 Oral Medicine Laboratory*
- 10 Oral Pathology Laboratory*
- 11 Orthodontic Laboratory*
- 12 Physiology Laboratory*
- 13 Prosthetic Laboratory*
- 14 Radiology Unit*

Museums

Museums (Anatomy and Oral Pathology) with a wide array of specimens open up a large outlook of real human organs, tissues and radiographic images for study.

ELTU

The ELTU is staffed by dynamic and enthusiastic teachers who offer lectures/IT training and sessions on general aspects with the aim of building students' confidence to adjust into university life and assisting students with varying abilities in the use of English language.

ICT

The use of ICT and LMS is popular in the faculty. The availability of well-equipped e-learning unit (DELU) with 35-40 work-stations, Wi-Fi internet facility affords the students with ample opportunity to use ICT at any given time of the day. Students are encouraged to use personal portable devices for learning and assignments. Technical support is always available to administer and ensure smooth functioning.

Clinical Training Recourses

SP encompasses extensive in-house clinical training facility in the Dental Hospital that includes a surgical complex with operating theatre/ICU and wards, specialized clinics and seven students' clinics, radiology unit, diagnostic services, OPD, COHC clinic, skills laboratory and maintenance unit, other relevant services and facilities that belong to the University. The average annual patient turnover of the hospital is 88288. Clinical staff in the faculty ensures maximum exposure for students in managing a wide range of dental diseases in patients attending for treatment from many parts of the country, while preserving patients' comfort and confidentiality. Hospital-based training is a resource of T&L which is also accessible to students during most of the day to learn and experience at their pace and time.

Lecture Theatre, Auditorium, and Tutorial Rooms

Four well maintained lecture halls and one auditorium equipped with audio-visual apparatus provide the students with comfortable environment to optimize learning experience. Four tutorial rooms are important for student-centered small group activities conducted by academic departments. Technical support is available via well resourced audio visual unit of the faculty.

Faculty Cafeteria and Students' Lounge and Locker Rooms

Extended cafeteria is well-furnished with a food corner, where the food is served at subsidized rates. Students' study areas with free Wi-Fi facilities, student locker rooms, outsourced stationary shop provide them with all supplementary facilities in the learning environment. The facility is open for students for T&L, leisure and recreation during the week ends as well.

ANNEXURE 2.0: DETAILS OF THE PROCESS OF PREPARING THE SER [2.1-2.20]


Annexure Sub Reference No.	Matter/Activity (Details)	Forum/Appointees/ Participants/Team	Dates/ Timelines	Venue
2.1	Appointment of first Quality Assurance Committee in FDS	Faculty Board of Dental Sciences/Faculty Board members	March 2003	Faculty Board Room
2.2	Appointment of the present Faculty Quality Assurance Cell (FQAC)	Faculty Board of Dental Sciences/Faculty Board members	2015	Faculty Board Room
2.3	Attending awareness workshops on Programme Review FQAC meetings for awareness of its members	QAC Workshops/ Dean/FDS, AR/FDS, Chairman and members/FAQC, nominees from FDS FQAC/Chair & members	2016-2018	Colombo & other outside venues organized by QAC/ University of Peradeniya/FDS
2.4	Appointment of SER Writing Team (SERWT)	Faculty Board of Dental Sciences/Faculty Board members	July 2018	Faculty Board Room
2.5	Clarification sought from Chairman/UGC regarding criteria of Programme Review (whether the newly implemented 5-year-BDS curriculum would be assessed)	Faculty Board of Dental Sciences/Faculty Board members	October/ November 2018	Faculty Board Room

