

REPORT OF THE SUBJECT REVIEW IN BASIC SCIENCES



**Department of Basic Sciences
Faculty of Dental Sciences,
University of Peradeniya**

**Report on the Subject Review in Basic Sciences
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Faculty of Dental sciences, University of Peradeniya**

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This report aims to present the subject review in basic sciences, conducted during year 1 of the programme leading to Bachelor of Dental Surgery (BDS) at the Faculty of Dental Sciences (FDS), University of Peradeniya.

The subject review method included : study of the self evaluation report produced by the Head of the Department of Basic Sciences and its assessment in relation to the aims and the intended student learning outcomes. A three-day peer review process was conducted to provide the overall judgment. The agenda for the visit is given in Annex A.

The review team visited the Faculty of Dental sciences, University of Peradeniya during the period 16 to 18th February 2005. The first meeting was held with the Head of the institution, Prof. R. L. Wijeweera, Dean, Faculty of Dental sciences. The discussion focused on the development of dental education in Sri Lanka from its inception to the present state and the contribution made by the JICA grant which led to the development of a modern dental faculty as well as a Teaching Hospital. He explained the ongoing curricular reforms with the introduction of a semester system in the Department of Basic Sciences and the proposed plan to introduce these changes throughout the BDS course. Other developments including the establishment of a Dental Education Unit, Teacher Evaluation Committee and a Quality Assurance Unit at the Faculty level.

The Head Department of Basic Sciences, Prof. Deepthi Nanayakkara in her presentation focused on the key aspects of the self-evaluation report. The review team was able to have a lengthy discussion with the Head and members of academic staff, which enabled the clarification of the self-evaluation report (Annex B).

One student seminar, four lectures and one practical class were observed (Annex C). The team along with the Head and staff of the Department observed the facilities available for the teaching of Anatomy, Physiology and Biochemistry (Annex D). The computer assisted learning (CAL) lab and the reading room were visited. The Faculty of Medicine library, which is the main library facility used by the students could not be visited under the prevailing circumstances.

A meeting was held with the members of the academic staff (without the head of department) during which staff opinion on their role in curriculum development and content, teaching learning methods, assessments, peer evaluation and student feedback and suggestions for promoting self learning by the students were discussed.

During the discussion with a group of students (10 male, 8 female) who are currently in their fourth month of the course, it was possible to obtain students' views of the teaching learning methods, student support facilities, counseling and student feedback. Suggestions for improving the course were also discussed. The team was also able to meet and speak to a limited number of students who are currently in their second, third and fourth year on an informal basis.

Documents supporting the self-evaluation report as well as those identified during the review process were perused (Annex E). Meetings were held with student counselors and the postgraduate students (two academic staff members currently registered for postgraduate degrees). The planned discussion with the non-academic staff could not be held. Their contribution to the activities of the department was obtained from the members of the academic staff.

On the final day of the review, a discussions was held with the Head and staff of the department at which the observations made by the review team were discussed. The report was prepared based on the findings of the process reported above.

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2.1. University of Peradeniya – brief history

The University of Peradeniya is the heir to a sixty-year-old University tradition which commenced with the inception of the University of Ceylon in Colombo in 1942, under the Ceylon University Ordinance No.20 and shifted to Peradeniya in 1952. Following many changes in the University system in Sri Lanka, the University's autonomy was restored under a new identity, University of Peradeniya, following the University Act No.16 of 1978.

At present the University has seven faculties and 64 departments covering a wide range of study areas. Furthermore two teaching hospitals and several centers and units have been added to perform outreach activities and programmes. It is also the largest residential campus in Sri Lanka.

2.2. Faculty of Dental Sciences

The Dental School was established in 1943 as the Department of Dental Surgery in the Faculty of Medicine of the University of Ceylon, Colombo which was later moved to Augusta Hill, Peradeniya in 1954. Until 1965, the pre-clinical subjects for the dental undergraduates continued to be taught in the Faculty of Medicine Colombo. With the establishment of the Faculty of Medicine Peradeniya in 1961, the Dental School became a section of this Faculty and the BDS degree was awarded by the University of Ceylon.