2.6	Response from the Director/QAC, convincing the Faculty that the 5-year-curriculum will be assessed. (Director/QAC - letter annexed)	Reported at the Faculty Board of Dental Sciences	January/February 2019	Faculty Board Room
2.7	Appointment of 08 teams for 08 Criteria and two leaders for each team (Teams-annexed)	Dean, Chair/FQAC, Chair/SERWT, and members of FQAC	February 2019	Faculty Board Room
2.8	1 st Meeting of SER Leaders –Discussion on SER Writing-Activity Plan	All Criterion Leaders of SER Working Committees	22 nd February 2019	Faculty Board Room
2.9	2 nd Meeting of SER Leaders –Discussion on activities/ progress of SER preparation	All Criterion Leaders of SER Working Committees	14 th March 2019	Faculty Board Room
2.10	3 rd Meeting of SER Leaders –Discussion on activities/ progress of SER preparation	All Criterion Leaders of SER Working Committees & Dean/FDS	02 nd April 2019	Faculty Board Room
2.11	4 th Meeting of SER Leaders –Discussion on activities/SWOT/ Internal Review/ progression of SER writing	All Criterion Leaders of SER Working Committees & Dean/FDS	18 th April 2019	Faculty Board Room
2.12	5 th Meeting of SER Leaders –Discussion on activities. Deadline to receive Criterion Reports was agreed for 15 th May 2019	All Criterion Leaders of SER Working Committees & Dean/FDS	29 th April 2019	Faculty Board Room

2.13	Special Faculty Board Meeting - Presentation of draft Criterion Reports by 08 Team Leaders and discussion to identify gaps and remedial action	All Criterion Leaders of SER Working Committees and Faculty Board members	30 th April 2019	Faculty Board Room
2.14	6 th Meeting of SER Leaders - Discussion of 08 draft Criterion Reports, coding system for evidence documents, recommendations to the Faculty Board, activity Plan for the next 2-3 weeks	All Criterion Leaders of SER Working Committees & Dean/FDS. All 08 Criterion Teams submitted minutes of their team meetings.	17 th May 2019	Faculty Board Room
2.15	Special Faculty Board Meeting - Discussion and future action	Faculty Board members	22 nd May 2019	Faculty Board Room
2.16	7 th Meeting of SER Leaders – Discussion on finalizing SER	All Criterion Leaders of SER Working Committees & Dean/FDS	24 th May 2019	Faculty Board Room
2.17	Faculty Board Meeting – Discussion on SWOT analysis and future action	Faculty Board members	28 th May 2019	Faculty Board Room
2.18	Expansion of main SERWT- Ex-officio members and members on advisory capacity	Appointed by the Faculty Board. Dean/FDS, AR/FDS Prof S.L. Ekanayake (Senior Professor) Prof C.D. Nanayakkara (Senior Professor) Prof W.M. Tilakaratne (Senior Professor)	28 th May 2019	Faculty Board Room

2.19	Final stage of SER preparation by the main SERWT	Chair and members of SERWT	From 29 th May 2019 to 24 th June 2019	Faculty Board Room
2.20	Faculty Board approval of SER before its submission to the UGC	Faculty Board members	25 th June 2019	Faculty Board Room

ANNEXURE 2.6: COMMUNICATIONS FROM THE DIRECTOR/QAC



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தர உறுதிப்படுத்தல் கவுன்சில்
QUALITY ASSURANCE COUNCIL

94/10 ආනන්ද රාජකරුණා මාවත කොළඹ 8, ශ්‍රී ලංකාව
94/10. ஆனந்த ராஜகருணாதா மாவத்தையகம், கும்பகோணம், இலங்கை
94/10 Ananda Rajakaruna Mawatha, Colombo 8, Sri Lanka



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Telephone
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0113056883
0113056444

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Website
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ugacac/qaac/

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Email
✉

qaac@ug.ac.lk

08.05.2019

Dr J. A. V. Jayasinghe
Dean/ Faculty of Dental Sciences
University of Peradeniya

Through
Chairman
University Grants Commission

Dear Sir,

Request for an Extension to Submit the Self Evaluation Report (SER)

This is with reference to your letter dated 01.04.2019 on the above matter.
Please note that the Faculty of Dental Sciences, University of Peradeniya has been granted an extension up to 30.06.2019 to submit the SER of the Program Review of Bachelor of Dental Sciences on your request.

Please submit 5 hard copies of the report with the soft copy to the Quality Assurance Council accordingly.