In 1974, under the University of Sri Lanka Act No. 2 of 1972, the Medical, Dental and Veterinary schools were amalgamated leading to the establishment of the Faculty of Medical, Dental and Veterinary Sciences of the Peradeniya campus of the University of Sri Lanka with a Chairman in each school. The Chairman of the Medical School was also the

Dean of the Faculty. Even after University status was granted to the constituent campuses of the University of Sri Lanka in 1978, the Dental School still remained as a section of the Faculty of Medical, Dental and Veterinary Sciences. In 1980, five departments were established in the Dental School and in October 1986 it became an independent faculty.

In 1990, the Faculty of Dental science was expanded to six departments of study. The Department of Basic Sciences comprising the divisions of general anatomy, dental anatomy, physiology and biochemistry was established in 1985 and was located in the Dental Anatomy block in the premises of the Faculty of Medicine. It was moved to its present location in the FDS in 1998.

The **vision of the FDS** is to be a centre of excellence in dental education, research, scholarship and oral healthcare. Guided by this noble direction, its **mission** is to foster excellence in education and research and induce commitment to care in order to promote oral health in Sri Lanka.

FDS is the only higher educational Institution, which offers an undergraduate course leading to the degree of BDS in Sri Lanka. This degree enables graduates to obtain the registration from the Sri Lanka Medical Council to practice dental surgery in Sri Lanka.

The number of students enrolled at the FDS annually during the period 1998 – 2004 ranged from 63 to 77 (Annex F).

2.3. Department of Basic Sciences

This department includes four divisions (Anatomy, Dental Anatomy, Physiology and Biochemistry), responsible for the entire teaching programme in the first year of the BDS curriculum. Up to the year 2000, the teaching was confined to each discipline. The revision of the basic sciences curriculum in the BDS course was considered to be an essential need and the curriculum reform was undertaken as a key departmental activity with participation of all academic staff. The subject-based curriculum has now changed to an integrated, modular curriculum.

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Aims and learning outcomes of the Department of Basic Sciences, Faculty of Dental Science

The **mission** of the Department of Basic Sciences of the FDS is to promote oral health in Sri Lanka by providing a strong scientific basis for the study and practice of dentistry.

The aims of the department of basic sciences are to:

1. provide a range of learning opportunities within the modular system, which enables dental students to develop their academic knowledge and interest in basic sciences.
2. provide opportunities for students to develop skills and enthusiasm required for self learning and lifelong learning

3. provide a friendly and supportive environment which is conducive to enthusiastic learning and developing skills
4. encourage students to develop knowledge and understanding of the structure- function relationship in health
5. support the teaching staff in their career development including the provision of feedback including peer advice and provide opportunities for effective teaching, earning and quality assurance.

Learning outcomes for the course

On successful completion of the course modules offered by the department the student should have :

1. gained knowledge and conceptual understanding in relevant areas of basic sciences
 - a. structure (including ultrastructure), function and basic biochemical processes primarily in mammalian cells including molecular biology and deviant biochemical processes as often encountered in cancers (relevant course unit BS1101)
 - b. the regional, systemic, radiographic, functional and applied anatomy of the head and neck (in detail), thorax and those parts of the abdomen and limbs of relevance to clinical dentistry, general histology, light and electron microscopic study of the cell, tissues, organs and organ systems of the body
 - c. normal structure (including microscopic structure and functions of major organ systems including the cardiovascular, renal, respiratory, gastrointestinal, reproductive, immune, nervous and endocrine systems)
 - d. basic principles of development of the human embryo including both prenatal and postnatal life
 - e. morphological features of all teeth, of the decidua and permanent dentition, landmark events and dates during dental development and detailed macroscopic anatomy of the oral cavity
 - f. oral histology including development of tooth and light and electron microscopic study of the tooth tissues, its supporting structures, oral region and salivary glands
 - g. principles of human nutrition and nutritional, metabolic disorders related to oral health and oral diseases
2. acquired the ability to apply the knowledge gained to practice safe dentistry
3. acquired the skill of self learning and lifelong learning
4. the ability to acquire knowledge effective learning skills, to undertake self directed learning and to recognize their own strengths and weaknesses
5. developed a range of personal and transferable skills such as clear observation, critical thinking, data handling, analysis of information and interpretation of results, comprehension, expression, team work, and also acquired the ability to acquire these skill
6. understanding of scientific method

The new curriculum in basic sciences, which consists of eighteen course units was implemented from the batch of students who entered the FDS in November 2000.