Thank you.
Yours Sincerely,


Prof Nilanthi de Silva
Director/QAC

CC:
Vice Chairman/UGC, Chairman/Standing Committee on Quality Assurance
Director/IQAU, University of ~~Jeffers~~ Peradeniya
AS/QAC

Forwarded

23/5/19

Chairman
University Grants Commission

FACULTY OF DENTAL SCIENCES
OFFICE OF THE DEAN
04 JUN 2019
UNIVERSITY OF PERADENIYA

ANNEXURE 2.6 Contd...

----- Forwarded message -----

From: Director QAC <dqac@ugc.ac.lk>

Date: Fri, Feb 1, 2019 at 12:47 PM

Subject: Fwd: programme review 2019

To: <vajira631017@gmail.com>

Dear Vajira

I am so glad that your Faculty Board changed their collective minds on this matter. I will make sure that your concern regarding which curriculum is to be evaluated is conveyed to the review team that is to be appointed. It would be also good if your SER-writing team also refer to the new curriculum when they write up the SER.

regards

Prof Nilanthi de Silva
Director, Quality Assurance Council, UGC
94/10 Ananda Rajakaruna Mawatha
Colombo 8
Sri Lanka

Office tel: +94 11 3056444
Mobile: +94 77 7777860

ANNEXURE 2.6 Contd...

To be tabled at next FB
Jm

QA COUNCIL
University Grants Commission
20 World Place
Colombo 7,
Sri Lanka

11 January 2019

Disoq - copy to chair FBK

Dr J A V Jayasinghe
Dean, Faculty of Dental Sciences
University of Peradeniya

Original

Disoq - FB

Through: Prof Upul B Dissanayake
Vice-Chancellor, University of Peradeniya

Dear Dr Jayasinghe,

External review of the BDS degree programme

Your letter of 13 November 2018, conveying the decision of the Faculty Board not to submit a Self-Evaluation Report for external review of the BDS programme in 2019 (because the change of curriculum from a 4-year to a 5-year programme is still in the early phase of implementation), was discussed at the 94th meeting of the UGC Standing Committee on Quality Assurance, held on 8th January 2019.

The Chairman and members of the Standing Committee were of the view that the Faculty of Dental Sciences should reconsider its previous decision, for the following reasons:

1. The reason for change of curriculum would have included identified shortcomings in the 4-year course of study. If they are addressed through the 5-year course, it will be taken into account during the review process. In fact, this very process of internal curriculum review and change to rectify identified deficiencies will be considered in favour of the Faculty during the external review.
2. The last external review of the BDS programme must have taken place at least 5 years ago; and going by the present review cycle, an opportunity for external review will not be available to the Faculty again, for at least another 5 years. Given that the Faculty of Dental Sciences (like the rest of the state university system) is government-funded, public accountability dictates that such a long period without external review is unacceptable.

If the Faculty finds it difficult to submit a Self-Evaluation Report by the deadline of 31st March in the current context, you may wish to join other Faculties that have requested, and received permission to submit their SERs by 30th June 2019.

ANNEXURE 2.6 Contd...

In any event, I invite you to send 5 members of your Faculty who are likely to be involved in SER-writing, to the workshop to be held at the UGC on 22nd January 2019 (previous letter of invitation attached for ease of reference).

Yours sincerely




Prof Nilanthi de Silva

Director, QAC

Cc: AS / QAC

ANNEXURE 2.6 Contd...

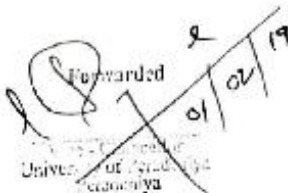

UNIVERSITY OF PERADENIYA
Dr. J.A.V.P. JAYASINGHE
Dean, Faculty of Dental Sciences

Your Ref. _____ Date : 31/01/2019

Our Ref. _____

Professor Mohan de Silva
Chairman
University Grants Commission

Through Vice Chancellor University of Peradeniya



Dear Sir,

This is with reference to letter dated 11th January, 2019 regarding the external review of the BDS degree program by Director, QAC.

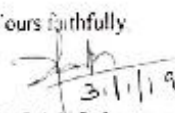
The faculty board previously decided to withdraw from the external review of the BDS degree program assuming that our old 4-year BDS program (which will be discontinued from this year) will be evaluated since not a single batch of students following the new 5- year BDS program has graduated yet.

However, as mentioned in Director's letter, if you can consider the evaluation of the new 5- year BDS program, instead of the old 4-year degree program, it will be a great opportunity for us to identify its shortcomings and rectify them at its initial stage. Besides, we strongly agree that we are accountable for the government funds spend on the BDS degree program.

Therefore, after considered the facts highlighted by UGC standing committee on QAC, the faculty board agreed to participate program review with the understanding that review team will be evaluate the new 5-year BDS degree program during the process.

As suggested in director's letter, we would like to request permission to submit our SER by 30th of June 2019.

Thanking you

Yours faithfully,

Dr J.A.V.P. Jayasinghe
Dean/Faculty of Dental Sciences

DEAN
Faculty of Dental Sciences
University of Peradeniya

Cc The Chairman/ Standing Committee on Quality Assurance, University Grants Commission
The Director QAC, University Grants Commission
Professor H.R.D. Peiris - Faculty Quality Assurance Cell, Faculty of Dental Sciences

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ANNEXURE 2.7: SELF EVALUATION REPORT (SER) WRITING TEAM

	Ex-Officio Members	Members on Advisory Capacity
Prof Aruni Tilakaratne (Chair/SER Writing Team)	Dr J.A.V.P. Jayasinghe (Dean/Faculty of Dental Sciences)	Prof S.L. Ekanayake
Prof H.R.D. Peiris (Chairman/FQAC)	Mrs B.N.J. Ariyaratne (Assistant Registrar/ Faculty of Dental Sciences)	Prof C.D. Nanayakkara
Prof R.W. Pallegama		Prof W.M. Tilakaratne
Prof A.K.S. Arambawatta		
Prof Sajjiv Ariyasinghe		
Prof P.R. Jayasooriya		
Dr M.C.N. Fonseka		