Findings of the review team

4. 1. Curriculum design, content and review

The present curriculum is the result of a curricular revision process that commenced in 1996 with active participation of all academic staff of the FDS, resource persons from the Faculty of Medicine and other institutions including those from the Ministry of Health. This has led to the preparation of a detailed document.

The present curriculum was designed using a modular system, to enable use of a multidisciplinary approach where experts from all four disciplines participate in the teaching of the relevant sections of a module. Minimizing overlap of content was another feature of this curriculum. The modules have been sequenced in an appropriate manner to fit into a two semester course during the first year of the BDS programme.

The organization of the modules within the semester is done in a manner to facilitate the smooth flow of the teaching and learning experience and provide the student the required integration between the four specialties to enable achieving the objectives of each module.

Only one exception was identified in the sequencing of the lectures of the cardiorespiratory systems before the autonomic nervous system. Students have been provided with adequate information about the curriculum at the beginning of the course and the students had a clear understanding of the curriculum.

The experience gained since 2000 to the present time, has resulted in an ongoing review process (e.g. addition of a section on clinical biochemistry). Such on-going reviews have resulted from staff experience and student feedback.

The review team is of the view that there is imbalance in the actual time allocation to subject areas within a given module as stated in the curriculum document. (for example, three hours allocated for the functional anatomy of the skin in oral biology [BS 1203], the overall time allocation to the details of nutrition).

A formal review has been planned. In undertaking such a review, we recommend that the basic sciences programme obtain the views of the academic staff involved in the teaching in years 2 to 4 of the BDS programme and senior students who have experienced the course.

4. 2. Teaching, learning and assessment methods

This program consists of 969 student contact hours; 445 of lecture hours, 369 hours of practical classes and 155 hours of tutorials. A wide range of teaching learning materials and equipment are available. **Lectures** are used as the predominant method of teaching due to the cost effectiveness of this method and due to resource constraints. The team observed the use of audiovisual aids, printed material developed by the staff and student participation during teaching sessions including during lectures. The learning outcomes of the sessions observed by the team were clear to the students and staff, and were achieved.

The teaching program includes **practical sessions** relevant to the module. One practical session was observed by the team and noted that the available facilities were used optimally. The practical sessions (including dissections, histology, physiology and biochemistry) include a pre-practical orientation by academic staff, supported by printed material. This practice is commended as it will help the students to get the maximal benefit from the session. The use of a **student seminar** during a revision practical was a place that encouraged self learning. There was good 'two way' interaction between the students and staff.

The student comments and the observations of the review team raised the possibility of re-organizing and rescheduling the practical sessions to use the time available more effectively. This would provide free time for students' self learning.

The topics for the **tutorials** are identified in relation to the modules. The team observed that the questions used in the tutorials were targeted towards preparation for the SEQ part of the semester examination. The team suggests that this aspect be reviewed and revised to encourage student self learning and to enable the students to get a deeper understanding of the subject under discussion.

The timetable for each semester indicates that 'formal' teaching sessions occupy the total time allocated throughout the week. There is no time allocated for self study, in the time table. This factor taken along with the fact that facilities for self learning (including the CAL laboratory and the museum) are closed after working hours, severely limits the opportunities for self learning during this course. The team also suggests that the department should explore the possibility of modifying some of the teaching sessions from being mainly 'teacher centered' to be more 'student centered'. For example, the content areas for which two to three lecture topics have been allocated, to be modified to include a student generated seminar which would enhance student learning. We appreciate that much of the timetabling is based on the current restraints due to staff shortages and are aware that with the return of academic staff after their foreign training, there will be less need to depend on lecturers from outside the department. The team are aware that there are restrictions due to lack of staff, especially in the biochemistry division, which has resulted in some of the problems with timetabling. We appreciate that these problems will be alleviated after the return of these members of staff.

The present **system of assessment** includes a summative assessment at the end of each semester. Two forms of assessment using short answer questions (SAQs) and objective structured practical examination (OSPE) are used. Multiple choice questions (MCQs) are not used at the present time even though the staff indicated that they are considering inclusion of MCQs in the assessments. Information regarding the assessments are provided to the students at the beginning of the course and they are well aware of the system of assessments.

The decision on the number of SEQs (each of 15 minutes) to be included in an assessment of a given module is based on the time allocated for lectures within each module. A complex formula is used to determine the number of SEQ and OSPE stations (15 hours of lectures = 1 SEQ; 15 hours of practicals = 1 OSPE). At the end of each semester contents of nine modules are included in the assessment. This involves around 13 hours of written examinations. The

team notes that the current assessment system has resulted in doubling the time allocated to the theory component of the assessment compared with the previous curriculum.

We recommend that alternative approaches to decide on the format and contents of assessments be considered given the high workload on the department staff as well as the students. Modifying the curricular inputs (as detailed in the paragraph above) is likely to reduce the assessment related workload for students and staff. We note that the department's intention to use MCQs in the assessment is likely to also reduce the SEQ number, and we strongly recommend this plan.

In summary, the teaching-learning and assessment methods currently used seem appropriate for the curriculum. However, as suggested, a review of the mix of teaching learning methodologies and review of assessment method/s is likely to improve the quality of this course. The team agrees that the absence of a viva and the reasons given for this practice is valid and the use of external scrutinizers for the SEQs is commended. However, the use of evaluation by a second examiner in a sub sample of answer scripts would be considered a good practice.

4.3. Quality of students including student progress and performance

Entry criteria to the FDS is based on the Z score used by the UGC and the team notes that they are of high caliber being the second most popular course among the bioscience advanced level exam candidates.

The BDS degree is a 4 year degree program consisting of assessments at the end of each year. The Department of Basic Sciences is responsible of the first year of the teaching program. Perusal of data available on the student achievement at the 1st BDS examination since the introduction of the revised curriculum shows that the proportion of 'high achievers' appears to be increasing with a reduction in the percentage of failures(Annex G).

Students who obtain a pass mark in 13 or more modules at the end of the 2 semesters are allowed to proceed to the second year of study. However, they are expected to repeat the referred modules at the next possible attempt. The team was informed that so far, none of the students had to repeat a module more than twice.

4. 4. Extent of student feedback: qualitative and quantitative

Currently student feedback is obtained twice during each semester through qualitative assessments carried out on the student experience of the teaching learning outcomes. The team observed the good rapport between the students and staff enabling student views to be freely expressed. The students were satisfied that the staff had responded to the feedback given by them. The FDS has no staff student liaison committees to monitor quality of teaching. Students are represented at the Faculty Board and decisions taken at the meetings of the Heads of Departments and departmental meetings are conveyed to the student body.

The team notes that a detailed evaluation using a quantitative method has been undertaken to evaluate individual teachers in 2001 with the assistance of an expert from JICA. The FDS has recently appointed a teacher evaluation committee and a quality assurance unit has been

established, which plans to use student feedback using a quantitative approach. This is commended by the team.

4. 5.Postgraduate studies

The Department of Basic Sciences has two members of the academic staff currently registered for a MPhil/PhD degrees, on a part time basis. They are supervised by members of the senior academic staff and the facilities available for research could be considered satisfactory.

There are seven qualified senior academics that constitute a critical mass of staff capable of supervising postgraduate research and continuing to conduct research. However, the team notes that the high demands on their time for undergraduate teaching and assessments is likely to restrict their contribution in this area. It is expected that this situation will improve when the other six staff members currently on postgraduate study leave, return to resume their academic activities.