ANNEXURE 2.8: SER CRITERION WORKING TEAMS/COMMITTEES

Criterion Number	Criterion & Number of Standards	Team Leaders	Team Members
01	Programme Management (27 Standards)	Prof H.R.D. Peiris Mrs. B.N.J. Ariyaratne	Dr. JAVP Jayasinghe, Professor E.A.P.D.Amaratunga, Professor W.M. Tilakaratne, Professor K.A. Wettasinghe, Ms. D. Senanayake (Coordinator/ELTU-FDS) Ms. T.D.K. Mapa (Matron/FDS), Dr. D.M.A.K. Dissanayake (Deputy Director/Dental Hospital), Mr. S. Premarathne (Librarian/FDS) Ms. Waruni Weerakoon (Senior Staff Assistant Stenography Service) Students – Mr S.J.K.A. Rodrigo(1 st Semester), Miss M.H.K. De Costa - 3 rd Semester), Mr S.R.M.O. Senanayaka - 5 th Semester
02	Human & Physical Resources (12 Standards)	Dr. M.C.N. Fonseka Dr.V.S.N.Vithanarachchi	Professor R.D.Jayasinghe, Dr.V.Vijayakumaran, Professor G.J.Panagoda Ms. Janaki Kasturi(Nursing Officer) Mr. R.M.S.K.Ranasinghe(Technical Officer/Maintenance) Ms. Madubashini Perera(Technical Officer) Students -Miss W.M.S.N. Wickramasinghe(1 st Semester), Mr L.G. Dahanayake(3 rd Semester), Miss M.A.T. Arunika(5 th Semester)
03	Programme Design and Development (24 Standards)	Professor R.W. Pallegama Professor A.K.S. Arambawatta	Professor S.L.Ekanayake, Dr. P.S.K.Nanayakkara, Professor A.M.Atygalla, Dr. R.M.S.G.K.Rasnayake, Dr. G.K.Edirisinghe, Dr. D. Leuke Bandara Dr H.M.S.C. Dissanayake, Dr L.A.A. Pradeepika Mr. Tissa Wijeratne(Senior Staff Clerical Service) Ms. Rishani Junaideen(Stenographer) Mr. Dhammika Ihalagedera(Senior Staff Technical Officer) Ms. Shiroma Seneviratne(Nursing Officer/Supra) Students – Mr H.M.N.I. Herath (1 st Semester), Miss M.C.T. Hewapathirana (3 rd Semester), Mr D.M.P.L. Dissanayaka(5 th Semester)
04	Course/Module Design and Development (19 Standards)	Professor R.W. Pallegama Professor A.K.S. Arambawatta	Professor S.L. Ekanayake, Dr. P.S.K.Nanayakkara, Professor A.M.Atygalla Dr. R.M.S.G.K.Rasnayake, Dr. G.K.Edirisinghe, Dr. D. Leuke Bandara, Dr H.M.S.C. Dissanayake, Dr L.A.A. Pradeepika Mr. Tissa Wijeratne(Senior Staff Clerical Service) Ms. Rishani Junaideen(Stenographer) Mr. Dhammika Ihalagedera(Senior Staff Technical Officer) Ms. Shiroma Seneviratne(Nursing Officer/Supra) Students – Miss R.F Rausaan(1 st Semester), Mr R.M.N.T. Lakm(3 rd Semester), Mr A.N. Gammanpila(5 th Semester)
05	Teaching and Learning (19 Standards)	Professor H.N.S.Soyso Professor J.A.M.S. Jayatilake	Professor B.S.M.S.Siriwardena, Dr.W.M.P.S.K.Wijekoon, Dr. D.I. Amaratunga Professor C.D. Nanayakkara, Mr. Dhammika Ihalagedera(Senior Staff Technical Officer) Ms. Eranthi Perera (Technical Officer) Students –Mr G. Dilujan(1 st Semester), Mr A.G.T. Sithijaya (3 rd Semester), Miss W.S.D. Abeygunawardena (5 th Semester)
06	Learning Environment, Student Support and Progression (24 Standards)	Professor P.R. Jayasooriya Dr. M.P. Paranagama	Dr. E.M.U.C.K.Herath, Dr. K.G.K.D.Kapugama, Dr. H.M.T.D.K.Herath, Professor B.M.H.S.K.Banneheka, Dr. K.S.N.D.Gunawardhane Mr. M.V.Viduranga(Audio Visual Technical Officer) Ms. M.M.Kanthi Menike(Technical Officer) Ms. Sanwari Aluvihare(Technical Officer) Students –Miss K.M. Marisha(1 st Semester), Miss T. Suwathijah(3 rd Semester),

			Mr D.D.C. Kalansooriya (5 th Semester)
07	Student Assessment & Awards (17 Standards)	Professor K.S.N. Ariyasinghe Professor A. Tilakaratne	Dr. H.S.K.Ratnatilake, Dr. N.S.S.Jayasuriya, Professor K.M.Wijerathne, Dr. I.P.Thilakumara, Dr. C. Bandaranayake Mr.Tissa Wijeratne (Senior Staff Clerical Service) Mr. W.A.D. Sampath(Staff Clerical Service) Students – Miss K.A.D. Navoda(1 st Semester), Mr D.T. Thenuwaragamage(3 rd Semester), Mr S. Dilakshan (5 th Semester)
08	Innovative and Healthy Practices (14 Standards)	Professor B.G.T.L. Nandasena Dr. P.V.K.S. Hettiarachchi	Dr. W.M.B.C.R.D. Weerasekera, Professor W.M.Tilakaratne, Dr. R.M.Jayasinghe Professor J.A.C.K.Jayawardena, Mr. M.V.Viduranga(Audio Visual Technical Officer) Ms. Nirmala Jayawardena(Computer Programmer) Ms. Anushka Abeyesundara(Technical Officer) Students –Mr G.R.C.B. Galkaduwa(1 st Semester), Mr R. Thivaharan(3 rd Semester), Miss A.M.V.M. Gunarathna (5 th Semester)

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