At present there are neither taught postgraduate programs nor are there any post graduate students other than departmental staff. Ongoing research is funded by current research projects and informal arrangements. Financial resources are limited and the team notes that the postgraduate students have used innovative approaches to overcome this problem. There is an ongoing collaborative program where six staff members are presently undergoing MPhil/ PhD training programs in Japanese Universities. Some of the staff have taken the initiative to develop collaboration with an Australian university. These collaborations are strongly commended.

Training in research methodology is not available within the department but the team was informed that the staff have access to such training opportunities within the University system with minimal financial involvement.

The academic staff continues their research interests and have collectively published 23 publications and 51 communications in the past few years.

The team recommends that the department explores possibilities of obtaining funding from local and international sources to finance and organized departmental research program.

Many of the academic staff are involved in teaching and in assessment of the MS Part 1 course in Dental Surgery conducted by the Postgraduate Institute of Medicine.

4.6. Peer observation

There is no formal peer review mechanism in the department at present. Staff members informally discuss the problems arising during academic activities among themselves and the Head of the Department.

4.7. Skills development

The review team is of the view that the skills development during year 1 of the BDS program should focus on development of

- a. communication skills
- b. self learning skills
- c. critical thinking and the ability to apply their knowledge to draw conclusions in a systematic manner
- d. manual dexterity.

A wide range of strategies have been adopted aimed at skill development among students.

Communication skills: The tutorial system attempts to improve written communications and English language skills of students while spoken communication and language skills are improved by the active participation of students in the student seminars. The students also effectively used the OHP and blackboard during the seminar. The early introduction of a program to improve the knowledge of English seemed to facilitate development of language skills and this view was reinforced by the students and staff.

Self learning: There has been a concerted effort by all staff to develop the excellent facilities for self learning available for students in this program. These include a computer assisted learning (CAL) laboratory, Anatomy museum containing dissected and preserved specimens and models as well a pre dissected cadaver for student learning available in the dissection room.

Discussions between the review team, students and staff highlighted the need for allocation of self study time within the timetable to actively promote self learning by the students. We wish to highlight our observations in section 4.2 (teaching, learning and assessments).

Module BS 1102 includes a unit to provide an introduction to medical literature and statistics. This is likely to initiate the development of **critical thinking and the ability to apply their knowledge to draw conclusions in a systematic manner**. The team noted that the quality of assessment of this module is also of an appropriate standard and the students who met the team confirmed that they both enjoyed and benefited from this self learning experience offered by this unit.

The staff and students expressed the view that conducting dissection under guidance enhanced the development of **manual dexterity**, which is an essential skill for a dental graduate. There is adequate provision of space and time for this purpose. The team is of the view that dissections contributes to the conceptualization of the three dimensional view of the human body enhancing the quality of their learning experience. However, the extent to which manual dexterity is acquired at this stage of their undergraduate career through dissections is likely to be limited.

4.8. Academic guidance and counseling

The University of Peradeniya has a Student Counseling Committee consisting of a Chairperson and Senior Student Counselors from all the Faculties. The FDS has four senior counselors, one for year academic year of the course and includes both male and female staff.

There is a student mentor scheme at the FDS where 2-3 students are allocated to a member of staff at the time of their enrolment as undergraduates. The Student Handbook is well written and provides useful information to students regarding the course, facilities available etc. Course details including contents, objectives and assessment methods and timetable are distributed on the first day of the academic program.

Students who need special guidance on personal problems are encouraged to meet the Senior Student Counselors who may refer them as appropriate. It was encouraging to note that feedback is available after such referrals. The names of Counselors are displayed on the notice board with the place of meeting. It is also a common practice for students to seek assistance from their mentors as well as other members of the academic staff. In addition to the formal financial assistance schemes available for students (e.g. Mahapola, Bursaries) several staff members have organized financial help for needy students through informal arrangements. The team was pleased to note that the staff student relationships are cordial and there is a 'caring atmosphere' offered by the department staff.

An attempt is being made to identify students who require academic guidance during the course and before the semester assessments. This is done on an informal basis by staff members. Following the semester assessment, those who do not perform at a satisfactory level are provided guidance based on their performance. This appears to be an effective mechanism. We were informed that none of the students following the current curriculum have to be discontinued from the course due to poor performance.

An orientation programme focusing on adapting to the University setting, time management, study methods and other relevant topics could be useful and the team recommends introduction of such a course.

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Summary and conclusions

Curriculum design, content and review: The present curriculum implemented since 2000 was designed through an active participatory process and aims at integration of content using a modular system. Since implementation there has been appropriate modification through experience of the staff and students. A formal review is to be held in 2005.

Assessment : satisfactory

Teaching, learning and assessment methods: The academic staff use varied approaches to provide appropriate learning experiences for students. The possibility of reorganizing and rescheduling within the curriculum to promote better time management needs to be considered.

Assessment: satisfactory

Quality of students including student performance and progression

Students with a good performance at the GCE advance level apply for this course. The team notes that the performance of students at the first BDS examination shows an improvement.

Assessment: Good

Extent of student feedback: qualitative and quantitative

Student feedback is obtained on a regular basis using a qualitative approach and their inputs have been used to make appropriate modifications. A quantitative assessment of teacher performance and the quality of the course is planned at the Faculty level.

Assessment: Good

Postgraduate studies

Trained staff for supervision and facilities for conducting quality research is available in the department. There is potential for development of a targeted departmental research program. Such an approach is likely to attract local and foreign research funding, contribute to staff development and promote institutional development.

Assessment: satisfactory

Peer observation

There is no formal peer review mechanism.

Assessment: unsatisfactory

Skills development

There are opportunities provided to develop communication skills through inputs to improve English and a seminar program. Even though facilities are available for self learning, there is minimal time allocation for this purpose during the working week. Development of critical thinking and application of knowledge to draw conclusions is being promoted through a teaching unit within a module.

Assessment: satisfactory

Academic guidance and counseling

There are both formal and informal systems available for academic guidance and counseling which are effective both from the staff and student viewpoint.

Assessment: Good

Overall judgement - Suspended

The review team observed that the staff of the basic sciences department work effectively as a multidisciplinary team and are committed and keen to implement an effective training programme for the first year BDS students. We commend the FDS for reorganizing the department in this manner as well as the Head and staff for maintaining the cohesive working environment. There was an obvious good relationship between the staff and the students in the course. Further developments in the support facilities for the students and in particular a dedicated dental library containing the required textbooks especially in dental anatomy, a larger student common room and sound proofing and improved lighting of the lecture theatres would enhance the quality of the teaching program.

List of annexes

- A Time table for the visit of the review team**

- B List of persons met**

- C Teaching sessions observed**

- D Facilities inspected**

- E Documents observed**

- F Number of students enrolled in the BDS programme**

- G Performance of students in the 1sy BDS examination**

Annex A

Time table for visit by the Review Team 16-18 February 2005

16th February, 2005

- 09.00 am – 09.30 am Meeting with Dean/Dental Sciences
- 09.30 am – 10.00 am Discuss the Agenda
- 10.00 am - 10.30 am Tea Break
- 10.30 am – 11.30 am Department Presentations
- 11.30 am – 12.30 pm Discussion
- 12.30 pm – 01.00 pm Lunch
- 01.30 pm – 03.00 pm Seminar + Practical (BS 1109 – Gross Anatomy)
Observing CAL lab, Reading room
- 03.00 pm – 04.00 pm Meeting with Academic Staff
- 04.00 pm – 05.00 pm Meeting with Students
- 05.00 pm – 05.30 pm Meeting of Reviewers

17th February, 2005

- 09.00 am – 09.30 am Observe Teaching (BS 1107 - Physiology)
- 09.30 am – 10.30 am Observe Documents
- 10.30 am – 11.00 am Observe Teaching (BS 1105 – Dental Anatomy)
- 11.00 am – 11.30 am Meeting with Non-academic Staff * *could not be held*
- 11.30pm – 12.30 pm Meeting with Postgraduates
- 12.30 pm – 01.30 pm Lunch
- 01.30 pm – 02.30 pm Observe Teaching – Practical (BS 1106 – Physiology)
- 02.30 pm – 03.30 pm Academic Guidance and Counselling Meeting
- 03.30 pm – 04.30 pm Observing Department Facilities
- 04.30 pm – 05.00 pm Meeting of Reviewers

18th February, 2005

- 09.00 am – 10.00 am Observe Teaching (BS 1108 – Physiology)
- 10.00 am – 11.00 am Observe Teaching (BS 1107 – Anatomy)
- 11.00 am – 11.30 am Reviewers Private Discussion
- 11.30 am – 12.30 pm Meeting with Head and Staff
- 12.30 pm – 01.00 pm Lunch
- 01.00 pm – 01.30 pm Observe Teaching – Practical (BS 1108 – Biochemistry)
- 01.30 pm – 5.00 pm Report Writing

Annex B

List of persons met during the visit

1. Prof. R.L Wijeweera, Dean, FDS
2. Prof. C. Deepthi Nanayakkara, Head of Department
3. Dr. Jayantha K.C. Amarasena, Senior Lecturer
4. Dr. J.A.Chantha.K Jayawardana, Senior Lecturer
5. Dr. Thushari.N Hewapathirana, Lecturer
6. Dr. K. Sajeev N. Ariyasinghe, Senior Lecturer
7. Dr. B.G.Tharanga .L. Nandasena, Lecturer
8. Dr. Gihan Gunawardana, Lecturer

Discussion held with a group of 18 1st year students (10 male, 8 female)

Informal discussions with small groups of students in the 2nd, 3rd and 4th year and a few recently qualified dental graduates.

Annex C

List of teaching sessions observed

16 th February	1.30-2.00	Seminar and practical	(BS1109, gross anatomy, abdomen)
17 th February	9-9.30	Lecture (Asthma)	(BS 1107, Physiology)
17 th February	10-10.30	Lecture (Amelogenesis)	(BS 1105, Dental anatomy)
17 th February	1.30-2.30	Practical (cardiopulmonary resuscitation)	(BS 1106, Physiology)
18 th February	9.00-10.00	Lecture (revision of GIT physiology)	(BS 1108, Physiology)
18 th February	10.00-11.00	Lecture (Embryology)	(BS 1107, Anatomy)
18 th February	1-1.30 pm	Practical (Bile)*	(BS 1107, Biochemistry)

*cancelled due to non availability of support staff

Annex D

List of facilities inspected by the team

Biochemistry division

Research laboratory

Preparation room

Students' laboratory

Histology

Preparation room

Students' laboratory

Physiology division

Preparation room

Students' laboratory

Clinical Physiology room

Anatomy division

Cadaver processing room

Plastinization room

Preparation room

Dissecting room

Annex E

Documents observed

1. FDS, University of Peradeniya Handbook 2004
2. Teaching program details for year 2001/ 2002/2004 batches
3. Curriculum in basic sciences in the first and second semesters (2 documents)
4. Past examination papers (first and second semesters) and document indicating the method adopted for preparation of assessments
5. Tutorials in Anatomy, dental anatomy, histology, physiology and biochemistry
6. Lecture support material (pre-dissection handouts, lecture handouts etc. for the modules in all subject areas)
7. Student feedback documents obtained from students
8. Findings of the teacher evaluation conducted by JICA team, 2002

Annex F**Number of admissions to the FDS**

Academic Year	Number of students
1998/1999	63
1999/2000	77
2000/2001	69
2001/2002	71
2003/2004	75
2004/2005	73

Annex G**Student performance at the 1st BDS examination**

Year	Total number of candidates	2 nd class	Pass	Referred
2001	73	11 (15%)	25 (34%)	37 (51%)
2002	138 (double batch)	26 (19%)	59 (43%)	53 (38%)
2003	71	18 (25%)	33 (47%)	20 (28%)
2004	74	23 (31%)	27 (37%)	24 (32%)